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## PSYCHOLOGY AND LANGUAGE EDUCATION

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### Abstract

*Psychology is the science of the soul, has a close relationship with language and analyzes language from the way humans behave and analyzes the potential that can be developed in mastering how to speak and communicate. One type of behavior that really distinguishes humans and animals is language, where humans need communication with fellow humans as a liaison, and the main link between humans is the way humans express their feelings and needs by language. Language connects an individual with other individuals, with human language understanding each other. On the other hand, the psychology of language education tries to find out a person's process in learning about language and how language can develop in individuals. The psychology of language education means revealing how a person learns to develop abilities in various aspects of language which is a means of communication. This article is designed to explain several problems, especially problems with the characteristics of language, issues in language and theories of language learning. As an introduction to language education that humans need in communicating and socializing with their social environment. As well as revealing things that support the development of language that is in humans. As an introduction to language education that humans need in communicating and socializing with their social environment. As well as revealing things that support the development of language that is in humans. As an introduction to language education that humans need in communicating and socializing with their social environment. As well as revealing things that support the development of language that is in humans.*

**Keywords:** *Psychology, Education, Language*

## 1. Introduction

Language as a means of communication has a very important role in human life. Language skills are not a bargaining chip, especially in the current era of globalization, modernization and information age. Human behavior which is the link is language. Language clearly deals with thinking and solving problems experienced by humans. Thinking represents the most complex and advanced activity. This mental activity results from the human ability to solve problems in new and different ways. The importance of thinking is clearly seen in daily activities. Humans are encouraged to think carefully, sometimes think quickly, think systematically or clearly when thinking. In the same way the importance of thinking is attested to by the fact of the frequently expressed aims of education.

The teacher advises students to think clearly regardless of their understanding of the conditions they are experiencing. Even though the teacher has a clear enough understanding to help a student to think logically. However, what a teacher thinks about is how students are more independent in trying to achieve problem solving independently by utilizing the ability to interact and the ability to communicate using language as a medium for solving the problems they experience. Like adjusting to different areas with different languages.

This article will show how language development in children or individuals who are the object of research, and discuss how language in children can develop which includes the rich supporting parts of language and how a language can be formed so that humans (individuals) can use it as a language. liaison between other individuals.

## 2. Method

The approach used by researchers is a qualitative approach, where this data is in the form of verbal sentences in the form of information, the data obtained must be analyzed in depth and cannot be obtained directly, data collection using this method takes a long time by interviewing, observing and observed thoroughly by researchers. According to Saryono (2011), qualitative research is a study used to investigate, discover, describe, and explain the distinctive qualities of social influences that cannot be explained, measured or described through other approaches such as quantitative approaches.

## 3. Results and Discussions

### A. Psychology

Etymologically, psychology is a term that results from the Indonesianization of a foreign language, namely the English language "Psychology". The term psychology comes from the Greek word "psyche", which is defined as spirit, soul, life force, and "logical" which means science. Psychology, which is known in terminology (term) which means psychology or science that studies and investigates statement statements (A. Sujanto, 1985: 1).

According to Crow & Crow, emphasized that psychology is a science that explains learning problems for a child from birth to old age, including conditions that affect learning.

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**B. Educational Psychology**

Witherington (1952), emphasized the notion of Educational Psychology that Educational Psychology is a systematic study of processes and factors connected with humans.

**C. Language**

Language is born from the need for an interaction and communication between individuals and other individuals, between individuals and groups of individuals, between individuals and non-humans and so on. All communication actually requires discussion that needs to be agreed upon by the interacting members. For scientific purposes, therefore language is used as a specialized means of communication between humans. As explained that, language is a communication tool used by members of the community, in the form of a symbol of sound, which is produced by human speech tools. (Often, 1984: 16).

Every part of the language is a component of a valuable asset. Not only that, with language a reflection of the nation's culture it will appear more authoritative, that if the language is properly organized, the language will become an inseparable part of the personality of both individuals, society, and even the nation as an identity.

**D. Characteristics of Language**

Language is the basic communication tool that humans use to think. Jean Piaget, the leading Swiss psychologist, makes an interesting analogy in showing that language is considered to be the same mathematics as physics. ordinary language has a similar relationship to thought. Language consists of words which are combined according to certain rules. The word represents a symbol consisting of a basic vowel and a consonant sound. These sounds are called phonemes and represent the basic units of language.

On a general level, language represents the main symbols available to humans to communicate with each other. Other symbol systems are certainly available. For example, the deaf communicates using sign language, young children count using their fingers, mathematical formulas convey information, and cues convey emotional feelings from the speaker. these are all symbols in conveying meaning. They provide some sort of information which in turn makes possible a response by other humans. Symbols communicate a set of feelings and attitudes by people who use these symbols clearly in conveying an intention that produces meaning.

The combination of higher phonemes produces morphemes, which are the smallest forms in language that contain meaning. The morpheme usually consists of at least a combination of two phonemes, as explained below:

- 1) Lexical level that is Material analysis revolves around the form of words used in the language, such as word equations, word opposites, and how to use these words in a sentence.
- 2) Syntactic level that is direction of language study in word order and structure, to form phrases and sentences such as "grammar".
- 3) Semantic level namely studies that focus on the meaning of language.

