

The Psycholinguistics Approach: Contributions to English Language Pedagogy

Kaharuddin

English Education Department, Faculty of Tarbiyah and Teacher training, Universitas Islam Negeri Alauddin,
Makassar, Indonesia and andi.kaharuddin@uin-alauddin.ac.id

ABSTRAK

Psikolinguistik adalah sebuah studi yang menjelaskan bagaimana seseorang memperoleh, memproduksi, dan memahami bahasa baik secara lisan maupun tulisan. Selain itu, psikolinguistik merupakan salah satu cabang dari ilmu kognitif dan salah satu isu yang menjadi trending topic dalam ilmu kognitif adalah pikiran dan perannya dalam penggunaan dan pemerolehan bahasa. Dengan memahami psikolinguistik, setidaknya kita mengetahui proses apa saja yang terjadi di dalam pikiran yang berkaitan dengan pemerolehan bahasa, masalah apa saja yang dialami oleh pikiran seseorang dalam proses pemerolehan bahasa. Tentu saja, informasi-informasi semacam ini akan memberikan banyak kontribusi bagi para pengajar bahasa maupun perancang kurikulum dan bahan ajar dalam mengefektifkan proses pengajaran bahasa, khususnya bahasa asing. Kontribusi dalam konteks ini mengacu pada segala sesuatu yang telah diberikan oleh psikolinguistik dan telah menjadi penyebab peningkatan atau kemajuan di bidang pedagogi bahasa (pembelajaran dan pengajaran). Untuk mengetahui apa saja kontribusi tersebut, penulis telah melakukan tinjauan pustaka dengan membaca berbagai pendapat yang telah dipublikasikan dari para ahli psikolinguistik. Setidaknya, ada dua jenis kontribusi yang dapat diidentifikasi, yaitu kontribusi teoritis dan kontribusi praktis. Corley, K. G., & Gioia, D. A. (2011) menyebut dua jenis kontribusi ini sebagai 'kegunaan ilmiah' dan 'kegunaan praktis'.

Kata Kunci: Psikolinguistik, Pendekatan, Bahasa Inggris, Pedagogi

ABSTRACT

Psycholinguistics is a study which explains how a person acquires, produces, and perceives language both orally and in writing. Moreover, psycholinguistics is a branch of cognitive science and one of the issues that has become a trending topic in cognitive science is the mind and its role in language use and acquisition. By understanding psycholinguistics, at least we know what processes occur in the mind related to language acquisition, what problems are experienced by a person's mind in the process of language acquisition. Of course, these types of information will provide many contributions for language teachers as well as curriculum and teaching material designers in streamlining the language teaching process, especially foreign languages. Contribution in this context refers to everything that psycholinguistics has provided and has been the cause of improvement or progress in the area of language pedagogy (learning and teaching). To find out what these contributions are, the author has conducted a literature review by reading a variety of published opinions from psycholinguistic experts. At least, two types of contributions can be identified, namely theoretical contributions and practical contributions. Corley, K. G., & Gioia, D. A. (2011) refer to these two types of contributions as 'scientific utility' and 'practical utility'.

Keywords: Psycholinguistics, Approach, English Language, Pedagogy

INTRODUCTION

Psycholinguistics is an interdisciplinary study of the integration between psychology (the study of the human mind and behaviour) and linguistics (the study of language). It explores what the mind does with language. It provides insight into how we produce the language products we use in both speech and writing. This study also explains how one can understand the speech and writing of others. In addition, it describes how the mind stores language components such as

pronunciation systems, vocabulary, grammar, meaning systems, and so on (Andi, K., & Arafah, B. 2017;) and uses these language components to communicate. Besides, it examines how humans can acquire language that occurs in both children and adults. The variety of information is very important for those who study and teach language. But that is often not the case. The reason is simple, psycholinguistics is felt to be difficult because it is an interdisciplinary field that is theoretically built on two distinct and complex perspectives. Those who study psycholinguistics in depth will find that it overlaps with many scientific domains, for example, linguistics and its various branches, psychology, discourse analysis, neuroscience, and even language pedagogy (Kaharuddin, A., & Latif, I. 2017). Some people like this condition because the broad scope of psycholinguistics makes this study interesting to learn. But some find this situation difficult and frightening (Field, J. 2004; Kaharuddin, et al. 2014).

My teaching experience, (in the field of Language and Language Education) in several universities in Indonesia for almost 20 years, shows that many of the language learners find it difficult to uncover the important aspects of psycholinguistics such as how language is produced, how language is perceived, how language is acquired and used in human social life. In fact, among the students majoring in English Education that I have taught so far have asked, what is the importance of studying psycholinguistics in the English Education department? It is hoped that the presence of this work will serve as a small step in response to these issues. Therefore, the publication of this work has at least two main objectives, namely; the first, to provide a comprehensive explanation of both the relationship between psycholinguistics and language pedagogy, as well as the roles of psycholinguistics in language pedagogy context. The second, to shed light on what psycholinguistics has given (generally referred to as a contribution) which has been the cause of enhancement or progress in the field of language pedagogy (learning and teaching). The author is fully aware that all issues discussed in each section of this paper are still discussed superficially and briefly. Nevertheless, the information presented is expected not only to serve as basic knowledge to understand the importance of psycholinguistics, but also to respond to the curiosity of most language learners about the role of psycholinguistics in the field of language pedagogy.

