

# THE STUDENTS RELATIONSHIP BETWEEN LANGUAGE AND MEMORY: CONNECTION BODY PART MOVEMENT (GESTURE) IN REMEMBERING (RECALL) WORDS

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## Abstract

Memory is language. Or, to put it another way, language and memory are two different kinds. The two halves of the brain whirl with memories when we are ready to speak, write, or use language. Whatever triggered the use of language in humans also triggered a significant number of memories. The majority of us are unaware of this storm; It occurs unintentionally and gives the words their emotional and syntactic content. When we hear language, similar floods of memories are triggered in both hemispheres. In some ways, our executive function helps us make decisions by prioritizing and finding meaning in the chaos. The maelstrom is created in different ways by various hemispheres. The verbal cadence, intonation, double entendre, emotional content, and other underlying meanings are the focus of the right hemisphere. When they hear or read speech, the two hemispheres use their interests to bring back memories. When the intention to speak or write first appears, the stream of words is produced by both hemispheres working together. Using the maelstrom's content to synthesize speech is a common practice for the majority of us, which greatly simplifies our day-to-day lives. The majority of us allow more expression, which encourages knowledge and creativity.

**Keywords:** *language, memory, hemispheres, words, emotional, content, emotional*

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## INTRODUCTION

Memory as "the function involved in the process of remembering the past," (Pranoto & Suprayogi, 2020). "the totality of past experiences that are recalled," and "the most typical experiences." Memory is defined as a function, an experience, or information, and a specification from these three meanings (Pranoto, 2021). By recording what is seen and experienced, memory includes it. Memory performs tasks with the recording (Keanu, 2018). However, only certain experiences or information with particular characteristics can be stored, so not all experiences can be stored correctly (Qodriani, 2021). Therefore, special information must be stored, received, and remembered in the memory (Qodriani & Wijana, 2021). In order to provide context for our current situation, we use our memories

to describe our previous experiences (Nababan & Nurmaily, 2021). According to (Oktavia & Suprayogi, 2021), memory is a process that describes the dynamics of the mechanisms involved in the acquisition and reemergence of past knowledge (Oktaviani, Aminatun, et al., 2020). One of the Atkinson and Shiffrin memory models that divides memory into three storage areas: long-term memory, sensory memory, and short-term memory. It is evident that the three memories are connected. According to (Dharlie, 2021) memory is useful in this circumstance for storing previously learned information that can be remembered for future use (Aminatun, 2021). Memory recall is the process of recalling a previous memory. According to Squire, memory recall is typically more difficult than recognition because it involves a greater repetition of learning experiences (Oktaviani, Mandasari, et al., 2020). According to (Purwaningsih & Gulö, 2021), recall memory is the process of recalling previously acquired knowledge without the organism encountering any signals (Kasih, 2018), such as remembering someone's name when they are not physically present. Specialists generally view memory as a link between the past and experience, humans require quick recall (Sari, n.d.).

## **LITERATURE REVIEW**

Skills to be able to remember each past experience (Kuswoyo et al., 2020). Humans' capacity for memory demonstrates that we are able to take in, store, and replicate the experiences we have (Mandasari & Wahyudin, 2019). Bringing back previously experienced events is the same as bringing back previously experienced things that are remembered (Sari & Wahyudin, 2019). Memory is the capacity of a person to retain information and recollect it at a later time (Aminatun et al., 2019). Due to the necessity of memory in all phases of the learning process, memory is a fundamental component of cognitive growth. According to psychologists, memory is the method humans use to encode, store, and retrieve information. defined memory as the capacity to store information for later use. According to (Amelia, 2021) memory is the process of encoding, storing, and retrieving information through time. According to Memory is the ways in which we retain and retrieve experiences from the past for use in the present (Wahyudin & Rido, 2020). As a process, memory refers to the dynamic mechanisms associated with brain activity to store, retain and release information about future experiences (Sartika & Pranoto, 2021). For contrast, stated that "In the recall method, the subject must repeat, with a minimum of clues, some item has been learnt in the past" among other definitions of recall memory

(Fadilah & Kuswoyo, 2021). The proper responses that the subject has learned to give throughout his learning phase are reproduced in the subject's ask action (Aminatun & Oktaviani, 2019a).

