English Conversation Learning Model Needs Using Memory Palace Technique

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Abstract

This research aims to obtain the need for an English conversation learning model using the memory Palace technique. This research is qualitative research conducted using a survey method. Data collection techniques use documents, observation and questionnaires. The participants who were used as research objects were students in the 3rd and 4th semesters of 3 classes (n=100). Data analysis consists of three steps, namely data reduction, data presentation, and conclusion. The results of the research conclude that the components of the objectives needed are related to the demands for quality human resources in the global and learning era. The content components and sequence of teaching materials must be by current issues so that students' vocabulary becomes richer. In terms of teaching methods and approaches, the use of memory palaces is more appropriate for learning English conversation. Meanwhile, the learning evaluation component focuses on the concept of giving tests in groups and individually so that it is in line with achieving the required 6C competencies. These findings also have implications for the development of learning models that teachers must prepare before starting teaching activities.

INTRODUCTION

The teaching and learning process in educational institutions is work that has complex activities. This is because achieving educational goals in educational institutions involves the interaction process of everyone involved in providing education. Moreover, each individual has different characteristics. Therefore, teachers have a very important and main role in implementing education (Coman et al., 2020; Griffiths et al., 2021). Teachers are the main actors in producing educational work. This makes us realize that our problems or concerns are focused on: the teacher as a personality, the teacher's attitude towards students, the style and way of working, and the strategies and methodologies as teaching gets older or the teacher chooses formal education. This means that there is a professional process that teachers must develop as needs arise. These demands for change are influenced by the increasingly rapid development of science and technology (Kaur, 2019). Thus, it can be said that the role of educators is very large in achieving learning success. They are

required to provide learning models that suit the needs of learning objectives, graduate competency achievements, and students' conditions.

Apart from that, the learning model used must also be fully mastered by the teacher and understand the supporting factors for the successful implementation of the learning model (Salisu & Ransom, 2014; Mudau & Tawanda, 2024). If these factors are not paid attention to, the final results will not be as expected and problems will arise, students will not want to learn, the learning atmosphere will be uncomfortable, and teachers will also be less comfortable in teaching, so students' grades will not be optimal (Ahyar & Edyansyah, 2021). Designing a learning model is also not an easy thing for educators, because they not only have to pay attention to changes in the curriculum used by universities, but also another important factor is student needs.

The results of researchers' observations in the English Conversation class in the odd semester 2023-2024 at a private campus in Jakarta found that it was difficult for students to develop conversation content if they did not prepare a conversation draft first. If the lecturer gives conversation practice exercises suddenly, students are less able to carry out speaking activities and they ask the lecturer to give them time to prepare a conversation draft. This influences other aspects of the teaching and learning process such as teaching methods, assessment, learning, and speaking classes seem passive and students are busy creating conversation drafts.

Therefore, a creative speaking learning model is needed that describes how young learners can be supported in gradually developing skills for more independent language use (Marinić & Moritz, 2024). Learning models for foreign languages must take into account the concept of how learners acquire and learn languages. (Sundari, 2015). Learning design has a diverse nature that requires a series of considerations of learning and institutional conditions (Pourhejazy & Isaksen, 2024). Selecting and determining the right strategy determines the achievement of learning goals and nationaleducation goals (Deak & Santoso, 2021). It means that teachers must prepare solution learning models that will be used in the 21st century (Ratminingsih et al., 2021). The role of learning strategies in achieving academic success has been extensively investigated in campus-based students (Neroni et al., 2019).

From the problems found and the study of several previous studies, developing learning models is part of the activities that must be carried out by teachers before starting teaching activities in the classroom. However, before determining the design of the learning model, one of the activities that must be carried out by the teacher is to map the needs for a learning model that suits the needs of students. Thus, this research is different from previous research in that it presents a research gap which is not focused on the learning model that must be developed, but this research focuses on analyzing the need for developing a learning model for English conversation courses. To show novelty that is different from previous research, the needs analysis in this research uses the

basic memory palace learning technique. Research related to brain work, especially memory palace techniques, has not been widely studied for research into developing learning models for English-speaking learning activities.

This learning technique involves students' memory abilities for information or learning experiences they have had so far for conversation practice. Neurolinguists have provided much new and exciting research on how human language is represented in the brain and how neurological learning occurs. Neuro-Linguistic Programming (NLP) techniques have an effective impact on the reflective teaching of English as a Foreign Language (EFL) teachers (Marashi & Abedi, 2017). Other research shows students taught through neurolinguistic strategies experience significant improvements in speaking skills (Gavilanes et al., 2021). Language learning strategies using memory are also very popular and help students remember new words or phrases (Khalifasati & Susanto, 2023).