LITERATURE REVIEW

A. Psycholinguistics' Contributions to English Language Pedagogy

1. Theoretical Contributions

The theoretical contribution means that psycholinguistics has provided a series of concepts or postulates not only about the phenomenon of the relationship between language and mind, but also about how the mind influences the use and the acquisition of language, where these concepts have a positive influence in shaping the understanding of language, especially on those involved in the process of language teaching and learning, such as teachers and learners. Here are some expert statements related to the theoretical contribution of psycholinguistics in the area of language teaching and learning:

- a) Psycholinguistics has provided various theories which explain how language is produced, perceived and acquired both orally and in writing, including the theory of cognitive processes in learning or also known as proceduralization theory. (Bahar.A.K, 2013; Newlin, P., & Moss, J. 2020, Yu, Y. 2022). For example,

Warren, P (2003) in his theory states that language can be produced after the mind performs 3 stages of language production, namely, conceptualization, formulation, and articulation stages. To be able to perform these three stages, the mind needs knowledge. At the conceptualization stage, the mind needs semantical knowledge. Furthermore, at the formulation stage, the mind needs syntactical knowledge. Finally, at the articulation stage, the mind needs phonological knowledge. With this theory, teachers can understand that linguistic knowledge is needed so that someone can produce language. Consequently, the teachers will certainly focus his attention on teaching the three types of knowledge to the language learners when they expect the learners able to do language production such as speaking or writing (Kaharuddin, A. 2018).

- b) Psycholinguistics has also provided a theoretical foundation for the development of many theories of first and second language learning and acquisition. For example, Steinberg, D., Nagata, H., & Aline, D. (2013) theorized that there are psychological factors that influence second language learning and acquisition such as motivation, memory, explanation, and induction. With an understanding of this theory, teachers will always make effort to provide a lot of motivation to their students when teaching so that the students are able to achieve successful language learning (Kaharuddin, A. 2019; Mirza, S. B. 2021). In addition, Havron, N., & Arnon, I. (2021) propose a theory that there are differences between adults and children in the process of language learning and acquisition. One of the things that distinguishes them is the characteristics in learning, where children as learners rely heavily the formation of their language abilities on adults such as parents and teachers to guide them in achieving successful language learning and acquiring. Whereas adults tend to learn more independently and do not rely too much on others for their success in language learning and acquisition. This is because they already have a lot of knowledge and experiences in life (McDonough, D. 2013; Kaharuddin, Hikmawati & Arafah, B. 2019). When teachers understand the learning characteristics of the two learning groups, they will determine different teaching orientations where, teachers will generally use teacher-centre orientation to teach children and will use learner-centre orientation to teach adults (Kaharuddin et al., 2020).
- c) The psycholinguistics reinforces that the presentation of grammar and vocabulary is very crucial and must be the most important part of language pedagogical process (Demirezen, M. 2004). Consequently, language teachers who have psycholinguistic knowledge will be very concerned about the main role of syntactical competence (grammatical and lexical knowledge). The role of these competencies becomes very crucial in determining the success of

language teaching and learning. Syntactical competence is really needed in sentence formation as one of the mental processes in language production, in which speakers will not only recruit relevant lexical items but also construct well-formed sentences from those lexical items. Therefore, to facilitate learners in using language, teachers must equip them with syntactical competence (Konopka, A. E., & Bock, K. 2009; Kaharuddin, K., & Ismail, I. 2022). From the lexical aspect, for example, the teacher will not only teach words but the teacher will teach vocabulary (Bromley, K. 2007). Teaching words means that the teacher will only teach students about the meanings of words (semantical aspect) and provide opportunities for practice using these words. On the other hand, teaching vocabulary means that the teacher will teach the pronunciation of the word (phonological aspect), the spelling of the word (morphological aspect), the class of the word (syntactical aspect), the variety of meanings contained in the word (semantical aspect), and also the use of the word according to its context (pragmatical aspect) (Bahar, & Latif, 2019; Kaharuddin & Rahmadana, 2020).

- d) Psycholinguistics asserts that one of the unavoidable phenomena of language production is speech errors. That is why, it is said that no speech is perfect (Harley, T. 2006). In psycholinguistics, Speech error is seen as a mental process that occurs due to psychological factors such as nervous, anxious, tired, or intoxicated (Carroll, D.W. 2008). Everyone will definitely feel such psychological symptoms, so speech errors can never be avoided. In this regard, Warren, P. (2003) categorizes speech errors into six types: substitution, anticipation, perseveration, exchange, omission, and addition. By understanding the phenomenon of speech errors from a psycholinguistic point of view, teachers will not view language errors as a blemish that must be avoided and corrected immediately when they occur. on the contrary, teachers should view language errors as something that naturally occurs and is evidence of the learning process in learners (Suwarna, S. 1992; Kaharuddin et al., 2022). With this kind of reaction, teachers will find it easier to foster the motivation of each student to learn, because the errors made are considered as something positive.

