

## Psycholinguistic Analysis on the Development of English Learning

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### Abstract

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This study aims to explain the analysis of psycholinguistic theory in the development of learning English. With this analysis, it will open up our space in understanding the concept of language used by humans as a communication tool. Therefore, understanding language will enable researchers to understand forms of human understanding. Language is a medium for humans to think abstractly which allows factual objects to be transformed into abstract symbols. In general, the language used by humans in any part of the world is the same because language is universal. The difference lies in the language variation. Language acquisition in humans begins when children learn to speak

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## INTRODUCTION

Psycholinguistics expert Arifuddin stated in his book, *Neuro Psycholinguistics*, that what is in the human mind or mind can only appear without having to be preceded by the role of language. The silence of language does not lead to a vacuum of thought. A person who is not proficient in using language will find difficulties, because what is thought or intended will not be perfectly born to others. Likewise, in public relations, if the language used is not a common language, then it is also difficult to obtain fluent communication. The sanction that is immediately accepted by the speaker is that what is desired or desired cannot get an immediate response. With intensive exercises, we will gain expertise on how to use the power of thought effectively, master the structure of language and vocabulary confidently, use sound and appropriate language articulation, how to use gestures, gestures and facial expressions according to the atmosphere and content of the conversation.

## METHODS

The method used in this research is a literature study. The type of data collected is secondary data in the form of research results from various articles, library sources and documents that are in accordance with the theme (Arizon et al., 2020). The application in this literature study is divided into several stages, including determining the topic and concentration that will be the focus of the research so that it can formulate the research title. In addition, researchers

describe the urgency and novelty of the research topic to be studied. Furthermore, researchers can formulate problems and goals to be achieved. And, carry out a library search process by using keywords that are relevant to the research topic variables. Literature can be searched through various sources available in print and electronically. After the literature is collected, then the analysis process is carried out.

### **Literature Review**

Setiyadi, A. C. (2009) said that language is one of the behaviors of human abilities, the same as the ability and behavior to think, converse, speak, or whistle. The productive process takes place in the speaker which produces meaningful and useful language codes. The process of productive language design begins with semantic encoding, namely the process of drafting concepts, ideas, or understandings. Followed by grammatical encode, namely the preparation of the concept or idea in the form of grammatical units.

According to Rummel, basically the thinking process carried out by humans has occurred in four periods, namely: a) trial and error period. In antiquity, people used the thought process of trial and error, b) the period of authority. The period of authority in the human thought process is characterized by a great influence on the holder of authority (power) on the human way of thinking. The authority holder is the basis for the truth of a science, c) the period of argumentation. The human thought process is an era of argumentation. At this time, the truth (science) held by the thinkers. Sources of human knowledge in this era are these thinkers, d) the period of hypothesis and experiment. At this time the truth belongs to everyone because everyone can prove it (Loib K, N Rummel, 2014). Language is speaking words or sentences that involve the speaker's senses to express what is on his mind. Where when humans speak usually is to communicate with other humans with certain goals in mind. This means that speaking, conversing, speaking, and communicating are human levels in language.

## **RESULT**

### **A. Thinking and Cultured, Language**

Since ancient times, perhaps even since the time humans were created, language is one aspect that cannot be separated from all human life. Therefore, until now language is one of the problems that is often raised and the answer is sought. Then proceed with the preparation of phonological decodes, grammatical decodes, and semantic decodes on the listener's side that occur in his brain.

Language is a limitless medium that brings everything capable of being contained in the field of human understanding. Related to the above, it can be said that humans can actually think without using language, but language facilitates the ability to learn and remember, solve problems and draw conclusions. Language allows individuals to encode events and objects in the form of words.

In everyday life we need a communication, which communication can pass

through language which is the intermediary of communication between individuals. Without language, people will not understand what other individuals want to convey. On the other hand, language is also a solver of the root of the problem.

As we have seen, a very important factor in language acquisition is a neurological factor, namely the relationship between the human brain and language. In this case we will discuss how the structure and organization of the human brain on the problem of acquiring, understanding and using language. The language process starts from semantic encoding, grammatical encoding, phonological encoding, grammatical decoding, and ends with semantic decoding.

