

The Role Of Gesture In Children Memorize

Lita Anasthasia Anggraeni

Universitas Trunojoyo Madura, Indonesia

190511100062@student.trunojoyo.ac.id

Received 12 September 2022; Revised 1 Oktober 2022; Accepted 1 November 2022

**Corresponding Author*

Abstract

This research is conducted in order to find the effect of movement on children's memory, how children can memorize rote and several languages through movement. This study used psycholinguistic perspective in order to get the information about memory. This study took data from the researcher's younger sister who was twelve years old. From the data that has been analyzed, it shows that iconic movements have a tremendous influence on children's memory. Like the younger sister of the researcher, she can quickly memorize a few sentences in the Indonesian translation of Surah Al-Ikhlâs and can even remember it for a very long time. This is an easy way for children to learn to memorize something.

Keywords: Children's memory, Psycholinguistic Perspective, and Iconic Movement

Abstrak

Penelitian ini dilakukan untuk mengetahui pengaruh gerakan terhadap daya ingat anak, bagaimana anak dapat menghafal hafalan dan beberapa bahasa melalui gerakan. Penelitian ini menggunakan perspektif psikolinguistik untuk mendapatkan informasi tentang memori. Penelitian ini mengambil data dari adik perempuan peneliti yang berusia dua belas tahun. Dari data yang telah dianalisis menunjukkan bahwa gerakan ikonik memiliki pengaruh yang luar biasa terhadap daya ingat anak. Seperti adik peneliti, ia dapat dengan cepat menghafal beberapa kalimat dalam terjemahan bahasa Indonesia dari Surat Al-Ikhlâs dan bahkan dapat mengingatnya untuk waktu yang sangat lama. Ini adalah cara mudah bagi anak-anak untuk belajar menghafal sesuatu.

Kata kunci: Daya Ingat Anak, Perspektif Psikolinguistik, dan Gerakan Ikonik

INTRODUCTION

Language is something that is often used in our daily lives (Indrayani, 2016). Language is the way of the speakers to deliver what they want to speak, especially to children. They use language to communicate, learn, play, and so on. Language development in children is closely related to their learning process. In some cases in language, many children have learning delays such as weak memory they have. This is caused by several factors both internally and externally. For that we need several ways to overcome this. One of them is by applying gesture techniques to the memorization process.

<https://journal.trunojoyo.ac.id/jscl>

Journal of Social, Culture, and Language

Vol 1 No 1 pp 11-14

Gestures are a kind of movement performed during speaking based on Feyereisen and de Lannoy, (1991). Gesture divide into two, they are iconic and beat (Halili, 2017). Iconic gesture are physical resemblance to meaning or idea an abbreviation or in other words iconic gesture is a gesture that illustrates the meaning of what they mean. They illustrate their verbal message with a body movement such as hand, foot, eye, or others. Beat gestures are movement to indicate the sentence ends. Therefore, it can be said that the gestures do not show further clarification to the ideas being stated. This is may be caused by the behavior of the speaker. For the example, the speaker fingers moving up and down, or back and forth.

Children memorize is one of the problem that children have in this era (Fairuzillah & Listiana, 2021). Many factors affect the weakness of children's memory. Therefore, the role of caregivers is very important in this case. Caregivers can help children to provide learning techniques that are easy and can be understood by children. One of that techniques is involving gestures as a medium of learning in children's memorization.

This study will explain about the role of gesture in children's memorization. Through this research, it is expected to be able to help parents to add gestures in each of their children's memorization thus children can understand and memorize things more easily. Moreover, the analysis that is presented in this study will convey important information that valuable for children especially for children who have weak memorization. In nowadays children weak in their memorising because in any factor thus in this reason the researcher want to deliver one of ways to improve their memorization therefore this research is really worth to discuss.

METHOD

This study used descriptive analysis as the method of the research to find out the role of gesture in children's memorization. This research is conducted in order to help parents to add gestures in each of their children's memorization thus children can understand and memorize things more easily. This study took data from the researcher's younger sister who was twelve years old. The research got the data by interviewing her sister to get information about the role of gesture in children's memorization.

FINDING AND DISCUSSION

Based on explanation in above, the researcher illustrates the chosen data analyzed based on psycholinguistic perspective. In the process of implementing learning memorize the researcher takes the sister of the researcher as the object of this study. She is 12 year old in that time and weak in memorize. In this research, the researcher only represent of the gesture iconic because the hand gesture will make meaningful movement by children. The data on this research focuses on the Indonesian translate of Qur'an on surah Al-Ikhlâs, there are four verse on surah Al-Ikhlâs.

