THE RELATIONSHIPS OF PSYCHOLINGUISTICS IN ACQUISITION AND LANGUAGE LEARNING

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Abstract: Through psychology we can learn about how students ' attitudes and behaviors in acquiring and learning languages while through linguistics we can learn about language concepts and structures. At the stage of language acquisition, there are four phases of language acquisition in the child (1) the level of the (starting from age 0 sampai1 years), (2) period of holophrase (starting at the age of 1 to 2 years), (3) The two-word greeting period (starting at 2 to 2 years 6 months) (4) The starting period of grammar (starting at 2 years 6 months – up to 3 years and above). And the four advanced stages are; 1. Sensorimotor stage (birth up to age 2 – 3 years), (2) Pre-operational stage (3 to 6 or 7 years old) (3) concrete operational stage (aged 6/7 years to 11 or 12 years), (4) Formal operational stage (12 years old to adulthood. It is not important to learn anywhere while not in the classroom as long as the process of learning is directed at the mastery of the rules of the language consciously by educators as well as learners, the process is called learning. During the formal and informal learning process, the psycholinguistic process works to acquire language knowledge through a study. So this interdisciplinary can lead educators to understand the process that happens in every student who is faced with when they are trying to understand and identify the material understanding in language learning presented in the classroom.

Key word: *Psycholinguistic, language acquisition, language learning, Linguistics*

INTRODUCTION

A psycholinguistic relationship with further language acquisition is the relationship of our needs to express and communicate through the language we have achieved since childhood. Thus, in this case psycholinguistic in language acquisition is how to combine between the feelings that we are feeling with the language we speak.

Language acquisition is a very stunning thing in the first language acquisition process that a child has without any special learning about the language to them. Just like a baby, it will only respond to the speech that is often heard from the surroundings of the speech of the mother who is very often listened to by the child or someone who is always together with him. The discussion of language acquisition is closely related to how people can purify and then understand the speech of others. Humans can only produce speech when he understands the rules he has gained since childhood.

In line with presented by (Chaer, 2003:167) that acquisition language or language acquisition is a process which took place in the children brain when she got first language or his mother tongue .Of language acquisition usually distinguished by learning language .Learning the language related to proses-proses that occurs in time a children same language the second after she got first language .So, of language acquisition with regard to a first language, while language acquisition with regard to a second language.

Language learning, as one of the problems of human complex, the language of the activity not only takes place mechanically, but also goes on a mentality. That is, the language activity relates also to the process or mental activity (brain), therefore, in relation to language learning, linguistic studies need to be supplemented by interdisciplinary study between linguistics and psychology, which is commonly called psycholinguistic. The discussion about the knowledge is closely related to how people can purify and then understand the speech of others.

The Psycholinguistic Relationships in Language Learning

1. Directing the use of good language

In essence, the purpose of language acquisition is individual expected to use of language in this Indonesian well and properly, both in speaking orally or in writing. In Indonesian good, right and appropriate needed the language rules (Field, 2003). Knowing that language will prevail and learned in science linguistic not only need principle of language, to facilitate language, individuals also requires readiness

cognitive, affective (poise or conviction without fear) and the aspect pronunciation psychomotor speech and skill in choosing a good word and precise.

2. *Analyze Miss deviating Speech*

Individuals are considered subjects that can reach the psychological aspect of both cognitives, affective and psychomotor. These aspects are needed when we use the language in both the receptive to listening and reading or when productive that speaks and writes.

Garnham in (Nababan, 1992:60-61) Once researched a speaking activity that undertakes irregularities or incorrect speaking mistakes. He said that the cause of this error is caused by a sense of burden (overloading), a feeling of misconduct, the mastery of less material, the influence of affective feelings, difficulty recite words and topics of the talks are poorly mastered. The misgivings related to the affective realm, lacking the material associated with the cognitive realm and difficult to recite words related to psychomotor. With psycholinguistic language learning mistakes that are less correct can be analyzed.

3. *Explained the process a second language acquisition (b2)*

Learning the language that refers to the process of language acquisition both (b) is when someone acquiring he first language (b1). There are experts who mention as to language acquisition (language learning) and be referred to as language acquisition (language acquisition). Second (Kridalaksana, 1982) the term of learning was taken because of a second language could be overrun with a learning process based. formal are bilingual or multilingual, a second language acquisition could happen informally as in Jakarta area suburbs where Malay Sunda, Betawi mingled with language. So, they tends to speak the dialect of Jakarta and Sunda. Speaking.

