

# PSYCHOLINGUISTICS APPROACHING IN ELT AT SMA SHAILENDRA PALEMBANG

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## *Abstract*

*English is the target language in which students must be proficient in this global era, it makes even the more difficult. Consequently, to overcome these challenges, teachers need to find an effective way or strategy to use in teaching and learning process. In line with this, psycholinguistics as a study of the psychology of language is realized in language teaching. It helps to study the psychological factors that are possibly involved in languages learning. Psycholinguistics focuses on the application of the actual language and communication. It is necessary to make a decision in applying various methods that allow students to easily understand a language. This study was meant to find out how psycholinguistics approaching which will help the teacher in facing some challenges of English language teaching. This study used a qualitative descriptive analysis. The participants were taken from some teachers. The research data is collected by using interview and observation. The result showed that psycholinguistics approach mainly helps teachers to consider the use of appropriate method to teach in ELT.*

**Keyword :** Psycholinguistics, approach, method, teaching

## INTRODUCTION

Psycholinguistics is divided into two fields: psychology and linguistics. Psychology is a study of mind and behavior. While the study of language is known as linguistics. Therefore, the general definition of psycholinguistics is the study of language and the mind. It examines the brain processes involved in language production and perception to investigate the connection between language and the human mind. There are three main areas of psycholinguistics: language perception and production, as well as language acquisition. The processes involved in creating and expressing meaning through language are referred to as "language production." Language perception is the process of interpreting and comprehending spoken and written language. The process of learning a new language, either a native or a second language is known as language acquisition.

The numerous theories from psycholinguistics provide explanations that explain the three points above. The speculations have been exceptionally helpful in the field of language educating. They serve as the foundation for the development of language teaching strategies for some experts. Psycholinguistics approach is its name. According to the psycholinguistic approach, language and thought are related but distinct phenomena. Learning is seen as a mental individual interaction occurring inside the individual and

afterward moves to the social aspect.

In relation to language teaching, applied psycholinguistics have a significant impact on the development of efficient teaching methods for languages. The psycholinguistics theory looked at how people's physical and mental development correlated with their language development. In order to ensure that learners of a second language master the target language, these theories are taken into consideration when developing language teaching materials and programs.

Psycholinguistics as an investigation of language psychology is acknowledged in language educating. Studying the psychological aspects of language learning that might be involved is helpful. The actual use of language and communication is the primary focus of psycholinguistics. Various approaches that make it easy for students to understand a language must be implemented. As an approach, there are some methods that have been developed on the basis of the theories of psycholinguistics. These methods have been widely used in the field of teaching languages all over the world. In this paper, some methods will be explained. This paper will also explain some terms related to psycholinguistics and language learning and teaching to prevent misunderstandings.

## LITERATURE REVIEW

According to Griffin and Ferreira (2006), the 1950s marked the beginning of psycholinguistics as a separate field, when it assumed a significant role in the traditional field of psycholinguistics. Psycholinguistics can be defined in a variety of ways. According to Scovel (1998:23) psycholinguistics is the use of language and speech as representation of the nature and structure of the human mind. This indicates that the psychological and neurobiological factors that enable humans to acquire, use, learn, and comprehend language cannot be separated from the issue of language and the human mind. In the other hand, psycholinguistics is the study of the connection between language and thought or the human mind (Field: 2003). Psycholinguistics sees language as an interaction which includes the understanding, creation, and learning of language. Because it integrates two fields, psycholinguistics can be described as the study of mind and language; language and psychology. Psychology is much more concerned with the study of mind and behavior; linguistics is concerned with the study of language. (Maftoon, 2012).

Psycholinguistics is simply defined as the study of the relationship between human language and human mind (Maftoon and Shakouri, 2012). In short, three important processes are investigated in psycholinguistics: (1) language production, (2) language comprehension, and (3) language acquisition. Psycholinguistics is traced to a conference held in Cornell, USA (1951), then also described it in Osgood and Sebeok's book (1954), studied in French (1879), in Germany (late nineteenth century), analyzed by Meringer and Mayer (1895), and Noam Chomsky (1959) in his review of Skinner's book of "Verbal Behavior." Psycholinguistics has its roots in two disciplines of psychology and linguistics.