Of course, all that has been presented in this section is only a small part of the theoretical contributions of psycholinguistics to the field of language teaching and learning which can be found by the author during the literature review process. It is still possible that the variety of contributions can still continue to grow because a number of psycholinguistic studies keep being conducted in the field of language teaching and learning. Next, let's look at the practical contributions that psycholinguistics can make to the field of Language Education.

B. Practical Contributions

Meanwhile, the practical contribution refers to how the understanding gained from the theoretical contribution not only affects the way or action of teachers in teaching language, but also affects the way or strategy of students in learning language (Kaharuddin et al., 2020). Practical contributions can be seen in the innovation and the use of a variety of language teaching methods and techniques developed from a theoretical understanding of psycholinguistics. Specifically, the developed teaching techniques and strategies are implemented in teaching productive skills and receptive language skills. Productive skills refer to language skills that function to produce language products, for example speaking produces speeches and writing produces texts. Meanwhile, receptive skills refer to language skills that function to receive language products, for example listening skill functions to receive speech as a product of speaking skill, and reading skill functions to receive text as a product of writing skills (Davies, N. F. 1976; Kaharuddin et al., 2023). It is for this reason that the discussion of the practical contribution of psycholinguistics is directly linked to receptive and productive skills in this case; speaking, writing, listening, and reading.

1. Practical Contributions for Teaching Productive Skills

When discussing productive skills from the perspective of psycholinguistics, language production is the focus. Language production has two skills namely speaking and writing skills (Kaharuddin et al., 2024). In this context, speaking skill gets the priority. Discussing about speaking skills means to discuss two important things, namely; First, speaking skill is one of the outputs of language production which will only be formed if the mind has knowledge and with this knowledge the mind is able to pass through the three stages of language production. Secondly, psychologically, speaking skill is often impaired or inhibited due to mental factors that occur in a person, for example, excessive shyness, quiet nature, fear of criticism, even the characteristics of the students themselves as introvert and extrovert learners (Dey, M., & Sawalmeh, M. H. 2021). Both of these are very important in this context because the information can guide educators to determine what knowledge needs to be taught to students so that their speaking skills can be exposed and experience significant development. In the discussion of language production, it is clearly stated that it is possible for a person to speak in a language (language production), if his mind goes through three stages and has types of knowledge to carry out these three stages, namely:

- a) At the conceptualization stage, the mind needs semantic knowledge. This means that to be able to speak, students need knowledge of what to talk about, this is commonly referred to as the 'abstract idea'. In teaching, what to talk about is also called the topic. Thus, when teaching speaking skills, the first knowledge that must be taught to students is the knowledge of the topic. Topic refers to a particular subject that the learners need to discuss. Teachers must be

able to provide topics that are relevant to what students know because often students are unable to speak not because they do not have linguistic knowledge, but because they do not know what to say because they do not have any knowledge about the topic (Chen, J., Nairn, R., & Chi, E. 2011). In short, the teacher must give the learners the first provision so that they can speak, namely knowledge of the topic to be discussed. Van Dijk, T. A. (1977) calls this as a 'discourse topic'.

- b) The second stage is the formalization stage. To carry out this stage the mind needs syntactical knowledge. Syntactical knowledge is divided into two, namely, lexical knowledge and grammatical knowledge. This illustrates to us that after teaching topic knowledge, teachers also need to teach syntactical knowledge in the form of lexical items needed to represent the topic. In this context, lexical items consist of lemma, lexeme, word, and vocabulary. Lemma refers to the word stored in the mental lexicon, lexeme refers to the word chosen to represent the concept, word refers to the word used to represent the concept, and vocabulary refers to the knowledge possessed about the word in the form of phonological, morphological, syntactic, semantic, and pragmatic knowledge. For teaching purposes, the lexical item to be taught is vocabulary, by which a language teacher does not only teach words from the semantic aspect, but also teach from phonological (pronunciation) morphological (word spelling), syntactic (word class), and also pragmatic (context of word use) aspects. Besides, vocabulary should also be taught based on the chosen topic so that learners are not only able to communicate effectively, but also accurately according to the context (Alqahtani, M. 2015). In addition to teaching lexical item, the language teachers are also required to teach grammatical knowledge. In this regard, Garret.M.F. (1980) divides grammatical knowledge into two forms, namely functional grammar and positional grammar. Functional grammar is a grammar rule that regulates how to arrange words to form structured sentences. A structured sentence means that the sentence consists of words that have been given a function for each, for example, the function as subject, the function as action and the function as object or complement, so that the words' arrangement can be understood. Positional grammar is a grammar rule that regulates how to correct the sentences formed by functional grammar, by giving the right grammatical patterns to the words used, for example using inflection, articles, verb agreement, etc. Knowing this, language teachers are also in need of teaching these two types of grammar so that students know how to assemble vocabulary into intelligible sentences (functional grammar) and acceptable sentences (positional grammar). Teaching functional grammar means teaching how to construct sentences with the pattern 'subject + verb +