In the first verse of the translate Qur'an on surah Al-Ikhlâs said that "*Katakanlah (Muhammad): Dialah Allah, Yang Maha Esa*" (say: He is Allah, the One). In this verse, the researcher tries to give some gesture to her sister. Such us in the word say, the researcher will give an example by illustrating the word "*katakanlah (Muhammad)*" (Say) by making hands like talking mouth. Then, the researcher illustrated the word "*Dialah Allah*" (He is Allah) by pointing the forefinger to above and eyes looking to above. The last, the researcher illustrated the word "*Yang Maha Esa*" (the one) by pointing the forefinger.

<https://journal.trunojoyo.ac.id/jscl>

Journal of Social, Culture, and Language

Vol 1 No 1 pp 11-14

Next, in the second verse of the translate Qur'an on surah Al-Ikhlās said that "*Allah tempat meminta segala sesuatu*" (God, the absolute). The researcher illustrated the word "Allah" (God) by pointing the forefinger to above and looking to above. Then, illustrated the word "*tempat meminta segala sesuatu*" (absolute) by extending both palms forward and both of hands open.

In the third verse of the translate Qur'an on surah Al-Ikhlās said that "*Dia tidak beranak dan tidak pula diperanakkan*" (He begets not, nor was he begotten). The researcher illustrated the word "*Dia tidak beranak*" (He begets not) by pointing the forefinger in above and the hand make movements like pregnant people. Then illustrated the word "*dan tidak pula diperanakkan*" (nor was he begotten) by the forefinger moves left and right and do hand movements like holding a baby.

Then, in the last verse on surah Al-Ikhlās said that "*Tidak ada seseorangpun yang setara dengan Dia*" (And there is nothing comparable to Him). The researcher illustrated the word "*tidak ada seorangpun*" (And there is nothing) by both of the forefinger move left and right. Then illustrated the word "*yang setara dengan Dia*" (comparable to Him) by both palms placed forward with a slightly far distance then the forefinger pointing in above.

The researcher asked her sister to repeat what the researcher does in every verse and the results prove that little girl still little confused on the first try. Then on the second try, she started to follow and was little fluent to remember them. The last try, she has memorized all the sentences fluently. In the next day, the researcher asked her to repeat them again to confirm that she really has memorized them and the result is she still memorized them.

Based on data above, the researcher only reveals the iconic gesture, but not the beat gesture. It shows that the gestures affect children's language acquisition memory. The data shows that children can quickly understand and remember rote with gestures and through these gestures the children will continue remember the rote. This is an alternative method that can be applied to children who have low memory.

CONCLUSION

This study focuses on the effect of movement on children's memory, how children can memorize rote and several languages through movement. This study took data from the researcher's younger sister who was twelve years old. From the data that has been analyzed, it shows that iconic movements have a tremendous influence on children's memory. Like the younger sister of the researcher, she can quickly memorize a few sentences in the Indonesian translation of Surah Al-Ikhlās and can even remember it for a very long time. This is an easy way for children to learn to memorize something.

ACKNOWLEDGMENT

Thank you for the dean of Faculty of Social Science and Culture Science, Universitas Trunojoyo Madura for supporting in writing this article. Thank you to All of English department lecturers who have supported me in writing this article.

<https://journal.trunojoyo.ac.id/jscl>

Journal of Social, Culture, and Language

Vol 1 No 1 pp 11-14

REFERENCES

- Feyereisen, P., and de Lannoy, J.-D. (1991). *Gestures and Speech: Psychological Investigations*. New York, NY: Cambridge University Press.
- Fairuzillah, M. N., & Listiana, A. (2021). The Positive Impact of Memorizing the Qur'an on Cognitive Intelligence of Children. *Proceedings of the 5th International Conference on Early Childhood Education (ICECE 2020)*, 538(Icece 2020), 334–338. <https://doi.org/10.2991/assehr.k.210322.071>
- Halili, M. (2017). Gestures as a Concrete Paving for Children Language Development. *ICON LATERALS 2017 (International Conference on Language, Literature, and Cultural Studies): Promoting Creative Literacy in Digital Age, 2017*, 1–7.
- Indrayani, N. (2016). Language Development at Early Childhood. *International Conference on Education (IECO) Proceeding, 1*(July), 279–289.