The Relationship between Language and Memory

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Abstract

A word is one of the things that are stored in memory. The word has to do with language in this instance.Therefore, language acquisition and memory are closely linked. In our memories, language creates scripts and behavior patterns.Every factor is a determinant, starting with a child's first words and the environment in which he or she grows up.Understanding, recalling, and forgetting the things around us can be helpful.Most of the time, associations are important in learning new words.

Keywords: Language, Memory, Relationship

INTRODUCTION

Understanding Memory Humans are created by God (Asia & Samanik, 2018), and have the unique ability to recall past events through their senses (Kardiansyah, 2019), by seeing and hearing what other humans have to say (Suprayogi, Samanik, & Chaniago, 2021). Human memory stores all of these occurrences and does not have a limit (Samanik, 2018). Wilder Penfield used conscious manipulation of the patient's brain in his experiments (Qomariah & Sucipto, 2021). Using low-voltage electronics, Wilder punctured the temporal lobe of the brain multiple times (Pranoto, 2021), particularly in the hippocampal region (Ngestirosa et al., 2020). The patient does not remember the things that were shown to him as a result (K. Sari & Pranoto, 2021). The hippocampus has been suggested by some researchers to be a memory region (Kuswoyo et al., 2020). Therefore, remembering something in the form of experiences (Amelia, 2021b), words, or conceptual things that people are surrounded by is the core of memory (EWK, 2018). Humans cannot communicate without memory (Fithratullah, 2021). This is due to the fact that one basic function of memory is to record a word (Nindyarini Wirawan, 2018), store it in the brain, and communicate it in two ways (Fithratullah, 2019).

Language is one of the means by which humans communicate with one another (Kuswoyo et al., 2021). Additionally, in Indonesia, Indonesian is alluded to as the primary language or frequently the principal language (F. M. Sari & Putri, 2019). Since humans were born, they have been taught this first language (Fakhrurozi & Puspita, 2021). Learning a language is a term that is frequently used (Aminatun, 2021). This term is more frequently used in activities during lectures (Amelia, 2021a). The individual can acquire both formal and informal languages (Aminatun et al., 2021). People, for instance, can acquire knowledge through schools. English language development people are proficient in English from elementary school through high school (Puspita & Pranoto, 2021), and will eventually be proficient in it. In non-formal terms, language gaining can be obained by implication from the climate (Nurmalasari & Samanik, 2018). For instance, people born in

Indonesia speak a variety of regional languages (Oktaviani et al., 2020). In Sumatra, for instance, you can learn Acehnese Malay as a second language, depending on where you live.

LITERATURE REVIEW

The Relationship Between Memory and Language Learning

One of the things that memory stores is a word. In this case, the word is associated with the language (Suprayogi & Eko, 2020). Therefore, memory is closely related to language and language learning (Kardiansyah & Salam, 2020). When learning a language, learning words (vocabulary) is of utmost importance (Puspita & Amelia, 2020). Because you can't learn a language without learning or understanding vocabulary. The most difficult part of learning a language is learning vocabulary (Qodriani, 2021). As explained in the previous section, when you remember one or more words (Suprayogi & Pranoto, 2020), you tend to remember only the first or last part of the mentioned word (Putri & Sari, 2021). It's on the way, but it's easy to forget. There is a way to remember a word by matching the word in both meaning and shape (Suprayogi, Samanik, Novanti, et al., 2021).

Primacy effect (dominant effect)

People remember the first word of the former more dominantly than the words after that. This will be revealed in John Field's book in the next case study. In class, the teacher dictates 16 words to the students (F. M. Sari & Wahyudin, 2019b). Words are given a pause of approximately 1.5-2 seconds. Students are asked to rewrite as many words as the teacher says in 90 seconds. The review found that most students could paraphrase the first word (Wahyudin & Sari, 2018). It makes it easier for readers to remember the words spoken directly without having to rewrite the words. This is a book written by John Field and is shown in the following case study. The teacher gives the student 30 seconds to memorize the 10 words on the board, then the teacher gives the student 90 seconds to memorize the words they remember (Mandasari & Wahyudin, 2021).