According to Chaer (2015), psycholinguistics has grown rapidly and developed into a number of subfields, including the following:

1. Hypothetical psycholinguistics. It zeroed in on speculations of language connecting with human mental processes in language, for example, phonetics, phrasing, linguistic structure configuration, talk, and sound.
2. Psycholinguistics of development. It is connected to learning languages, both first language (L1) and second language (L2) acquisition. It looks at phonological, semantic, and syntactic procurement, process in stages, steadily, and coordinated.
3. Social psycholinguistics connected with the social parts of language, including social character.
4. In general, educational psycholinguistics discussed aspects of formal education at schools, such as the role of language in teaching reading, improving language ability to express thoughts and feelings, and teaching proficiency.
5. Neuro-psycholinguistics zeroed in on the connection between language, language creation, what's more, the human cerebrum. Experts in the field of neurology have been successful in analyzing the biological structure of the brain, as well as the processes that take place when language is input and how language output is programmed and set up in the brain.

6. Experimental psycholinguistics investigated and experimented with all aspects of language, including language behavior, language outcome, and language production and activities.
7. Applied psycholinguistics worried about the utilization of the discoveries of six sub-disciplines of psycholinguistics made sense of before in specific regions that require it, including brain science, phonetics, language learning, nervous system science, psychiatry, interchanges, and writing.

#### APPROACH AND METHOD

These three terms are each given a distinct definition by Harmer (2001). The term "approach" refers to theories regarding the nature of language and language learning that serve as the foundation for language teaching practices and principles. A model of language competence is provided by an approach, which explains how language is used and how its parts work together. An approach describes the process by which people acquire language proficiency and makes assertions regarding the conditions that will facilitate successful language learning.

A method is the principal realization of an approach. The people who came up with a method have decided what kinds of activities to do, what roles teachers and students should play, what kinds of materials will be helpful, and how to organize a syllabus. As part of their regular routine, methods include a variety of procedures and techniques.

#### PSYCHOLINGUISTICS APPROACH

No kid neglects to become familiar with a local tongue or their mother tongue and it is mostly educated before the age of five. Although children do not receive formal language instruction, they all attain the same level of proficiency when school begins. Since language acquisition and improvement are both biological processes, the psycholinguistics approach supports the idea that language acquisition is innately determined and rewired at birth. Perception skills, cognitive abilities, and other language-related mechanisms are necessary for language acquisition. Students are considered as individuals that generally include the three areas of brain science - mental, full of feeling, and psychomotor - in their everyday exercises. The capacity to utilize both open language (tuning in and perusing) and useful (talking and composing) including the three spaces prior. Humans organize language forms in their minds by linking memory, perception, thought, meaning, and emotion together (Demirezen, 2004).

Psycholinguistic ways to deal with language learning imagine language advancing as a mental and individual cycle in which information is built as the student is (1) presented to understandable input, (2) is given opportunities to both, negotiate, and (3) obtain negative feedback. According to Claros (2008), psycholinguistic approaches to language learning frequently concur that a learner requires exposure to input. One of the most widely studied theories of input is Krashen's input hypothesis (1985). This theory predicts the likelihood for a learner to acquire a language when he/she is exposed to comprehensible input.

Therefore, to increase the chances for input comprehension, input should be just one step beyond the learner's current stage of linguistic competence. The interaction hypothesis, the basis for language development is the manipulation of such input through interaction, in addition to the input the learner is exposed to. Long (1997) said that as students interact and use various interaction modifications (comprehension checks, confirmation checks, and clarification requests) to overcome communication breakdowns, input comprehension improves. The so-called interactions, which shifted their research agendas to investigate how speakers alter their speech and interaction patterns to enable their interlocutors to participate, comprehend, and maintain the conversation's flow, showed a keen interest in Long's work.

#### References

The psycholinguistics approach focusses upon what people know when they talk and how they obtain that information and how that information is put to utilize. Matlin (1994) states that the focal methodology of psycholinguistics hypothesis is the means by which individuals gain proficiency with a language organically and what groundbreaking guidelines that empower individuals grasp the language. This implies that formatively fitting guidance should be viewed as in language learning.

## LANGUAGE TEACHING METHODS OF PSYCHOLINGUISTICS APPROACH

A methodology in language showing comprises of speculations of the idea of language and the hypotheses of language learning. Methods for teaching languages are just ways to teach languages. It is possible to comprehend a method of language instruction if its fundamental theories are clearly understood. There are two main fundamental theories for developing language teaching methods: the hypothesis of language and the hypothesis of language learning.