So, this research aims to obtain the need for an English conversation learning model using the memory palace technique. Thus, it can be said that the English conversation learning model can improve students' speaking learning activities using the memory palace technique. This research is expected to provide benefits in research on developing learning models that suit student needs, learning objectives and the development of graduate competency demands. Moreover, each class has different student characteristics, of course, the learning model is also different.

RESEARCH METHODOLOGY

The research is qualitative research conducted using survey methods. Qualitative research describes phenomena or facts in the field to show patterns and themes related to certain questions (Creswell, 2012). So, this research examines in more depth the need for an English conversation learning model using the memory palace technique. This research was conducted at a private university in Jakarta. Meanwhile, the participants involved as research objects were 3 classes of 3rd and 4th-semester students (n = 100). Participants in this research are students who have received and studied the English conversation course so that they have a learning experience and know the shortcomings of the learning model used in class so far.

Data collection techniques use documents, observation and questionnaires. The documents analyzed are evaluations of learning outcomes in the 2023-2024 academic year. Observations were carried out to determine student activities in the English Conversation class which were carried out over five meetings. Questionnaires were distributed to students to determine the needs of the English conversation class learning model. The questionnaire distributed refers to a Likert scale with five answer choices, namely 5) strongly agree (SA), 4) agree (A), 3) doubtful (D), 2) disagree (DA), and 1) strongly disagree (SD).

Table 2.1. Instrument Needs Analysis of Learning Model

Component	Code	Questions	Answer Choices				
			SA	A	DO	D	SD
Goals (Identifying learning objectives)	Q1	Are the learning objectives of the English Conversation course that you need related to the competency demands of graduates in the global era?					
	Q2	Are the learning objectives of the English Conversation course that you need related to vocabulary enrichment?					
	Q3	Are the learning objectives of the English Conversation course that you require related to the student's learning experience?					
	Q4	Are the learning objectives of the English Conversation course that you require by the competency achievements of graduates?					
	Q5	Are the learning objectives for the English Conversation course that you need in line with teaching strategies or techniques?					
Content and sequencing (Identifying the scope of material and sequence of learning material)	Q6	Can the learning content and sequencing of the English Conversation course that you need to improve critical thinking patterns and have values in the 6C competencies?					
	Q7	Are the learning content and sequencing of the English Conversation course that you need related to current hot topics?					

	Q8	Is the learning content and sequencing of the English Conversation course that you need related to your learning experience?					
	Q9	Does the content and sequencing of learning for the English Conversation course that you need increase the enrichment of the vocabulary you already have?					
	Q10	Do you need the learning content and sequencing of the English Conversation course to develop the knowledge you already have during speaking activities?					
	Q11	Are the learning content and sequencing of the English Conversation course that you need in line with the demands of current global developments in the quality of graduates?					
Format and presentation (Identifying the methods and approaches used and activities in the learning process in class)	Q12	Do the teaching and learning methods in the English Conversation course that you need utilize the brain's working memory capacity?					
	Q13	Can the teaching and learning methods in the English Conversation course that you need stimulate the knowledge you have?					
	Q14	Are the teaching and learning methods in the English Conversation course that you need able to develop the vocabulary that you have so					

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		far?					
	Q15	Can the teaching and learning method in the English Conversation course that you need to use memory learning help you remember new words or phrases?					
	Q16	Do the teaching and learning methods in the English Conversation course that you require can build critical thinking patterns that can have an impact on the quality of conversation practice?					
Evaluation (Identifying assessments used to determine the development of student performance and teaching and learning outcomes)	Q17	Is the learning performance assessment system you need in verbal form?					
	Q18	Is the learning performance assessment system that you need to be carried out in groups?					
	Q19	Is the learning performance assessment system that you need to be carried out individually?					
	Q20	Is the learning performance assessment system that you need to be carried out interactively between students and lecturers or through feedback?					

Data analysis consists of three steps, namely data reduction, data presentation, and conclusion. The data reduction stage has several activities, namely collecting data, categorizing data according to needs, and mapping data. The data presentation stage analyzes data that has been categorized and presents the data in graphic form in the form of percentages of the results obtained in a questionnaire. The conclusion drawing stage is presenting the findings that answer the research questions.