Recall, on the other hand, is defined as "A method of evaluating retention or the degree of forgetting of facts remembered after various lengths of time since these were learnt" (Kuswoyo & Rido, 2019), in The Penguin Dictionary of defined retrieval as the process of getting something from our mental "data warehouse" by searching our memory bank for pertinent information. To recall or recreate facts or information from memory is called recall memory (Yulianti & Sulistiyawati, 2021)<sup>i</sup>. Essay examinations typically involve recall memory since candidates must be able to recall information without the help of an external stimulus, such as an item (Yulianti & Sulistiyawati, 2020). The ability to recall memory also means the ability to reproduce or reproduce information by minimizing external stimuli (Muliyah et al., 2020). In this study, the ability to recall information held in short-term memory is evaluated over a brief period of time (Kardiansyah & Salam, 2020a). Short-term memory, according to (Kardiansyah & Salam, 2020b) is memory storage with a duration of up to 30 seconds. Wade and Tavis contend that short-term memory storage has constrained capabilities and is only involved in the temporary memory of information (Setri & Setiawan, 2020). Recalling (to recall) and identifying something again might help bring back memories that have been preserved (to recognize). In contrast, asserts that memory formation occurs in three stages. These are the stages:

1. The first stage is learning

People learn from their surroundings through education. Through focus and attention on the material to be learnt, information can be acquired consciously and intentionally (intentional learning). But it is possible to receive knowledge without trying to recall it (incidental learning).

2. The second stage is retention

During which the information is stored in short-term memory, lasting anywhere between a few seconds and several hours. To be retained and recalled for a longer period of time, possibly a lifetime, this information needs to be moved into long-term memory.

3. The third stage is recalling

Recalling knowledge that has been received and kept in long-term memory. From the foregoing expert view, it can be inferred that there are three stages to remembering: encoding information and messages into memory, storing information in memory, and recalling that information

There are several conditions for the process of recalling information, among others. The stimulus will be noticed if the stimulus is different than usual then the stimulus will be paid more attention, if the stimulus is contrasted with its environment (Mandasari & Aminatun, 2020). the intensity/strength of the stimulus, which means that the stronger the stimulus, the more attention it tends to be the repetition of the stimulus, which is heavier, the more attractive, other stimulus sizes than usual tend to get more attention, and the individual, if there are things that are related in depth it will be more interesting (Pradana & Suprayogi, 2021). Sense organs If the senses used are healthy and functioning properly, the information received will be clearer (Istiani & Puspita, 2020). Time , the longer the stimulus is not accessed, it will be entered into long term memory, but if the stimulus is immediately accessed or regenerated, it will be entered into short term memory which will be easier to regenerate (Kuswoyo & Siregar, 2019). Based on the explanation above, it can be concluded that the conditions for the occurrence of recall memory include the presence of the stimulus received, the senses, and time. According to several factors that affect memory recall include retention interval (Choirunnisa & Mandasari, 2021). The longer the storage interval, the weaker the retention. This will result in decreased memory recall ability (Mandasari & Wahyudin, 2021). According to , the length of the interval is related to the length of time between the time of entering the material (act of learning) until the material is brought back (act of remembering). Material quantity, the ability of recall memory will decrease along with the more material that must be remembered. Serial position effect. Information near the beginning and finish will typically be recalled better than information in the middle order in recall memory, especially in free recall. Asserts that information at the beginning will first enter short-term memory so that it can be adequately practiced before being transferred to long-term memory (Sari & Oktaviani, 2021). There is little room for the repetition of information that is positioned in the center of the sequence because it enters short-term memory at the same time as the process of repeating information at the front. Since it hasn't yet been stored in long-term memory, the information that is in the midst of the sequence is not yet retained. Depth of processing the

efficiency of obtaining information from memory will increase with deeper information processing (recall) (Aminatun & Oktaviani, 2019b). Both the presence of differentiating traits and elaboration contribute to this deeper processing (Mertania & Amelia, 2020). How significantly a stimulus varies from other stimuli in a person's memory file or system is referred to as the salient characteristic (Oktaviani & Sari, 2020). The process of adding to or extending the meaning of information is called elaboration. According to Kellog (in King, 2010), recall is improved in deep processing when the processing is wider. There are other aspects that affect the optimal results of recall memory, including:

