

ABSTRACT

Ahmad, Diwan Fayyas. 2021. *Effects of Intrinsic Cognitive Load on Young EFL Learners' short-term English Words Memory Recall*. Thesis. English Education Program, Faculty of Teacher Training and Education, University of Muhammadiyah Jember. Advisors: (1) Henri Fatkurrochman, M.Hum. (2) Muhlisin Rasuki, MPd., M.A., Ed.D.

Key Word: Cognitive Load, Intrinsic Cognitive Load, Young EFL Learners, Short-term Memory Recall.

Good learning situations amount to situations where learners are enabled to process specific information in their working memory and are facilitated to store the information in their long-term memory for future recall. However, that working memory is limited in its capacity to process information. Therefore, it is important to conduct a research entitled “Effects of intrinsic cognitive load on young EFL learners short-term English word memory recall”.

The research questions for this study is “Do levels of intrinsic cognitive load as manifested in the amount of information associated with the use of particular L2 words differ in facilitating L2 word (vocabulary) learning as reflected in young EFL learners’ ability to recall target L2 words in subsequent contexts of use?”. And the objectives of the research based on the research question formulated above, the present study thus aims to examine whether differences in the level of intrinsic cognitive load affect young EFL learners’ ability to recall and use target L2 words.

This study uses experimental research methods. The subject of this study consisting of 34 Elementary school students at SDN Slawu 02, Jember. In obtaining data, video recording was carried out during the lesson to get the intended data

During the instruction (treatment), the participants were exposed to English word repetition which differ in terms of their processing load, lexical vs. lexicogramatical. The interaction that arose during the treatments were analysed quantitatively to examine the ability of young EFL learners to recall and use target L2 words.

The study found that variation in intrinsic cognitive load (lexical and lexicogramatical items) did not differ in their effects on young EFL learners’ short-term recall of target L2 words. On the other hand, the learners improved in their abilities in using targets L2 words (both lexical or lexicogramatical) over time.