 As a result, most students can say two words at the end Some conclusions can be drawn from case studies that form the basis of discoveries about memory training (Gulö & Nainggolan, 2021). Short words are harder to remember than long words. This is in the syllable itself. For example, in the word "bleib", this word consists of only one syllable. When the total number of words reaches 10, students are very unlikely to remember each word with a time lag of 1.5 seconds and one syllable. This is evidenced by the fact that most students can only understand the first word of This result is inversely proportional if there is a long word consisting of three syllables, for example beautiful. This word consists of three syllables. For a total of 10 words, especially when it comes to time lags, the memorization time can be very long. This is evidenced by the number of students who can rewrite some of the words memorized by John Field (2003: 110-111). phonemes: ar, te, cey. According to, learning such words is the same as learning the word order of the letters in a letter span task, namely repeating the RTC letters. in a fast serial recall task. In other words, the model proposed by Page and Norris bridges the gap between verbal working memory and language acquisition by hypothesizing that the working memory mechanism involved in serial recall of letters is the same as that involved in acquiring forms. new word form.

Language is one of the communication tools used by humans to interact with each other (Suprayogi & Novanti, 2021). In Indonesia in particular, people use Indonesian as their mother tongue or what is often known as the first language (Afrianto et al., 2021). This first language is taught by humans from birth. Language learning is more commonly known as language learning (Qodriani & Wijana, 2021). This term is more often used in lecture activities (Puspita, 2021). Humans themselves can get language learning formally and non-formally, for example by school, humans can get new knowledge such as mastering English (Amelia & Daud, 2020). Since elementary school to high school, humans are equipped with English and finally can master English well (F. M. Sari & Wahyudin, 2019a). In non-formal terms, language learning can be obtained from the environment indirectly. For example, in Indonesia, there are various local languages where humans are born. In Sumatra, for example, people can learn Acehnese, Malay as their second language according to the area where they live.

There are two types of language learning.

a. Naturalistic type and the second type is formal. The naturalistic type is a type that is in the learning process without being accompanied by a teacher and without any intentional element. This process is common in the community.

b. The formal type is that the learning process takes place in the classroom accompanied by a teacher who serves as a supervisor, teaching materials such as materials and teaching aids.

According to memory consists of three stages: input, storage, and output.

a. In this input phase, people usually receive both verbal and written input and take the essence of the input to understand it. People only save the meaning, not the whole word. It would be very difficult if you were told to repeat exactly what you were told.

b. The save phase begins by storing the information in short memory, and when this information is deemed necessary, it is sent to long memory. Long memories save not only meaning but also literal memorization. Verbatim is an exact word-by-word rendered iteration.

c. In the early stages, two methods are used: recognition and recognition. Cognition is the recall of memory by having someone recognize what was previously given. B. Students will be asked if this object was previously known.

At the recall stage, students were asked to recall words they had seen and heard before. This is supported by, which found that older children can repeat longer numbers than younger children. This idea was adopted by Binet and Simon when developing intelligence tests in the 20th century. In their study, children up to 3 years could only repeat 2 digits, children up to 4 years could repeat 3 digits, and children up to 7 years experienced an increase in their ability to repeat up to 5 digits. I found out. 4. Access the bilingual store .

RESULTS AND DISCUSSION

The role of memory in communication is rarely overestimated. Still, memory is not a big factor in language practice. It is the strength of discovering a new environment that helps one understand a

language and ultimately speak it. The brain begins to connect things at different levels, connecting new sounds and words to previous experiences, as well as emotions and the context of other words. This is somewhat reminiscent of memory phenomena. Such an unconscious process works passively in the background while a person is listening or reading. It works better than memorization, where anyone can learn a new language.with writing the paper. If your work has been supported by a grant, you would also give credit for that in this section. Theoretically, there are two language classifications, left-branched and right-branched. Right branch (RB) means that the sentence starts with a topic and expands into the details of that topic, and left branch (LB) means a sentence that starts with information about the topic that leads to finding the problem.

LB and RB speakers differ greatly in their ability to recall start and end impulses, showing a clear link between branching direction and working memory. Real-time sentence perception relies heavily on the retention of initial information in the LB language, not the LB language. The left-branch language.

native speaker has significantly improved working memory capacity for items previously presented in memory tasks. Native speakers of right-branch languages have much better memory for the details shown below. Otherwise, our way of speaking influences our way of thinking and vice versa.

CONCLUSION

memory loss when wanting to say something often happens when someone wants to do public speaking either on a small scale while doing an assignment or when being a big enough performer, it cannot be denied that this happens not because someone is not ready to speak but because they are nervous or mentally unprepared, this can be proven by conducting a survey that has been carried out to prove that 7 out of 9 people have difficulty communicating for various reasons, one of which is because they are nervous in doing public speaking, by making this small research it can be hoped that it can help explain how language correlates or relates to thought.

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