#### 1. *Language function*

Language as the rule of the most important symbol for humans, has at least four identifiable functions.

- 1) Language can be used as an instrument in the sense that verbal behavior can lead directly to appreciation. For example, children learn that by saying "help" they get gifts such as candy or cake from their parents. Following commands such as "stop" and "be quiet" is very important because it can lead to an unexpected stop of the stimulus.
- 2) Language serves as an incentive or signal for other behavior. It can be said that language helps us in thinking and mediating behavior which in turn leads the individual to achieve some kind of reward.
- 3) Language serves as a medium for communication with other people, this communication directly produces a kind of reinforcement for the speaker.
- 4) In the end, language conveys a meaning.

#### 2. *Basic Unit of Language: Phonemes and Morphemes*

All languages are made up of basic sounds known as phonemes. The phoneme in turn consists of about twelve different locations. The linguist Roman Jakobson compiled a classification of the distinctive features that distinguish phonemes, namely the smallest units of meaning in language. A morpheme consists of a combination of two or more whose words include: good word, put and go which is a single morpheme.

At about two years of age, young children begin to learn to combine two words that form the most basic types of sentences. The combination of words into a sentence is known as syntax, a young child often uses the following sentence "Want a cake, where are the balls?" clear the meaning of the word in question. This sentence is systematic enough to be understood by parents, similar to sentences in English where unnecessary words are omitted.

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### 3. *Higher Level Linguistic Analysis*

The speech sounds that make up a language are called phonology and studying how these sounds combine to produce morphemes is also called morphology. But psychologists are often interested in a more global analysis of language than phonology and morphology provide. The psychological investigation of language adopts words or phrases as the most basic unit of analysis rather than sounds resulting from more basic pronunciation.

### 4. *Phrase Structure in Sentences*

Efforts made to understand adult language need to be assessed for sentence structure. However, when the sentence is seen as a series of words, linguists find it more useful to describe sentences in terms of phrases with word groupings. A sentence is considered to consist of two basic phrases namely a noun phrase and a verb phrase which in turn consists of subcomponents. A person's pauses in speaking are determined by the phrase mark. For example we will most likely say "Tic boy - rode - the bicycle".

### 5. *Surface Structure and Inner Structure*

Surface structure is the actual sentence sounded and reflects and has a relationship between the parts of each sentence. The opposite of structure refers to the meaning of a sentence which specifies a logical relationship between words in a sentence. As an example, John's sentence is "throwing the ball and the ball is thrown". This sentence has the same meaning as the sound in different pronunciations. And pay attention to the following sentence "They are eating apples" with two meanings "eating can function as a verb or can modify the noun, namely apple.

Then the inner structure is a structure that can vary with the same sentence depending on what the speaker wants to convey. This illustration shows the need to distinguish between surface structure and inner structure, where the structure in a sentence conveys basic or fundamental information in a sentence. Rules for the specification of this linking process, called transformational rules, have been developed by Noam Chomsky and other linguists. This transformational rule is a rule that is accompanied by an idea, namely a deep structure, which is transformed into an easily understood sentence, namely a surface structure.

### 6. *Transformational Grammar*

More information is collected back in chunks and then the pieces become a part of the organizational process. Somo linguist, Chomsky, pointed out that the structural analysis of language phrases is still incomplete and a complete language analysis must have a transformational component. Examples of sentences in transformationald in the form of active or passive sentences For

example: Dogs chasing cats and Cats being chased by dogs which have a much different phrase structure as sentences but both have similar structures in language, quoted in the book Henry C Ellis (1978).

#### **E. Some Issue in Langue**

##### *1. Language Development*

In the beginning language was a way of speaking, namely babbling which was clearly the basic idea of vocalization. The learning process in language development starts from early childhood. Because children can make sounds before they are six months old but they are not yet in the form of words that have meaning, but they can only imitate the sounds of a language they hear. This is where parents play a role, they must be a good example for their children, helping children to add more consonants to the behavior that is contained in everyday life. Parents do not need to worry about using words that children do not understand because children will absorb the word and then understand its meaning, this is because the words that are understood are far more than they are spoken.

##### *2. Language and Thought*

Language has a close relationship with the thought process, when children begin to master the language and can say what they want to convey, the child's language will be easier to control. The task of the child in learning and recognizing language functions to connect the child's environmental stimulus to the response, language development in children starts from obtaining associations between objects that children see and events experienced.

Language and thought have a very close relationship where our thoughts are put in writing. Language can help solve problems and language is not a factor that will develop human cognitive capacity. Like a child who is mute can develop his concept without the need for conventional language, they even develop by using other symbol systems in communicating.

##### *3. Language in Animals*

Animals have their own language in communicating but animals do not have the ability to produce sentences and are unable to use creative language like humans, because animals have a lack of a speech instrument system and do not have language like humans. Examples of animal communication with their children only use gestures such as using sounds that are understood by the same sex.

