

Analysis of Word Recall by English Education Students of Language and Memory

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Abstract

As social beings, speaking in public is something that must be learned, but speaking in everyday situations is something that comes naturally. Many of them make mistakes when they become public speakers because they lack confidence, don't prepare well, don't know how to handle the audience, etc. They have a tendency to stammer and forget what they are going to say when they make mistakes. In this instance, they frequently make an unintentional gesture to recall the word they intend to use when they forget what they are going to talk about. When trying to remember a word or even the correct sentence they want to convey, people naturally make these gestures. When trying to remember the intended word, each person uses a different gesture. The significance of language learning techniques the conventional method by which educators control and maintain authority in the classroom.

Keywords: *English Students, Gestures, Language, Memory, Recalls*

INTRODUCTION

Speaking in public is often referred to as public speaking (Qodriani & Wijana, 2020b), according to (Aminatun & Oktaviani, 2019a), it means "the act or skill of speaking to a usually large class of people" (Aminatun & Oktaviani, 2019b). Meanwhile, according to (Sasalia & Sari, 2020) "Public speaking is a continuous communication process in which messages and signals circulate back and forth between speakers and listeners". Everyone can certainly speak (Mandasari & Oktaviani, 2018), but not everyone can speak easily and attractively in public (Qodriani & Wijana, 2020a). Speaking in daily activities is a natural thing to do as social beings (Muliyah et al., 2020), but speaking in public formally is something that must be learned (Suprayogi, 2021). When they become public speakers, many of them make mistakes (Oktaviani et al., 2020), due to many factors such as lack of confidence (Gulö & Nainggolan, 2021), not preparing themselves well (Nurmala Sari & Aminatun, 2021), not mastering the audience (Novanti & Suprayogi, 2021a), etc. When they make mistakes (Aminatun et al., 2021), they tend to forget what they are going to say and their way of speaking tends to stammer (Afrianto et al., 2021). In this case, when they forget what they are going to talk about (Qodriani & Wijana, 2021), they often make an unconscious gesture to remember what word they are going to say (Novanti & Suprayogi, 2021b).

The language we speak influences the way information is processed (Kardiansyah & Salam, 2020), stored, and retrieved (Septiyana & Aminatun, 2021b). The fact that branching and word order can be linked to basic cognitive processes (Suprayogi & Eko,

2020), such as memory opens up exciting new avenues for psycholinguistic research (Amelia, 2021), and expands the pool of languages and populations studied (Nurmalasari & Samanik, 2018). These gestures are gestures that people naturally do (Suprayogi & Novanti, 2021), when they are trying to remember a word (Putri & Sari, 2021), or even the correct sentence they want to convey (Sari & Wahyudin, 2019b). Everyone has a different gesture when trying to remember the word to be intended (Kasih, 2018). The importance of language learning strategies (LLS) (Simamora & Oktaviani, 2020). The traditional method of where teachers manage and retain authority in the learning environment (Mandasari & Wahyudin, 2021).

Memory strategies (traditionally known as mnemonics) have been found to improve recall by associating new knowledge with familiar words and images (*Levin, 1983; Mastropieri, Scruggs, & Fulk, 1990*). Memory strategy, one of the most effective strategies in the vocabulary learning process, is a very powerful mental tool. Includes activities to remember and retrieve new information such as acronyms and keywords, pictures, etc. Helps learners associate second language (L2) items with new ones. *Oxford (1990: 38)* states that the mind can store about 100 trillion bits of information, but only part of this possibility is available unless the learner is assisted by the memory strategy. She divides memory strategies into four categories (Suprayogi & Pranoto, 2020), each with different techniques: "creating mental linkage," "applying images and sounds," "reviewing," and "taking action" (*Oxford, 1990*). The use of memory strategies generally involves associating different types of material. Therefore, it helps you to learn a new vocabulary and remember it for a long time. Another interesting fact related to the mental lexicon is the capacity of working memory (Puspita & Amelia, 2020). It has been proven that this working memory has a certain amount of capacity (Suprayogi et al., 2021), or that it can actually be measured (Kardiansyah & Salam, 2021). Based on the research of *Miller (1956)*, it is believed that working memory can only store about 7 pieces of information at a time (Amelia & Daud, 2020).