object + adverb' as the first grammar lesson. For example; 'My mother + go to + market + every Sunday morning'. After the learners get the skill to construct sentences with functional grammar knowledge, then the teacher teaches positional grammar as the second grammar knowledge so that students are able to form sentences correctly by teaching the forms of tenses, articles, inflections, and so on. For example: 'My mother + go (es) to + (the) market + every Sunday morning'.

- c) Next, the third stage is the articulation stage. To carry out this stage, the mind needs phonological knowledge, that is the ability to construct sentences and pronounce these sentences with correct pronunciation. This means that in addition to providing understanding of the topic, teaching vocabulary, teaching grammar, teachers must also teach pronunciation from the pronunciation system of words to sentences. Pronunciation must be taught because it is not only one of the most difficult parts of learning a foreign language especially English, but it also takes a long time to master, if there is no specific instruction from the teacher (Gilakjani, A. P. 2016; Kaharuddin, & Ahmad, 2018).

In short, the first thing that language teachers get from psycholinguistic theory is information about the kind of knowledge that learners need in their minds to be able to produce language. It is these types of knowledge that must then be taught to learners for making them have speaking skills as a concrete representation of language production. The types of knowledge are knowledge of topic, topic-related vocabulary knowledge, functional and positional grammar knowledge, as well as knowledge of words and sentences pronunciation system (Bahar, K. 2014a). One thing needs to be underlined is that actually, the discussion about language production is not only limited to the discussion of speaking skills but also about the discussion of writing skills. However, speaking skill is the focus of discussion in this context because it is considered to represent the discussion of writing skill for three reasons: *First*, the types of knowledge needed to be able to speak are almost the same as the types of knowledge needed to write, including knowledge of ideas or topics (to talk about and to write about), knowledge of vocabulary (to represent ideas through words), knowledge of grammar (to string words into phrases and sentences so that ideas can be represented through a series of sentences). *Second*, in the process of acquiring productive skills, humans first develop speaking skills, and then develop writing skills. It can even be said that speaking skills are a prerequisite for forming writing skills (Bahar, A. K. 2014b; Suryani, L., & Argawati, N. O. 2018). *Third*, humans use speaking skills more than writing skills in their lives and social interactions (Chafe, W., & Tannen, D. 1987; Arafah, H. B., & Bahar, A. K. 2015).

2. Practical Contributions for Teaching Receptive Skills

Just like when discussing productive skills from a psycholinguistic point of view, receptive skills in this context refer to two types of skills, namely listening and reading skills. But in the discussion of this section, the focus is more on listening skills. The discussion is directed to listening skills for three reasons, namely; *first*, the knowledge needed to realize listening skills is almost the same as the skills needed for reading skills so that the discussion of listening skills is considered to be able to represent the discussion of reading skills; *second*, psycholinguistics views that, humans first acquire and develop listening skills compared to other language skills, including reading skills; *third*, in social interactions, humans use listening skills more than reading skills (Wilde, S., & Larson, J. 2007; Kaharuddin & Nanning, 2014). Receptive skills in psycholinguistics fall into the category of language perception. Language perception is the effort of human's mind to understand the meaning or the interpretation of messages expressed in words, phrases, clauses, sentences, or even discourse in communication (Dardjowidjojo 2005; Arafah & Kaharuddin, 2019). In trying to understand the messages received, the human mind goes through 4 stages as described in chapter one of this book, starting from the perception stage, word recognition, parsing, and interpretation stages. To be able to go through these stages effectively, our minds really need a variety of knowledge. It is linguistic knowledge (e.g., semantic knowledge and syntactic knowledge) that is used to produce language. That is why, it is often said that someone who has language production skills, is generally easy to pass the language comprehension process because the knowledge that exists in language production can also be used to understand language (Eyring, H. B. 1988; Kaharuddin, K. 2021).

If examined more deeply, the types of knowledge used in language production and language perception are more or less the same, the only difference is how to use these types of knowledge, namely actively or passively. Knowledge that is used actively is called active knowledge and knowledge that is used passively is called passive knowledge (Arafah et al., 2021a). So, in the language production part, humans use active linguistic knowledge ranging from semantic, syntactic, and phonological. Whereas in the language perception part, the knowledge used is called passive linguistic knowledge. Active linguistic knowledge refers to the knowledge used to produce language products such as speaking skills that produce speech and writing skills that produce text (Ismail et al., 2020; Arafah et al., 2021b). Whereas passive linguistic knowledge refers to the knowledge used to receive language products, for example, listening skills receive speech as a language product from speaking skills or reading skills receive text as a product of writing skills. This is in line with the principle of distinguishing between active vocabulary and passive vocabulary (Laufer, B., & Paribakht, T. S. 1998, Fan, M. 2000, Nemati, A. 2010, Akhmedova, Z. 2022) in language learning. Active vocabulary refers to the vocabulary used to produce language products such as speaking and writing skills (Mardiana et al., 2023). Whereas passive vocabulary

refers to the vocabulary used to receive language products such as listening and reading skills (Kadaruddin et al., 2020).