There are three basic hypothetical perspectives in fostering the language educating technique: underlying hypothesis, useful hypothesis, and interactional hypothesis. According to structural theory, language is made up of grammatical units: phrases, statements, sentences, attaches, and soon. Language is viewed through the lens of functional theory as a means of communication: educational, close to home, powerful, and social. Interactional hypothesis sees language as a mean to acknowledge relational relationship and as a presentation of social exchange among individual and society.

The development of language teaching methods is influenced in various ways by each perspective. The development of language teaching methods is also based on the theory of language learning, which is related to two primary questions: (1) what cognitive process is involved in learning a language, and 2) what conditions are required to achieve high-quality language learning activities psycholinguistics has plainly addressed these two inquiries. As a result, psycholinguistics has been extensively utilized as a fundamental theory in the creation of language teaching strategies. A few techniques which were created in view of psycholinguistic methodology are depicted as following (Harras and Andika, 2009)

### 1. Natural Method

Tracy D. Terrel is the creator of this natural method. According to this approach, the process by which people naturally acquire their native language is replicated in language learning. This strategy rejects prior strategies, for example, the audiolingual strategy. The following psycholinguistic principles apply to language learning using this approach:

- a. Language mastery relies less on conscious learning of grammatical rules and more on learning language skills in their natural context.
- b. Learning a language is an effort to develop communicative competence, which is the capacity to comprehend native speakers' speech as well as learners' speech without erroneous interpretation.
- c. Understanding is more important than production.
- d. The five monitors theory serves as the model that guides this approach: 1) the hypothesis of acquisition and learning; 2) the hypothesis of natural order; 3) the monitor hypothesis; 4) the feedback hypothesis; and 5) the affective filter hypothesis.

### 2. Total Physical Response Method

This strategy is created by therapist from San Jose State School, US, James J. Asher (1966). The following psycholinguistic principles apply to language learning using this approach:

- a. Incorporating the kinesthetic sensory system into language learning will significantly improve language competence. This had to do with the fact that children hear things that make them move physically.
- b. Perception is essential as opposed to discourse creation. Before they attempt to write or speak.

The students are instructed to attain comprehension competences connected with sensation hypothesis, it is accepted that there is a positive relationship between's actual developments and student' language accomplishment. It turns into the concentration in planning and applying suitable language showing method in a specific subject. This method can only be used in a large classroom. The ideal number of students for the class is 20-25. This method can be used to teach adults as well as children. Because almost all materials are presented in imperative sentences, grammatical rules are presented in imperative sentences. Because the meaning of the words will be expressed through physical activities, a dictionary is not required in this method. Student generally don't get schoolwork since language.

Learning is performed together in the homeroom. The teacher's natural technique demonstrates the

method's consistency. The instructor engages the students in competence-building activities like games, problem-solving, and humanistic affective. The purpose of problem solving is to teach students how to come up with the best solution or answer for a given situation. Games are considered as a break action, yet it is intended to move along

### 3. Suggestopia

Georgy Lazanov, a psychiatrist from Bulgaria, invented this approach in 1975. The following psycholinguistic principles apply to language learning using this approach:

1. People can be coordinated to accomplish something by giving them a casual climate and opened and quiet brain. These will cause nerves to respond quickly and store the information for a longer period of time.
2. Students are encouraged to unwind their bodies and minds prior to the beginning of the lesson in order to acquire hypermnesic ability—an incredible supermemory skill.
3. Classical music plays in the classroom, which has dim lighting, comfortable seats, and a relaxed atmosphere.
4. In the class, the laboratory program and the rigorous grammar exercise are rejected.
5. In most cases, information is presented in a lengthy dialogue. The dialogue has the following characteristics: a) emphasizes vocabulary and content; b) relevant to real life; c) useful in practice; d) emotional relevance; and e) some words are highlighted and given phonetic transcriptions.

Each meeting in this strategy is divided into three parts. The first is reviewing the previous subject through discussion, games, sketch, or role playing. Assuming student do some mistake, then instructor revises it cautiously to keep a positive climate. The second is distributing the dialogue. The third is relaxing the student.