LITERATURE REVIEW

Although there is a lack of research on memory strategies (Utami et al., 2020), in the development of learners' vocabulary knowledge in English teaching literature (Sari & Wahyudin, 2019a), there are still accredited studies on vocabulary development (Kardiansyah, 2021). The most common type of study was to compare the effectiveness of one strategy with other strategies in vocabulary learning (Septiyana & Aminatun, 2021a). For example, *McDaniel and Pressley (1989)* compared keyword techniques with contextual vocabulary learning. In their study, language learners were trained to learn new vocabulary using keyword strategies. Studies have shown that the former, in which students use auditory and visual shortcuts, is more successful than those that use the latter technique (Puspita, 2021). Another similar study of keyword techniques was done by *Lawson and Hogben (1998)* on vocabulary development. After training, learners can use keyword techniques to learn new vocabulary and learn it over time (Wahyudin & Sari, 2018). Similarly, *Cohen and Apek (1980)* trained students at the Association of Pairs to teach and learn Hebrew for a long time (Sinaga & Oktaviani, 2020). After the strategy was dictated and implemented (Fadilah & Kuswoyo, 2021), the results showed that using pairwise associations to get new words would improve performance over using another strategy. Another study by *Roediger (1980)* examined the method of loci, along with three other well-known mnemonic methods. The results of the study showed that all four mnemonic groups remembered 20 words. A better list than the control group. *Kron-Sperl,*

Schneider and Hasselhorn (2008) also examined the use of memory strategies in kindergarten children's language learning processes. At the end of the study, it was found that children who were encouraged to use memory strategies were more effective at remembering.

METHOD

This research was created because of the following questions:

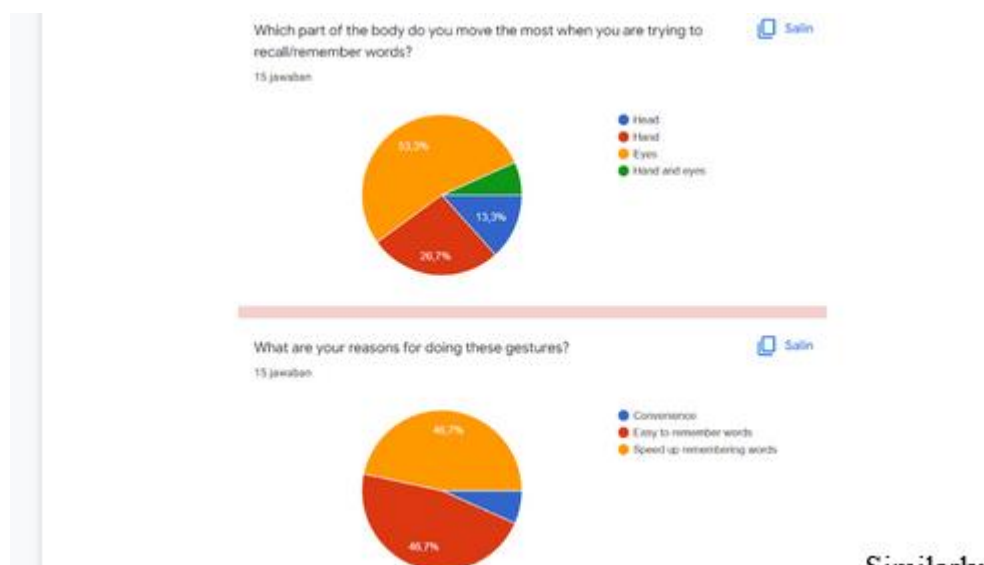
1. Why do people forget the words they used to use?
2. How do they recall the words they forgot?

The participants we studied were students from English education, who turned out to have a variety of ways to remember forgotten words. This habit usually comes out instinctively when they try to recall a word they forgot, whether it's daily words, special terminology or a foreign language. By giving participants a questionnaire, the research team was able to compare their performance in recalling words, numbers, and spatial stimuli.

This study focuses on " Language and Memory: Analysis of Recalling or Retrieving Words Students in English Education Students' " and how students remember the words they forgot when communicating with others to find out. This survey uses a qualitative survey by distributing the survey to multiple participants who want to survey.

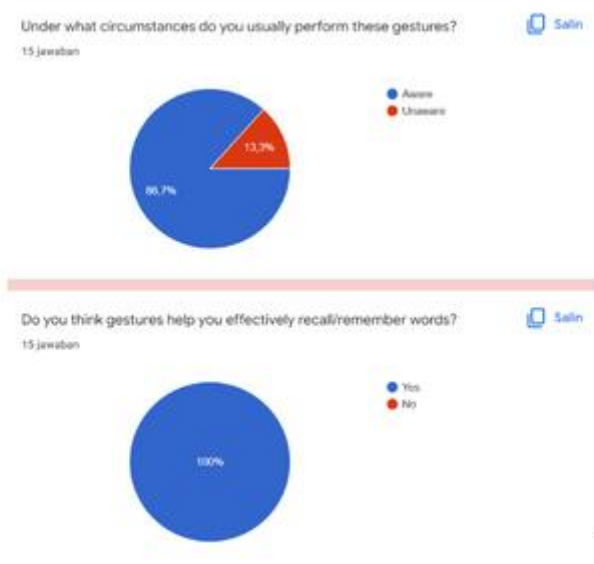
RESULTS AND DISCUSSION

After conducted the research with participants, they fill out the questionnaire that the researchers have made. Participants consisted of 15 people from English Students. This questionnaire consists of several questions that will be the reference data in this research and here are the results.