The role of one's knowledge in language perception is very important. In fact, Bacon (1992) clearly states that such knowledge enables one to execute a strategy for identifying and interpreting all sounds he hears, brings his own knowledge on the listening context (listening to casual greetings certainly requires a different sort of listening capability from listening to academic lectures) as well as his linguistic knowledge (sound-phonology, word-morphology, sentence-syntax, meaning-semantic) to cope with the information contained in the aural inputs. In this regard, psycholinguistics explicitly views that this knowledge is stored in the memory as one of human mental faculties (Butarbutar et al., 2021; Robert, N. 2023) and functions at every stage passed by the mind in the process of language perception as taking place in listening (Kaharuddin, K. 2016).

In relation to this, O'Malley, J. M., Chamot, A. U., & Küpper, L. (1989) divide knowledge for listening into two types, namely schemata knowledge and linguistic knowledge. From both knowledge, learners carry out two types of strategies to gain understanding when listening, namely bottom-up strategy and top-down strategy. Bottom-up strategy is also recognized as 'linguistic based' strategy' because the strategy depends on using the learners' linguistic knowledge (e.g., phonology and morphology) to perceive messages from aural inputs. When implementing this strategy, the learners tend to break down the series of the aural inputs into smaller 'meaningful units' and try to make out the whole meaning through understanding the meaning of individual words, phrases and sentences. In addition, listeners can get some information from the aural inputs through paying attention to intonation and pauses that help them recognize 'chunks' of words as particular 'speech patterns', each of which carries one piece of information or meaning (Rixon, 1986). On the other hand, Top-down strategy is somewhat different from the bottom-up strategy, this type of strategy is thought to be at a higher cognitive level in the sense that it deals with more 'abstract' clues. Thus, learners will be using the top-down strategy related what they hear to what they already know which is known as 'schemata knowledge'. This includes previous background knowledge, knowledge of the world and knowledge of discourse. Having such knowledge, learners can keep up with the listening the aural inputs because they formulate some 'expectations' as well as 'predictions' before and while listening. The schemata knowledge is basically part of semantical knowledge because semantic knowledge is not only about meaning but also about interpretation, by which interpretation can only be formulated when the learners have background knowledge about something they hear.

Bacon (1992) states that learners are more likely to rely on bottom-up strategy to perceive difficult aural inputs, while they prefer to use top-down strategy for less difficult ones, which seem very logical. In that situation, the learners can use their prior knowledge as long as they are familiar with the inputs, but for the unfamiliar, they can use 'linguistic

clues' well. In general, the results of research conducted by Bacon (1992) as well as O'Malley et al (1989) indicate that successful or effective listeners use the top-down strategy more in comparison to less successful or ineffective listeners. In addition, ineffective listeners are at a disadvantage because they fail to 'elaborate' what they hear; they cannot make the connection between what they hear and their own 'personal experience'. Based on the explanation, psycholinguistics lets us know the existence of cognitive strategies (bottom-up and top-down strategies) in the process of perceiving aural inputs. Therefore, language teachers need to be more effective in teaching listening skills as a representation of language perception. The teachers are strongly encouraged to equip the learners with linguistic knowledge (syntactical and phonological knowledge) so that they are able to carry out the bottom-up strategy when they hear speeches from their interlocutors during social interaction. In addition, the teachers are also encouraged to provide explanations about the topic being taught so that the learners gain background knowledge about a particular topic. Providing knowledge of a particular topic is an attempt to equip the learners with contextual knowledge as a part of semantic knowledge. With such knowledge, learners will be facilitated to use the top-down strategies to comprehend aural inputs by using their background knowledge of a particular topic (Yassi, A. H. & kaharuddin. 2018).

In this context, the discussion of receptive skills is focused on listening skills because listening skills are considered much more difficult than reading skills (Alzamil, J. 2021) for at least two main reasons. First, when someone is reading and finds unfamiliar words, he can immediately open a dictionary to find out the meanings of these words, but that effort cannot be done when someone is listening. Second, texts when reading is permanent (a lot of time can be used for reading), so it is very easy for someone to understand messages in the texts. On the contrary, speeches tend to be impermanent (speech disappears instantly) which makes listening activity is felt more difficult and requires someone to concentrate more when listening. If someone has good listening skills then it can help to improve other skills significantly, including reading skills (Darti & Asmawati, 2017).