a. Intelligence

Suharman (2005) defined intelligence as one of the intellectual or mental faculties of the human mind. Higher level cognitive processes include intelligence (higher order cognition). People with high intellect are frequently referred to as intelligent because intelligence is generally referred to as intelligence. According to Schun (in Suharman, 2005), people with high intellect typically process information more quickly and accurately than people with low intelligence. This is relevant to the process of remembering or remembering information from memory. High IQ people are better or more efficient at encoding information, which maximizes the memory recall that results.

b. Association

Association is the ability to connect the material being studied with the facts in memory (Higbee, in Raharjani, 2012).

c. Context

Context is a condition for strong recall or recall memory, this can be improved by restoring the context in which learning occurs.

d. Emotional factor

According to Rapport (in Atkinson et al, 1983) many researchers have found a better memory in emotional situations than in non-emotional situations.

Researchers from a range of disciplines, including psychology, education, cognitive science, and speech-language pathology, have explored the notion of memory. However, terminology used to describe memory varies throughout disciplines and writers; as a result, definitions that will be employed for the purposes of this dissertation must be given. These studies refer to the portion of memory that is restricted to a few seconds as short-term memory (STM). Repetition of a string of digits, words, or nonwords (verbal domain) or of

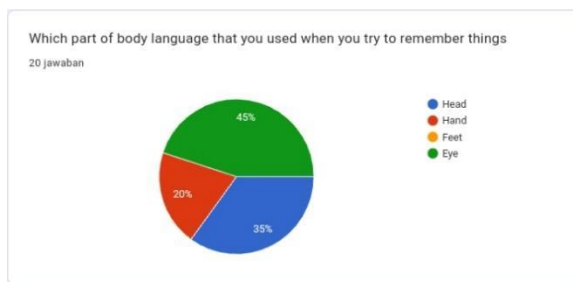
a pattern of touching blocks is frequently used to measure short-term memory (visual domain). The term "span" refers to the restricted capacity of short-term memory. Based on the above-described problem formulation, the aims of this study is to ascertain whether or not bodily movement is connected to memory recall. Descriptive qualitative research, which focuses on content analysis by describing, explaining, and analyzing the data that has been gathered, was employed in this study. The research subjects are twenty students from Teknokrat University in Indonesia . Students were the responders to a closed questionnaire that was used to collect research data, and they were given the option of one of the answers that had been included in the questionnaire that had been distributed. The questions in the questionnaire consist of 7 items related to recall memory. The advantage of surveying through Google Form is that it effective to use ,saves time and money. The downside is that many participants forgot to fill out the questionnaire that we did. The contents of the questionnaire provided will include several closed-answer type questions. Researchers conducted two stages of research, namely distribution and analysis. At the distribution stage, the researcher distributed questionnaires to be responded to by the participants. The questionnaire analysis stage as data to be analyzed according to participants' answers using two ways, namely tabulation or counting the number of responses from each questionnaire item then calculating the average results to measure the level of reading interest using Title-Rating, and Descriptions or describing the results of the questionnaire. into a more detailed and clear narrative that refers to the theory.

## **METHOD**

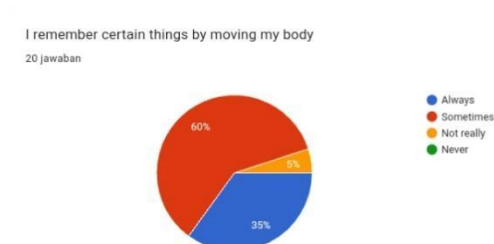
This study used qualitative research methods Students were asked about the movement of body parts (gestures) in recalling words. Questionnaires were distributed from June 30-1 July. This study uses a data collection instrument in the form of a questionnaire to collect data related to the relationship between language and memory.