##### *4. Cultural Differences in Language*

Language can also be influenced by the development of culture, territory, and ethnic differences with different languages. Many sociolinguists state that culture and social aspects have a great influence on language diversity. In

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other words, cultural differences produce many languages that will color the variety of languages themselves and these differences need to be united in a language concept, namely the unifying language, namely the Indonesian language, which is, although it consists of various ethnic cultures and languages, it is still colored by the accent of each region. and can understand what you want to say using unifying language.

#### 5. *Language and The Brain*

The human brain consists of two hemispheres with different functions. Each hemispheres receives information from the senses but the two hemispheres receive this information separately. That is, there is information that is written only but can be read beforehand and there is information that we hear in the language or pronounce it but cannot read, for example information from the radio.

In adults, the left hemisphere part controls the language function that produces spoken and written language. On the other hand, the ciberhemisphere on the right cannot produce language or understand abstract words. The task of the right hemisphere is to take care of perceptual processes such as understanding learning images and understanding visual formsquoted in the book Henry C Ellis (1978).

#### **F. Language Learning Theory**

Language researchers pay attention to how children learn to speak and produce language. A popular view is that children only imitate what they hear and when they make mistakes their parents correct their language. On a general level this view summarizes the essence of learning theory and conditioning approaches to language. In this section the researcher will examine two approaches to language learning, namely the conditioning approach and the psycholinguistic approach which are described as follows:

##### 1. *The Conditioning Approach*

This approach is useful as language learning which forms the basis of the assumption that language is learned in accordance with the basic principles of conditioning. which means that this conditioning principle stems from the study of lower organisms which can be applied to understanding language learning. BF Skinner is one of Carly's psychologists who advocates the study of language behavior from a conditioning point of view. His representative argues that children learn language in basically the same way as they learn all the other behaviors such as riding a bicycle and using kitchen utensils and other behaviors. The basic idea is that verbal behavior is like any other class of behavior and is acquired through reinforcing appropriate verbal responses. Generally, Skinner argues that children tend to mimic the actions of verbs in behavior what they hear from the adults around them and they will do so

accordingly. They tend to be respected and parents provide reinforcement to punishment for mistakes made by children. For example, parents reward children with an expression of agreement with behavior or what the child does is the right thing by giving cakes. However, in older children, parents are more likely to warn against inappropriate verbal behavior by children with phrases such as "You shouldn't say that." They tend to be respected and parents provide reinforcement to punishment for mistakes made by children. For example, parents reward children with an expression of agreement with behavior or what the child does is the right thing by giving cakes. However, in older children, parents are more likely to warn against inappropriate verbal behavior by children with phrases such as "You shouldn't say that." They tend to be respected and parents provide reinforcement to punishment for mistakes made by children. For example, parents reward children with an expression of agreement with behavior or what the child does is the right thing by giving cakes. However, in older children, parents are more likely to warn against inappropriate verbal behavior by children with phrases such as "You shouldn't say that."

Children raised from deaf parents clearly have an unusual speech environment, this shows a different pattern of language development but with similar development to other children. Language development becomes a constructive process for children to manipulate. Compose verbal statements that they may never hear from adults. In other words, language development is not just an imitation process but for several other reasons most psychologists reject the conditioning approach to be sufficient for a full understanding of how the child's language can be learned.

## *2. Psycholinguistic Approach*

The conditioning approach in language learning especially that described by BF Skinner has been challenged by alternatives that emphasize psycholinguistics and information. The basic assumption of the psycholinguistic approach is that children learn a complex or comprehensive set of rules in learning a language even though they may not be able to express and explain the correct rules of a language. According to Morcover, children acquire this rule without having to ask someone to teach them in a more formal sense and they acquire this rule very quickly. This psycholinguistic approach has the assumption that it is the child or himself who regulates language production. Because of the uniformity that is general in nature,

The focus is on how humans are able to produce unique or original sentences directly or indirectly. Which generates new sentences because they have learned various rules in producing a sentence. According to one type of psycholinguistic theory put forward by Noam Chomsky criticizes the theory



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that has been put forward by BF Skinner. According to him, children learn complex rules in language when they learn a language, even though children are not able to explain the rules in language. Children get these rules without being taught by others in a formal form and they get the foundation in this language at a very early age. The ability to learn or acquire language through the development of abstract rules is a unique trait possessed by human beings quoted in the book Henry C Ellis (1978).

After researchers made observations of language development in individuals, it was found that the language that individuals have is learned naturally which is supported by the surrounding environment, and language is learned by individuals with various encouragement, such as factors for socializing and connecting with other individuals. Language is also an identity for individuals, diverse cultures, there are also various languages.

#### 4. Conclusion

This discussion describes some of the main features of the language. Language is considered to have four functions: to get a reward, has a stimulus value, serves as a means of meaningful communication and delivery. Phonemes and morphemes are units in language, which are the first steps to understanding adult language and sentence structure should be checked.

Language development is a progressive and orderly process by which children learn general rules of language so that they can communicate properly. If there are cultural differences, the language of each of these cultures has a different language color and accent for each region, and regional and ethnic variations can shape diversity in language and show a variety of existing languages, language functions as a tool or way for an individual to express emotional matters and the thing on her mind.

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