In Figure 1, question number 1 is "which part of body do you move the most when you are trying to recall/remember words?", the result of the question is Eyes; 53.3, Hands; 26.7,

Heads; 13.3, and the last one is head and eyes but no one chooses that option. Question number 2 "what are your reasons for doing these gestures?", the results of the question are Easy to remember words and speed up to remembering words; 46.7, while for convenience no one chooses.



In figure 2, question number 3 is "under what circumstances do you usually perform these gestures?", the result of the question is aware; 86.7, while unaware; 13.3. In question number 4 is "do you think gestures help you effectively recall/remember words?", the result is that all participants answered yes.

No	Participants' Reasons For Question Number 4
1.	Yesssss, because that thing makes me easy to remember the word.
2.	It can help me to remember a word easily and quickly.
3.	Because if we forget about something, and we do like looking around or anything, with do like that we can quickly remember.
4.	Gesture makes me easy to remember hard words.
5.	It's effective for me to remember.
6.	Can make me more enjoy and calm to remember word.

7.	Sometimes can help me to remember words, sometimes can't but i think yess.
8.	Because from gesture I can remember the situation and can remember what I said or someone said in that moment
9.	Because with the movement of body gestures make it easier for me to remember something.
10.	Yes, I think that effectively for remember words.
11.	I don't have any specific reason, but I think it's because moving my eyes like that, can give me a boost to remember the word that I tried to remember.
12.	Because when I do a gestures it help me to remembering a word.
13.	Sometimes it help me to speed up remembering a word.
14.	It help me to remember the word.
15.	Make me remember the word

Table 1. Participants' Reasons For Question Number 4

Based on the table, from 15 participants for almost the same reason when they perform the gesture they choose, it will be easier to remember the words they will say. In addition, when doing these gestures they feel more relaxed.

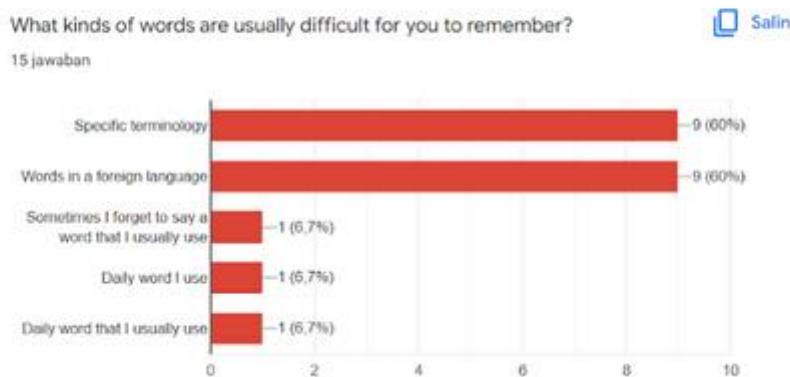


Figure 3 is the result of question no 5 "what kinds of words are usually difficult for you to remember?", in this question participants can choose more than one answer about what kinds of words they often forget when speaking. The first option is specific terminology; 60%, in the second choice, namely words in foreign language; 60%, and 3 other choices are daily words; 6.7%.

Based on the results of the questionnaire that has been described in the findings, most of them assume that doing the gestures they often do to remember words, it can make them quick to remember the words they are going to say. The gesture is like moving their hands, eyes or their heads instinctively when they want to remember the word in question. As we often experience, sometimes we will inadvertently move one of our bodies to recall the words to be spoken. The same thing happened to the participants that you asked through the questionnaire that we distributed. They already think that doing certain gestures will make them remember the words they are about to say.

CONCLUSION

After we did the research, we gave questionnaires to the participants. It can be concluded that their way to recall the forgotten word is to perform a gesture that they naturally do when they want to remember the word. Most of them perform gestures using the eyes, hands, or head. When they do the gesture they are suggested that they will recall the word they want to remember again. It has been proven that most of them also say that performing certain gestures can make them quickly recall words.

When they become public speakers, many of them make mistakes due to many factors such as lack of confidence, not preparing themselves well, not mastering the audience, etc. When they make mistakes, they tend to forget what they are going to say and their way of speaking tends to stammer. The use of memory strategies generally involves associating different types of material. Therefore, it helps you to learn a new vocabulary and remember it for a long time. Another interesting fact related to mental lexicon is the capacity of working memory. It has been proven that this working memory has a certain amount of capacity, or that it can actually be measured.

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