## **RESULTS AND DISCUSSION**

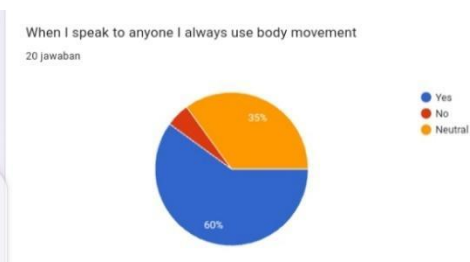
Based on the results of a questionnaire that I made through a google form containing 7 questions, the connection body movement to recall memory, I got answers from 20 students.



From the questions of questionnaire above, 20 people already answered that they had done use eye contact when to try remember things.

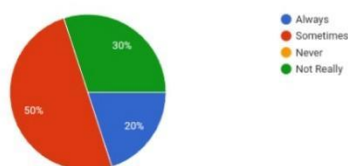


In the second question of questionnaire about whether they can remember certain things by moving their bodies, and then 60% students answered “sometimes”, 35% students answered “always”. So, most of them always use body movements to remember certain things.



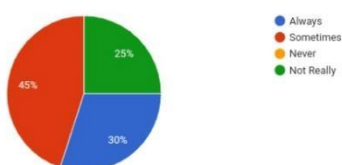
In the third question, about the effectiveness of body movements to remember memories, then 60 people answered YES that body movements can remember memories quickly. If such body language may be related to something positive, such as being interested in the conversation or liking the person in front of him. Situations like that are fun so that it makes people make things that can be fun for those in front of them. In fact, they often use body movement when speak to anyone

I use facial expression when remembering something  
20 jawaban



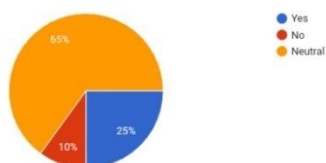
In the next question I asked how often students use their facial expressions to remember something, then 50% students answered that they sometimes use facial expressions, while 30% students answered not really, and 20% of students answered always. For the conclusion, most of students sometimes use facial expressions when they remembering something.

I use eye contact when doing public speaking to avoid losing words  
20 jawaban



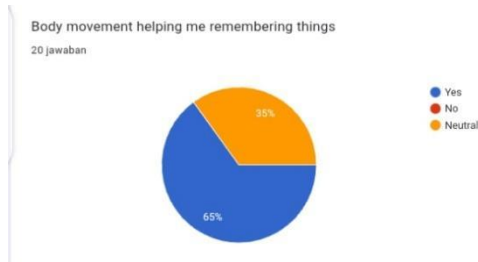
The next question I asked about the effectiveness of using eye contact when students do public speaking to avoid losing words, then 45% of students answered sometimes that they can use eye contact when doing public speaking, then 30% of students answered always, while 25% of students answered not really. In conclusion, most of students sometimes using eye contact when they do public speaking to avoid losing words.

I have trouble remembering things when there is no body movement  
20 jawaban



Next question I asked about whether they have trouble remembering things when there is no body movements, and then 65% students answered neutral. Then 25% students answered YES and then only 10% of students answered NO. In conclusion, most of students neutral for remembering things when there is no body movements.





In the last question I asked whether moving the body can help students remember something, then 65% of students answered YES that body movement can help remember something. A scientist also believes that body movements can affect the work of the brain, so that physical movements are able to remember things. While 35% of students answered neutral. In conclusion most of students can remember things with body movements.

## CONCLUSION

It can be concluded that recall memory is the ability of a person to recall experiences or information stored in short term memory without the aid of an object as a stimulus to recall, or in other words without re-contact with things that have been done before. Previously studied or encountered. From the questions above, 20 people answered that they had done body movements. For the results of a questionnaire consisting of seven questions with 20 students as respondents, there is a relationship between language and memory in remembering words. As a result, most students use body movements when they remember words, and are quite influential with students gesture when they are in a situation that wants to remember something. Memory and language are both cognitive functions, but also connected. Memory can consist of pictures, moving pictures, schema's, timelines, story's, numbers, written text, spoken language, and more, and combinations of all that. There's different kinds of memory that work together: working memory, procedural memory, episodic memory, semantic memory, etc. Language consists of grammatical rules, phonological rules and phonemes, a lexicon, which are all stored in some kind of memory. Items in the lexicon for example, are part of the semantic (and maybe episodic) memory. So if you use language, you also use your memory. And if you're digging or storing something in your memory, you're using language.

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