The language process is more two-way, alternating between speakers and listeners, so a speaker can be a listener and a listener can be a speaker. This process can take place in a short and fast time, this process is also controlled by the brain which is a regulator and controlling the motion of all human activities

Thought is a stimulus processing process that takes place in the main representation domain. This process can be categorized as a calculation process. Messages do not flow directly from the senses to the motor cells, but first enter a special processing unit where they compete with other messages. Thus, the stronger message then activates the motor cells to carry out their functions.

## **B. The Relationship of Language and Thought**

Some people argue that people think without language. What is in the human mind or mind can only appear without having to be preceded by the role of language. <sup>8</sup> This view may be related to, for example, without speaking or speaking humans can think about something that can actually be said through language. The silence of language does not lead to a vacuum of thought.

In other words, language and thought are always related, cannot be separated from each other and vice versa, the result of thought gives rise to categories or concepts for an object or object. There is an interdependence between language and thought or vice versa. When a person communicates with a language or sign which is generally expressed through the movement of the fingers, there is a close cooperation between thought and sign language.

Language is a representation of the mind. What a person expresses through his speech is nothing but the result of the thought process, regardless of the truth or error of the thought. In this case we can conclude that there is a relationship between thought and language because language is a representation of the mind. And humans at first used the mind to categorize the world and include it in language, but once language was formed, humans became attached to what they created themselves..

## **C. The Relationship Between Language and Culture**

Revealing that language and culture are two systems inherent in humans. Culture is a system that is inherent in humans. Culture is a system that regulates human interaction in society, while language is a system that functions as a means for an interaction to take place. In this case of coordinating language and culture, there are two things that need to be considered.

First, there are those who say that the relationship between language and culture is like conjoined twins, two phenomena that are closely related, such as the relationship between one side and the other is a cultural system. This is more important than human culture can not happen without language because language is a factor that allows the formation of culture.

#### **D. The Relationship Between Language, Thinking, and Culture**

In essence, in communication activities, there is a process of producing and understanding speech. Speech is a synthesis of the process of converting concepts into code, while understanding the message is the result of code analysis.

Grammar and lexicon in a language determine the conceptual representations that exist in the users of that language. We cannot find categories and types that we isolate from the world of phenomena because all of these phenomena are caught by each observer's face. In contrast, the world represents a kaleidoscopic flux full of impressions categorized by our minds, and this is the language system that exists in our minds. We divide nature, organize it into concepts, sort out the important elements.

Language for Whorf guides social reality and conditions the individual's mind about a social problem and process. No two languages are alike enough to represent the same reality. In short, it can be concluded that the human view of the world is shaped by language so that because language is different, the view of the world is different.

#### **E. English Communicative Approach**

Communicative approach to language teaching in terms of approaches to learning. In line with that, Effendy quoted Edward Anthony's explanation of the approach in his book entitled *Methodology for Teaching Foreign Languages*, namely "approach is a set of assumptions regarding the nature of language, and learning to teach language.

Broadly speaking, communication can be said as a process of sending and receiving messages that occur when one individual wants to relate to another individual.

Taringan quotes Canale's explanation, in his book entitled "Teaching Language Competence", that "communication is the exchange and negotiation of information between at least two individuals through the exchange of verbal and nonverbal symbols, oral and written/visual methods, and the processes of communication. production process and comprehensive.

### **CONCLUSION**

Thus it can be concluded that in everyday life we need a communication, which communication can pass through language as an intermediary for communication between individuals. Without language, people will not understand what other individuals want to convey. As we have seen, a very important factor in language acquisition is a neurological factor, namely the relationship between the human brain and language. This process can take place in a short time and quickly, this process is also controlled by the brain which is

a regulator and controller of the motion of all human activities.

When a person communicates with a language or sign which is generally expressed through the movement of the fingers, there is a close cooperation between thought and sign language. What a person expresses through his speech is nothing but the result of the thought process, regardless of the truth or error of the thought. The communicative approach is a guide or role model in which there are methods or methods used in the teaching and learning process of foreign languages based on the communication function which aims to make students complete in language learning which in this case refers more to speaking skills. Every human being has an innate ability called «language acquisition tool. The process of applying a communicative approach in foreign language learning in several schools which emphasizes more on a habit that will direct students to get used to pronouncing foreign language sentences so that students will quickly be able to communicate using sentences they are used to saying. .

The development of English that can be done to deepen their knowledge can be done with a variety of learning techniques as described through direct understanding activities by stimulating their minds based on things that happen from everyday life or based on other learning resources such as books.

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