4. *Mastering Language Conventions*

(Dardjowidjojo, 2003) explains that learning is a business aimed at mastering the rules of the linguistic language or language usage, language learning is knowing about language, or formal knowledge of a language. If the sense of togetherness is so

much cultivated, then all the rules of the language will be easy to learn and apply in many aspects.

However, language learning never limits the settings that need to be demanding in formal friendly, such as classroom learning. Formal learning, however, is not confined to a place restricted by space like in the classroom. For learning anywhere, as long as the learning objective is to control the rules of the language, there is absolutely no problem.

5. *Knowing cognitive readiness*

Besides on the evaporation of the rules of language governed by psycholinguistic, the next thing is what someone could close to facilitate in cognitive communication .Readiness cognitive mastery of language covering rules and matter has been reported.

Then affective readiness, namely a feeling of calm, confident, confident, not anxious, able to reduce the doubts and that was and much more. Psychomotor, (Verhaar, 2002), one is also expected to be able to mention a language eloquently and able to choose words, phrases, clauses or sentences. These kinds of things exist only in the field of psychological and linguistic sciences.

6. *Know human as a language user*

Know man as user language one important things in connection with acquisition psycholinguistic language is known man as user language. In these aspects, (Thomas dan Charles, 1889), psycholinguistic provide it as an acquisition a language who learned here is system language was on human like, man attempt to catch ide-ide others and how the person express their own ideas use of language, whether it is in writing or not.

7. *Language is an expression*

A psycholinguistic relationship with further language acquisition is the relationship of our needs to express and communicate through the language we have achieved since childhood. Thus, (Nikelas, 1988) in this case psycholinguistic in

language acquisition is how to combine between the feelings that we are feeling with the language we speak. In fact psycholinguistic and language acquisition are determined by components involved in learning, such as students, teachers and languages involved in language learning. In Psychological Science, we know students and linguistically, and then we know language with linguistics.

The type of language learning according to Ellis (1986:215) is distinguished into 2 kinds:

1. Naturalistic or natural type where the learning is done without using the teacher and without the solitude. Learning takes place in society whether it is bilingual or multilingual society. This naturalistic-type language learning uses the same process as first language acquisition that is scientifically held in the family environment.

2. The formal type is the study that takes place in the classroom using several components such as teachers, materials and learning aids that have been prepared. With super complete components expected results gained during teaching better than results in a naturalistic outcome.

Learning itself is a system. It means, learning is a whole consisted of components supported each other. Therefore, the success of learning will be determined by the component involved in learning the. (Karina, 2013), the components was, teachers students, the purpose of learning, learning, material methods and techniques, learning, evaluation and the tools it takes. Similarly in, language acquisition to successfully, language acquisition this must be considered components. A statement on, suggested that in learning especially, language acquisition not only there are teacher factors and materials that must be considered, language acquisition students and students as the subject must be taken by the success of learning. The question why of language acquisition at the age of adult to form different languages from to still small acquisition since closely related to the human brain. Structures and organization

Based on the above description can be formulated the following problems:

1. What is Psycholinguistic?
2. How is the role of psycholinguistic in language acquisition?

RESEARCH METHOD

A design study that used to this research is kind of cross sectional research study that is a design study that aims to review the relationship between variables where is the independent variable and the dependent variable in identification on one unit of time, aims to analyze psycholinguistic relationship with acquisition and language acquisition on child.

Data collection method used in this research is by using direct observation. Data consists of two are, primary and secondary data. Primary data is data is taken directly from respondents through several phases observation while secondary data is the supporting data obtained from the nearest the treatment respondents. Data analysis through data collection manually furthermore the data processed with assistance use the computerized the statistics.

RESULTS AND DISCUSSION

Psycholinguistic Sense

Psycholinguistic is the theory of psychology and linguistics. The theory is very different but that theory deals in investigating. Formal language as an object inside the word psychology discuss that looked at the science of the human soul of an abstracting nature as a linguistic talk about language as an object. Study for this theory to decipher psychology psycholinguistic processes taking place if someone utters the words of save when the speaking ability to communicate and can be obtained from human.

Psycholinguistic role in language acquisition

The role of psycholinguistic in learning the language is very important as a teacher by understanding psycholinguistic understand processes that occur on them when the children, listening , talk , read thus any ability in writing or speaking skills, problematic teacher could see from the perspective of psychology as an alternative solution.