RESULT AND DISCUSSION

The results of the questionnaire data analysis are presented in graphs for each component so that the learning model requirements for the English Conversation course can find important items and can apply the memory palace strategy to the learning model in the classroom. Overall, these findings illustrate that the need for a learning model requires synergy that is in harmony between the learning objectives to be achieved.

**Graph 3.1. Percentage of Learning Objectives Required**
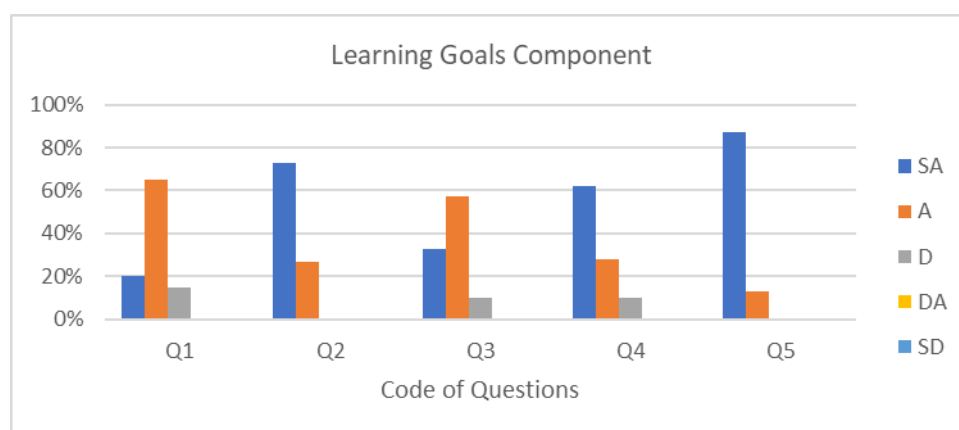
Graph 3.1 depicts the results of the needs analysis related to the learning objectives of the English Conversation course. Overall, the answers given were dominated by the agreed choice. From the graphic display 1, shows that students need to design English Conversation learning objectives that can be in line with the quality demands of graduates in the global era (65%) and can meet the competency needs of graduates in the study program (62%). Apart from that, learning objectives should also aim at achieving vocabulary enrichment so that it can help students improve the context of the conversations they are having (73%). Meanwhile, learning objectives related to teaching strategies must also be considered (87%) so that students can explore the learning experiences they have had (62%).

Graph 3.2. Percentage of Content and Sequencing Required
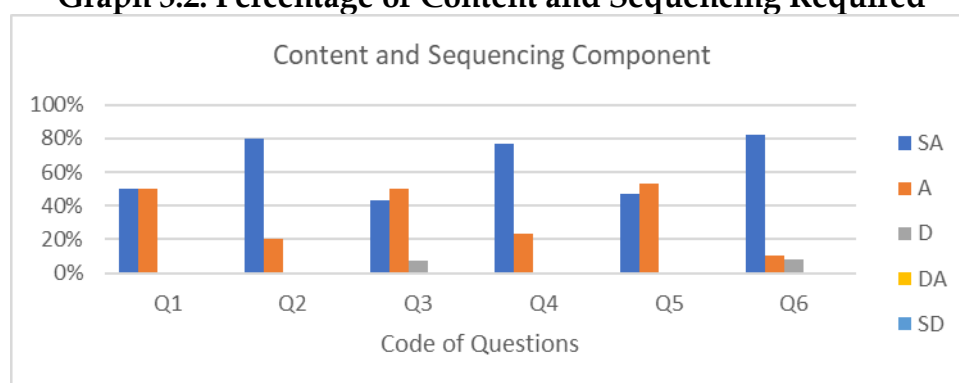
Graph 3.2 is dominated by answers that strongly agree and agree regarding the use of content and structure of teaching materials that must be provided. The data in graph two shows that 1) students need the content taught to be able to direct them towards achieving 6C competency values and critical thinking patterns (50% / strongly agree), 2) students need content and sequencing related to hot issues (80% / strongly agree), 3) students need content and sequencing that can explore the learning experiences they have had (50% / agree), 4) students need content and sequencing that can increase vocabulary enrichment (77% / strongly agree), 5) students need content and sequencing that can develop the knowledge they already have (53%/ agree), and 6) students need content and sequencing that can lead them to quality that can be in line with current global developments (82%/ strongly agree).