3. Practical Contributions for Teaching Methods and Techniques

As stated in the previous discussion, from the perspective of language pedagogy, psycholinguistics is seen as an approach that presents a variety of theories on how people acquire ability to produce, perceive as well as to acquire a language. The psycholinguistic approach has triggered the emergence of several language teaching methods and language teaching techniques as the realization of the approach to language teaching (Marinis, T. and Cunnings, I. 2018, Dey, M. 2021). The information can certainly be taken into consideration in determining the right methods, techniques or strategies, so that even though students have poor mental conditions, they can still be motivated to learn seriously to improve their ability to produce and to perceive languages (Rofikah et al., 2022)

METHODS

A. Psycholinguistics-Based Language Teaching Methods

From the results of the literature review related to the contribution of psycholinguistics in the scope of language teaching methods, it was found that there are at least three psycholinguistic-based teaching methods, namely the natural method and the total physical response method, and the suggestopedia method (Dey, M. 2021).

RESULTS AND DISCUSSION

A. The Natural Method

When it first appeared in 1977, Tracy Teller and Stephen Krashen called it as an approach. This is known from the title of the book entitled 'Natural Approach' written by both experts and published in 1983. (Krashen, S. D., & Terrell, T. 1983). I myself (as the author) prefer to view this as a method for at least two reasons. Firstly, in the book, Krashen and Terrell outline procedures for applying it in language teaching. One of the characteristics of a method is the explanation of procedures or techniques (Richards, J. C., & Rodgers, T. 1982). Secondly, the teaching procedures in the natural approach basically follow the principles of the psycholinguistic approach, one of which is that this method supports the idea that language ability is an innate (inborn talent), which develops and is acquired through mental processes that occur in the mind of human (Dey, M. 2021). Therefore, in this context, the natural approach is referred to as the natural method.

Basically, this method was developed based on observations made by Tracy Teller and Stephen Krashen on how children acquire the ability to master their first language. That condition is what they try to adapt when teaching a language to a group of adults. From this point of view, the method focuses more on providing learners with ample opportunities to use their communicative skills and less on providing grammar-based materials. Therefore, this method prioritizes teaching a large amount of vocabulary first, then giving the learners the opportunity to directly use the vocabulary in communicative events, but not too demanding them to produce grammatically correct sentences (Terrell, T. D. 1986). In addition, the natural method assumes that language is a means of communicating meanings and messages. Therefore, proponents of this method believe that the main function of language is to communicate. For the reason, the main task of the natural method should be to foster and to improve the communicative skills of the learners. In fact, Terrell and Krashen consider that the natural method is actually similar to other communicative methods such as The Direct Method (DM) and Communicative Language Teaching (CLT) method (Richards and Rodgers, 2014). The only difference is that "other methods do not build on theories of language acquisition". According to them, learners can only be said to acquire a language if they are able to use the language to communicate and to interact with each other. Consequently, language acquisition can only take place when they can communicate and understand the messages in the language.

B. The Total Physical Response (TPR) Method

The Total Physical Response (TPR) is a language teaching method that coordinates the teacher's speech and the learners' actions. This method was developed by James Asher, a psychology professor at San Jose State University, California. According to Dey, M. (2021), the TPR is applied with the implementation of natural principles and psycholinguistic principles. This method is said to apply the natural principle because according to this method, first and second language learning

is a parallel process. Therefore, second language teaching and learning should reflect and follow the naturalistic process of first language learning. In this regard, Richards and Rodgers (2014) argue that the naturalistic process shows that first language learning is based on three main processes, namely:

1. At first, children develop listening comprehension before developing their ability to speak. In the early stages of the first language acquisition, they can understand complex utterances, but cannot spontaneously produce or imitate the utterances. Asher speculates that during this listening period, the learner may be creating a language 'blueprint' (storing information in memory) that will make it possible to produce spoken language later.
2. Children's ability to build listening comprehension can be seen from their ability to physically respond to any oral speech conveyed by their parents, for example in the form of commands.
3. After the foundation of the first language ability is formed, namely listening comprehension, then speaking skills will also develop naturally and easily.

Furthermore, Richards and Rodgers (2014) emphasize that second language teaching and learning should be done by applying naturalistic principles as children do in their efforts to acquire their first language. Here is an example of naturalistic process taking place in many children's effort to acquire their first language; when a mother asks her young son to get a pillow for her. The child will not directly reply his mother's request orally such as, "Okay mom, I'll go and get it!" and walk away. At first, the child will respond with an action. In this case, the child will go and get the pillow. This goes on for months until the child starts talking. During this time, the child cannot speak yet, but he or she absorbs and store all linguistic elements in the mind. Eventually, when the child has understood the language, he can start reproducing it. This is what the method of TPR aims to replicate in the language classrooms.