### Psycholinguistics Approach in English Language Teaching at SMA Shailendra Palembang

Alduais (2012) demonstrates that listening, reading, speaking, and writing are the four language skills. In particular, psycholinguistics aids in comprehending the difficulties of these four skills, both intrinsic and extrinsic. Psycholinguistics also helps to explain the mistakes that students make when learning a new language. Psychology and Language Learning Teaching are interdependent. Teaching is the process of modifying human behavior, whereas psychology is the study of human behavior. However, their approaches to human behavior are distinct. Educational Psychology manages educarional issues. Psychology has changed the spirit of education and given a new meaning on learning in the classroom.

Psychology changed the old concept of education that only the upper class had the opportunity to be educated and learn. The fundamental topic of educational psychology is learning. Psychology has focused on a variety of topics, including the meaning of learning and the laws of learning. This has made the education process more enjoyable, interesting, and simple. Psychology has provided instruction with the hypothesis of person contrasts which proposes that each kid has different mental capacity and learns at an alternate speed. Education psychology is now regarded as education's foundation.

Psychology helps education in some ways:

- Psychology suggests employing a variety of teaching and learning strategies to improve outcomes.
- Psychology places an emphasis on classroom readiness and motivation.
- Psychology has presented new hypotheses of learning in education.
- Psychology emphasizes activity - based on teaching and learning process.
- Psychology encourages the utilization of audio-visual aids in teaching and learning process

Teacher should be a master of psychology to deal with a complex educational situation. Teaching is an art and so he should know different techniques of psychology in order to solve different problems of the

children. If the teacher teaches his students according to the interest and mental development of the students, they will like it and will learn easily. The teacher should teach according to their mental level. Audio visual aids in the educational processes are also the result of educational psychology. Psychology helps the teacher to understand the learner, learning process and the learning situations. Psychology states that teacher should have sympathetic and affectionate attitude towards the learner. They should have genuine interest in the teaching profession. Untrained teacher without proper training, a teacher would find it difficult to understand the psychology of the child and his problems, what the possibilities are and why the child is not learning. A trained teacher could understand the problem and solve it.

Related to this the writer do the interview to some teacher at SMA Shailendra Palembang as an object of this research. The result of interviewing the teacher showed that the important psycholinguistics' awareness that must be had by the teacher. In this case psycholinguistics is just not concerned with how a person acquires a language, produces and perceives both spoken and written language. Moreover, Psycholinguistics is a branch of cognitive science and one of the major issues of cognitive science is "mind". Knowing what interactions in the memory of the learner will happen when teaching foreign languages, what problems will happen in the process of memorization; and how can be helpful the educators and designers of instructional books and facilitate and accelerate the process of teaching and learning foreign languages. Therefore, the aim of the present paper is to overview psycholinguistic awareness and its contributions on English language learning Review of the related literature is the theoretical background which consists of psycholinguistics, speech comprehension and production. These theories were used as guidance in conducting this research. This paper also attempts to critically and profoundly present the role of teachers' awareness in psycholinguistics and its implications and pedagogic contributions to the area of language learning and teaching, in an endeavor to shed light on the current successful and influential practices in this area of research which are incremental teaching and learning foreign language.

## Conclusion

Psycholinguistics is an important part of the development of the process of teaching and learning English and is an interdisciplinary field. Educators should know how language learning happens in peoples' mind. In addition, what factors influence our students' positive or negative responses? Teaching and learning a foreign language rely heavily on psycholinguistics. There are some mental elements that influence teaching and learning, such as motivation and interest, mental health, success etc. Additionally, the psycholinguistics teacher influences teaching and learning. psychology has changed the spirit of education and given new meaning to learning in the classroom. Psychology changed the old concept of education where only upper class had the ability and right to learn.

ELT, as an independent field of study, interacts with psycholinguistics and is able to affect itself and each other interactively and mutually. This indicates that psycholinguistics can enhance ELT by applying their findings to themselves, and that psycholinguistics can also enrich and develop ELT. Cognitive psychology, behaviorism, psychology, and linguistics are all covered by the psycholinguistic approach. Likewise, in the field of language psycholinguistic contemplations have worked on the educating ways showing abilities as far as mental. Psychology has changed the spirit of education and given new meaning to learning in the classroom. Psychology changed the old concept of education where only upper class had the ability and right to learn. Psychology helps the teacher to understand the learner, learning process and the learning situations. Psychology states that teacher should have sympathetic and affectionate attitude towards the learner. They should have genuine interest in the teaching profession. Psycholinguistics knowledge will help teacher to reduce the intrinsic and extrinsic difficulties. Psycholinguistics helps learners to reduce the intrinsic difficulties.

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