**Graph 3.3 Percentage of Format and Presentation Required**
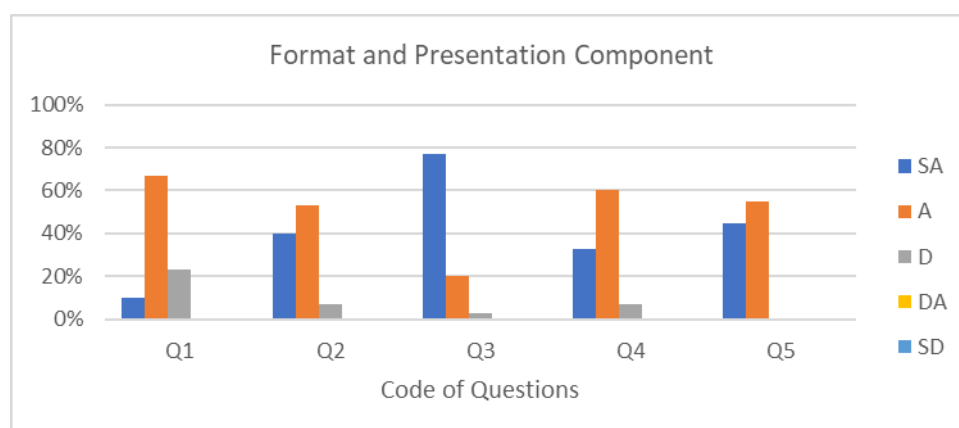
Graph 3.3 illustrates the need for the use of teaching methods and approaches used in the classroom. From the data that has been presented, it can be concluded that the answers are dominated by the strongly agree option, meaning that the level of need for the use of appropriate teaching methods is a necessity that must be prepared by teachers for learning English conversation. The focus of this research is analyzing the need for teaching methods using memory palace techniques that utilize the brain's working memory capacity (67% / agree). Therefore, memory palace techniques are needed to support the exploration of previously owned knowledge (53% / agree), develop wider vocabulary so that the context of the content of conversation practice becomes more developed (77% / strongly agree), even memory learning techniques can help students remember new words or phrases (60%/agree).

Other studies use vocabulary memorization activities as an important aspect of learning a new language. Although personalized learning systems or intelligent tutoring systems can help students memorize vocabulary, most of them are limited and do not allow for speaking practice (Dewi, 2023). Many problems exist in the teaching and learning of English vocabulary, which are

too common to be noticed, and have a negative and implicit impact on students' English Vocabulary Memorization. The proposed teaching model can improve the efficiency of Students' English Vocabulary Memorization and consolidate their memory (Aliffia & Arifani, 2024). Choosing the memory palace technique is needed to build critical thinking patterns that can have an impact on the depth of the content of conversation practice.

Graph 3.4. Percentage of Evaluation Required
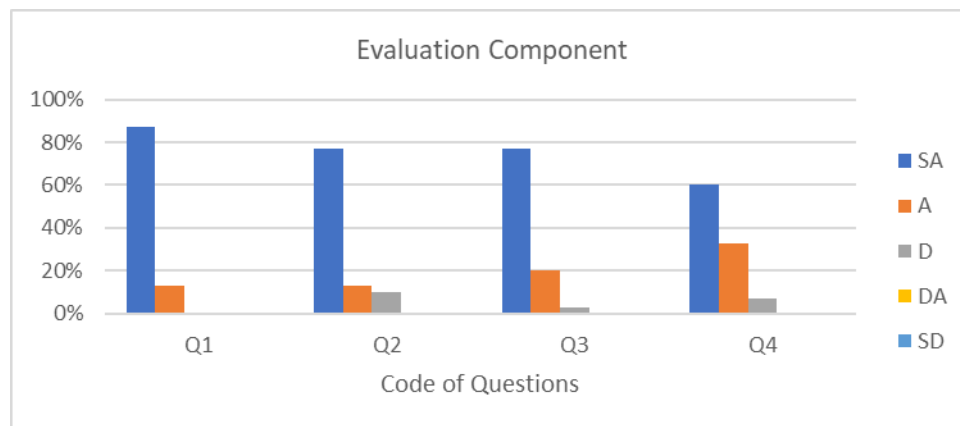
Graph 3.4 illustrates the level of need for the English conversation learning model in the evaluation component which is dominated by strongly agree answers. This course is a course used to improve speaking skills, so the form of test required is only oral (87%). The English conversation learning assessment process can also be carried out in groups (77%) and individually (77%). Performance assessment of English conversation learning outcomes must also be carried out simultaneously and interactively between students and lecturers (58%).