Psycholinguistic According to experts:

➢ Menurut (Marat, 1983:1), psikolingusitik adalah studi yang mempelajari tentang penggunaan dan perolehan bahasa oleh manusia

➢ Menurut (Tarigan, 1985:3), psikolingusitik merupakan ilmu yang meneliti pembicara atau pemakai bahasa yang membentuk kalimat-kalimat

➢ Menurut Chaer (2003:6), psikolingusitik merupakan hakikat struktur bahasa, bagaimana struktur itu diperoleh, kapan bahasa digunakan untuk bertutur dan kapan waktu untuk memahami kalimat-kalimat pertuturan itu

➢ Menurut (Verahaar, 2002), psiskolinguistik merupakan telaah hubungan antara kebutuhan-kebutuhan kita untuk megekspresikan dan mengomunikasikan bahasa-bahasa yang diperlajari sejak kecil

➢ Menurut (Nababan, 1992), psikolingustik adalah studi pengetahuan bahasa, bahasa dalam pemakaian, perubahan bahasa dan hal-hal yang berkaitan dengan bahasa yang tidak mudah dicapai melalui psikologi ataupun linguistik baik secara terpisah maupun sendiri-sendiri

Then, of the understanding, the purpose of theoretical psycholinguistic is looking for a language that was acceptable linguistically and psychologically can make clear what defines a language and the acquisition where as if associated with communication, psycholinguistic focusing on a modification of a message that lasts for communication takes place with speech sound and acceptance speech sound. or understanding. Subjects psycholinguistic are:

• Psycholinguistic discusses language and brain relations
• Psycholinguistic is the process of coding and interpreting code
• Psycholinguistic is the approach
• Psycholinguistic study knowledge, use and language change
• Psycholinguistic describes the process between speakers and language-related listeners

Psycholinguistic in language acquisition

The acquisition is a new word in Indonesian Language. Said not equal to its acquisition. Said referring to the process of acquisition though of its reference to the results of. If be appropriated said acquisition is synonymous with the word English acquisition. It is therefore, the phrase language acquisition is the form of a derivative of language acquisition. So, the concept of language acquisition relatively much younger age compared with. language acquisition. There are two theories about language acquisition, namely:

(a) The theory of behaviorism flow states that the development of the children's language through the addition of little by little. So, it is as if the language distribution is linear or straight line. More and more days are also finally complete as an adult language.

(b) The theory of rationalism flow is stated that the development of the child's language follows a specific pattern of development. Each language development pattern has its own grammatical grammar, which may not be the same as the adult grammar (the actual grammar). In each of the next language development patterns, the incorrect grammar repair to correct grammar.

The patterns or levels of the child's language development, commonly referred to as language acquisition levels. The level of language acquisition found in this research is in 4 phases as below:

The Membabel level (0; 0-1; 0)

The term of this Babylonian rate comes from the English babbling. Some are translating by dashing, and there are also mentions with Notter. In principle the Babylonian period is divided into two, i.e. (a) cooing or secondly, babbling or membabel. The time of a short period that lasted from age 0; 0 Up to the age of 0; 6, Children to sound the world's language sounds. Any language sounds around the world are sounded by babies who are less than six months old. But in the end, because the child does not hear the sounds of the language other than his mother's own language, he will also sound his mother's language.

The second time called the Babylonian period, was at the age of 0:6 to 1:0 at this time the child led to pronounce the pattern of the KV syllables (consonants and vocals). In this study found the sounds — AAA, TAA, — mmmm as a form of reputies in infants aged 7-12 months. The interesting thing about this time of the Membabel (cooing and babbling) is that the child who is sensitive turns out to sound the sounds of the world's language, and also contribute to the pattern of the KV syllables. However, after entering at the next stage at the age of 1:0, the sensitive child will gradually stop sounding.

The Holofrase level (1;0 - 2:0)

The holofrase held between the ages of 1; 0 2; 0. up toIn this case, children spoke a single word with a view to a sentence actually. When a child mentions [the grandson] [Caca] [Yaya] [mamma] [Tata] [Nanna] which probably means milk, brother, I, eat or mama, brother, which, then the intention of the child may be to convey a sentence like that I want to drink milk, — Brother's toy, — I have the thing, — I want to eat mama, — I want to follow my sister, — which belongs to me. Or maybe also another sentence (depending on the context of the child pointing or wanting something around it). It should also be noted here, although it is said that the time the child's holophrase speaks a word, but it does not mean that the word spoken by the child is complete. Because as we understand that the word said the child certainly can not like the greeting of adults. In line with the statement Bambang Kaswanti Purwo mention that it can happen in the Babylonian the child speaks words (similar to the word that has no meaning. For example, children say the word conwkonw meaning frog. The word conwkonw is obviously not present (perhaps in any language), but the child tries to use Anamatophea or a word of sound because the frog emits a sound in his opinion.