C. The Suggestopedia Method

In the late 70s, a Bulgarian psychologist named Georgi Lozanov argued that many learners naturally face psychological barriers to learning including language learning (Rustipa, K. 2011). Psychological barriers here refer to various psychological disorders such as feelings of worry, fatigue, boredom, fear, etc. He goes on to say that there is a "negative belief system", which hurts most learners who assume with full confidence that learning is difficult or school is boring. Of course, these kinds of things become psychological barriers that make them unable to do their best and will reduce their ability to learn effectively. Lozanov emphasizes that such negative beliefs should be transformed into "positive belief systems", such as "learning is interesting and fun" so that learners are able to tell themselves that I can achieve more than what I think," This kind of positive belief will in turn activate learners' positive subconscious mental processes which are believed able to foster strong positive beliefs for the sake of achieving the best learning results. Lozanov also added that humans have considerable mental reserves that are rarely used under normal circumstances. In this regard, he also believed that humans only use 5 - 10% of their brain capacity. That is why he emphasized that teachers should be able to help learners to activate this reserve capacity of brain capacity by suggestion (Bakhromova, A., & Ergashev, M. 2022). Suggestion is the essence of suggestopedia. For the proponents of suggestopedia, with suggestion, language teachers can create

learning situations where the optimal use of brain capacity can be achieved and learners can learn at speeds many times greater than what they assume to be the limits of human ability (Bahar, K. 2013). These facts then become the main background for the emergence of the suggestopedia method. That is why this method is considered as a teaching method that gives learners the opportunity to learn quickly by presenting relaxed, interested, and positive feeling on learning among the learners (Rustipa, K. 2011; Kaharuddin. 2021).

In this regard, Bancroft, W. J. (2005) argues that suggestion can work well when learners are able to remove previous negative belief patterns and open up access to potential positive mental reserves. Bancroft, W. J. (2005) goes on to name the negative belief patterns as 'anti-suggestive barriers' and they must be removed in order to open access to suggestions. The types of anti-suggestive barriers are critical logical, intuitive affective, and ethical. *The first*, critical logical barriers serve to resist suggestion through reasoning, e.g. if a student thinks that it is impossible to learn a foreign language, the chances of becoming a successful learner are very slim. *The second*, intuitive affective barriers are believed to stem from anything that can produce feelings of lack of confidence or insecurity, e.g. if a learner feels that he will lose his self-esteem, he is less likely to achieve success in learning. *The third* is ethical barriers; a learner will reject anything that is not in line with his or her sense of ethics. The ethical sense fosters the feeling that a learner is unsuitable and inappropriate to learn a foreign language perhaps because he feels uneducated. Such feelings may have been formed from family or society. According to Lazanov, suggestion in the suggestopedia method can be divided into two types of suggestion, namely direct and indirect suggestion. Direct suggestion refers to the process of giving suggestion to the learner as an effect of the interaction between the teacher and the learner in the teaching-learning process directly, for example, the appropriateness of teaching methods, techniques, strategies used by the teacher, motivation or advice given by the teacher. Indirect suggestion refers to the process of suggestion that occurs not due to interaction and communication factors between teachers and learners in the classroom, but rather due to non-interaction factors such as voice, facial expressions of the teacher, and classroom management such as decoration, lighting, innovative and interesting teaching materials and props, etc. (Ivanova, G., & Dimova-Severinova, D. 2021).

CONCLUSION

In conclusion, psycholinguistics, as an approach, views that language learning is a complex cognitive process, where the mind will go through stages to realize language learning outcomes such as language production, perception and also acquisition, with the support of input in the form of knowledge gained during the learning process. For example, in language production, the mind goes through three stages and each stage requires knowledge input. The conceptualization stage requires the input of semantical knowledge. The formulation stage requires syntactical knowledge input. The articulation stage requires phonological knowledge input. These types of knowledge have enabled the mind to go through the all three stages successfully. In other words, the mind would not have been able to go through all these stages without the input of knowledge. Thus, the psycholinguistic approach emphasizes that to build language skills, learners really need input in the form of knowledge during the learning process (Cardenas Claros, M. S. 2008).

This is very much in line with Krashen's (1985) input hypothesis theory which states that a language learner can only acquire a language if he/she gets a comprehensible input which becomes the basis for the development of his/her competence. This has proved that the discipline of psycholinguistics has truly become an approach in the field of language pedagogy that has made enormous contributions in the form of both theoretical and practical contributions.