From the needs analysis data, it can be seen that the determination of learning objectives for English conversation learning activities must be adjusted to the vision and mission of the study program, the main objectives of the course, the needs and learning experiences of students, and the achievements of graduate competencies that are in accordance with current global developments, so that students can compete with the demands of human resource quality and the industrial world. Therefore, the teaching materials contained must also be in accordance with global needs so that 6C skills in the 21st century education era can be achieved along with learning objectives. To achieve successful learning activities, the need for appropriate teaching strategies or techniques such as memory palace for conversation learning activities is the right choice

The findings of this research conclude that an English conversation learning model using memory palace techniques is needed. From the results of observations of learning activities in class, students also need teaching techniques in the English conversation learning model that are related to

exploring the knowledge and experience they have, so that conversation practice with current hot themes can improve speaking skills with a wider richness of vocabulary according to topic context. The results of these observations lead to the use of brain-based learning or memory exploration. Moreover, the results of the analysis of syllabus documents in English conversation learning show that the learning model used is monotonous and does not explore the learning experiences that students have, and these learning experiences are related to information or knowledge that already exists in the student's memory.

These findings illustrate the need for a learning model using the memory palace technique for learning English conversation because the conversation process provides many opportunities for students to develop critical thinking and use learning experiences to develop conversation content. Previous research that has been conducted shows that language learning strategies using memory are also very popular and help students remember new words or phrases (Khalifasati & Susanto, 2023). Even in reading comprehension activities, L2 readers with higher working memory capacity benefited more from providing background knowledge, resulting in better reading comprehension than readers with low working memory. These findings highlight the role of working memory in L2 reading in terms of using available resources to one's advantage especially as no significant differences in L2 measure scores were found between the high and low working memory groups (Shin et al., 2019). Many literature reviews show that a person's working memory capacity can be expanded through targeted training. Given the close relationship between working memory capacity and higher cognition, these successful training studies have led to speculation that working memory training may produce broad cognitive benefits (Morrison & Chein, 2011).

Working memory capacity reflects the ability to apply activation to a memory representation, to bring it into focus or maintain it in focus (Engle et al., 1999). As in learning English vocabulary, working memory strategies have a positive impact on vocabulary mastery (Ibarra Santacruz & Martínez Ortega, 2018). Another study demonstrated the effects of a multisensory memory strategy combining visual and aural learning strategies of an aural lexical advance organizer and reading aloud on 146 Korean middle school students who learned the meaning and pronunciation of 18 unknown English words. The research results concluded that there was a positive impact on learning and retention of the meaning of vocabulary and pronunciation (Jang & Chang, 2023). Thus it can be said that working memory has a quite good influence on learning to speak English.

These findings also have implications for the development of learning models that teachers must prepare before starting teaching activities. The learning model must be designed according to the results of the needs analysis which is also taken from student perceptions. This is an emphasis on determining learning objectives and graduate competencies to be achieved from

the study program. In other words, it can be concluded that using the right learning model can not only make learning activities in the classroom enjoyable for students but also the competency of the graduates produced can be in line with the demands of the quality of human resources currently needed.

CONCLUSION

The results of the research concluded that in the goals component, it could be said that students strongly agreed regarding the application of English conversation learning objectives in the design of this learning model related to the demands for quality human resources in the global era and the learning objectives set were able to explore students' working memory. In the content and sequencing components, it is concluded that the content of teaching materials must be by current hot issues so that student vocabulary can become richer. In this way, students can follow developments in knowledge and the teaching materials presented are also able to build 6C competencies that are relevant to 21st century education. In terms of teaching methods and approaches, using a memory palace is more appropriate for learning English conversation.

Meanwhile, the learning evaluation component focuses on the concept of giving tests in groups and individually to be in line with achieving the required 6C competencies. Providing performance assessments on student learning outcomes is not only according to the lecturer's perspective but also the student's perception. From the results of these findings, recommendations to lecturers regarding the design of learning models for speaking skills must be designed using appropriate teaching techniques. Lecturers can use one type of teaching technique or combine it with other teaching techniques. The learning model design was created by the results of the needs analysis that had been carried out previously. This research is only limited to analyzing the needs of a learning model that focuses on using memory palace techniques, so the results of this research can still be developed further. Future researchers can use the results of this research as initial data for further research related to learning models that must be designed for learning to speak. Meanwhile, educational institutions can use the results of this research as a guide to encourage teachers to research designing learning models.

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AUTHOR CONTRIBUTION STATEMENT

SA is responsible for distributing questionnaires and carrying out teaching activities for English Conversation courses to observe learning

activities in class and collect syllabus documents or teaching materials for research data, processing data and compiling research reports.

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