The two-word greeting (2; 0 – 2; 6)

At this time the child had begun to say two words. At first the speech with these two words may be a combination of two holophrases such as [Ma] and

[grandson] meaning — Mama is making milk for me. Finally, it would say two actual words like [Ju di] to — that is, the clothes of the sister belongs.

The beginning of grammar (2; 6 – 3; 0)

In the early years the grammar of the child began to use more complicated forms of language, such as the use of afiction. Commonly spoken sentences are sentences that contain only the core word and no word of duty. So, sentence sentences that is similar to telegram sentence, and therefore can also be called telegraphic sentence (telegram sentence). In addition to the four phases that have been raised above, the authors also combine 4 advanced stages that are as rhythmic as cognitive development in children that are more detailed according to the findings obtained regarding the linguistic process that occurs in the actual children.

Sensorimotor Stage (birth up to age 2 – 3 years)

As in the case of Almeera (9 months) when it was shown a brightly coloured toy, Almeera grabbed the toy and wielded another toy he saw around just like grabbing another new toy. In other words, Almeera has a grabbing and holding scheme that is assimilated into a new object. When Almeera dropped the toys he held and observed them falling to the floor in the process he applied the scheme — releasing and scheme — visually following the movement of the moving object. When one puts the toy that Almeera won into the box so that Almeera can no longer see the toy and it seems that Almeera has forgotten the bright colored toys and switched to other toys as if he could not think of or imagine the toy that he had achieved. Well at this sensory stage, the children focused on what he was doing and saw at the time. Their schemes are structured based on behavior and perception.

Pre-Operationage (3 to 6 or 7 years)

At this stage children's language skills will evolve rapidly and the mastery of vocabulary increases the likelihood that they express and reflect on diverse objects and events. Language is also the basis for the new form of social interaction that is

verbal communication. At this stage children can be able to express their thoughts and also receive information they have not met before. Like when Ainun (4 years) find his opinion about the attitude of grandma to her mother who is in the language of simple; ― do not get into mama, Grandma, or Fika (5 years 6 days) who commented on her mother's birthday gift, ― This necklace there is a picture of her Hello Kitty Mama, as it is in the bar, in the same mama buy in the bar Kah? ‖. It shows that the child at the Pre-Operationage level has been able to actualize their thinking through language. Nevertheless at this stage tends to be found a child who performs a egocentric conversation that is when the child says something without considering what might be known or unknown listeners related to the topic discussed. As it was when Dinda (6 years) was taken without questioning, it was a BomBom cowoku.

Concrete operational stage (aged 6/7 years to 11 or 12 years)

As children enter the concrete operational stage, they think they become organized into larger mental processes that make it easier for them to think more logically than before. Children at this stage continue to sharpen their new thinking skills for several years. As in the case of the student who sits elementary school, whose age is in the concrete operational stage, they have been able to observe the calculation of calculations using several counting tools, already able to weigh objects with equipment scales, already able to organize themselves through school and class picket. Nevertheless, they still have trouble understanding abstract ideas and have difficulty facing the problems that have had a lot of questions in the hypothesis or variables. That ability only appears at the last stage.

Formal Operational stage (12 years old to adulthood)

Children and teenagers who are at this stage can already think about and imagine concepts that are not related to the concrete reality. In addition they have also recognized a logical conclusion. Three formal operational capabilities, the first logical reasoning regarding the destruction of the hypothesis, both the intrusion and the hypothesis testing and the third the filling and variable control together allow

the birth of a scientific method of previous thinking. Generally, students at this stage have been able to do the formal operational reasoning and can handle ideas that contradict the fact that they are able to distinguish a different world and perhaps better than the real world. So they nudge to be idealistic on political, social and ethical issues.

CONCLUSION

Psycholinguistic is a science that studies language behavior, both behavioral and invisible behaviors: receptions, perceptions, language acquisition, and language productivity and the processes that occur therein. Examples of seemingly in-language behavior are human behavior when speaking and writing or when they produce language, while examples of behavior that does not appear to be human behavior when understanding the listened to or read so that it becomes something of it or process something that will be spoken or written or when he understands the language. The role of psycholinguistic in language learning is very important because by comprehending a teacher's psycholinguistic understanding of the process that occurs in students when students listen, speak, read, or write so that while skills in language skills are problematic, they can see from a psychological standpoint as an alternative solution.

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