REFERENCES

- Akhmedova, Z. (2022). Development Of Active and Passive Vocabulary In Preschool Children With Motor Alalia Using Art Therapy Elements. *Ann. For. Res*, 65(1), 7148-7161.
- Andi, K., & Arafah, B. (2017). Using needs analysis to develop English teaching materials in initial speaking skills for Indonesian college students of English. *The Turkish Online Journal of Design, Art and Communication (TOJDAC), Special Edition*, 6(9), 419-436.
- Alqahtani, M. (2015). The importance of vocabulary in language learning and how to be taught. *International journal of teaching and education*, 3(3), 21-34.
- Alzamil, J. (2021). Listening Skills: Important but Difficult to Learn. *Arab World English Journal*, 12 (3) 366-374. DOI: <https://dx.doi.org/10.24093/awej/vol12no3.25>
- Arafah, H. B., & Bahar, A. K. (2015). The art of developing speaking as a performance (promoting formal uses of public speaking skills in english for making speeches and oral presentation). *Yogyakarta: Trust Media*.
- Arafah, B., & Kaharuddin, (2019). The Representation of Complaints in English and Indonesian Discourses. *Opción*, 35, 501-517
- Arafah, B., Kaharuddin, K., Takwa, T., Arafah, N. B., Kadaruddin, K., & Marlina Raja Leba, S. (2021a). Promoting the Building up of Character Education Based on Literature, Culture, and Local Wisdom. *Linguistica Antverpiensia*. 1, 2129-2147.
- Arafah, B., Kaharuddin, K., Mulyanto, M., Arifin, M. B., Rofikah, U., & B Arafah, A. (2021b). The idol: An innovative model for designing literature-based ELT materials. *Linguistica Antverpiensia*. 1, 2075-2090
- Bacon, S. M. (1992). Phases of listening to authentic input in Spanish: A descriptive study. *Foreign Language Annals*, 25(4), 317-333.
- Bahar, A. K. (2013). The Communicative Competence-Based English Language Teaching. *Yogyakarta: TrustMedia*.
- Bahar, K. (2014a). Interactional Speaking a Guide to enhance Natural Communication Skills in English. *Yogyakarta: TrustMedia*.
- Bahar, A. K. (2014b). Transactional Speaking: A Guide to Improve Transactional Exchange Skills in English for Group Discussions (GD) and Interviews. Samata Gowa: Gunadarma Ilmu.
- Bahar, K. (2013). The communicative grammar translation method: An integrated method of CLT and GT for teaching English communicatively and accurately. *Yogyakarta: Trustmedia*.
- Bahar, A. K., & Latif, I. (2019). Society-based English community (sobat): EFL learners' strategy in learning and practicing English outside the walls. *Jurnal ilmu budaya*, 7(2), 255-265.
- Bakhromova, A., & Ergashev, M. (2022). Suggestopedia As an Important Method of Teaching Vocabulary. *Central Asian Journal of Literature, Philosophy and Culture*, 3(6), 91-93.
- Bancroft, W. J. (2005). *Suggestopedia and language*. Routledge: London
- Bromley, K. (2007). Nine things every teacher should know about words and vocabulary instruction. *Journal of adolescent & adult literacy*, 50(7), 528-537.
- Butarbutar, R., Arafah, B., Marlina Raja Leba, S., Kaharuddin, K., F Sauhenda, A., & Monika, S. (2021). Using mobile-assisted language to encourage EFL learning among Indonesian learners of English. *Linguistica Antverpiensia*. 2. 766-779
- Cardenas Claros, M. S. (2008). Psycho-linguistic and socio-cultural approaches to language learning: A never ending debate. *Colombian Applied Linguistics Journal*, (10), 142-154.
- Carroll, D.W. (2008). *Psychology of Language*. 5th ed., USA: Thomson Wadsworth.
- Chafe, W. L. (1968). Idiomaticity As an Anomaly in The Chomskyan Paradigm. *Foundations of language*, 109-127.
- Chen, J., Nairn, R., & Chi, E. (2011, May). Speak little and well: recommending conversations in online social streams. In *Proceedings of the SIGCHI Conference on Human Factors in Computing Systems* (pp. 217-226).

- Corley, K. G., & Gioia, D. A. (2011). Building theory about theory building: what constitutes a theoretical contribution? *Academy of management review*, 36(1), 12-32.
- Dardjowidjojo, S. (2005). *Psikolinguistik: Pengantar Pemahaman Bahasa Manusia*. Jakarta: Yayasan Obor Indonesia.
- Darti, D., & Asmawati, A. (2017). Analyzing students' difficulties toward listening comprehension. *English, Teaching, Learning, and Research Journal*, 3(2) 211-228. <https://doi.org/10.24252/Eternal.V32.2017.A9>
- Davies, N. F. (1976). Receptive versus productive skills in foreign language learning. *The Modern Language Journal*, 60(8), 440-443.
- Demirezen, M. (2004). Relations between psycholinguistic approach and foreign language learning and teaching. *Ondokuz Mayıs University Journal of Education Faculty*, 17(1), 33-44.
- Dey, M. (2021). Psychological processes in language learning and teaching: Scoping review and future research directions. *Journal of Psychological Perspective*, 3(2), 105-110.
- Dey, M., & Sawalmeh, M. H. (2021). Psychological Processes in Language Learning and Teaching: Methods and Approaches of Psycholinguistics. *British Journal of Applied Linguistics*, 1(1), 01-07.
- Eyring, H. B. (1988). *Listen Together*. Brigham Young University Media Services.
- Fan, M. (2000). How big is the gap and how to narrow it? An investigation into the active and passive vocabulary knowledge of L2 learners. *Relc journal*, 31(2), 105-119.
- Field, J. (2004). *Psycholinguistics: The key concepts*. London: Routledge
- Garrett, M. (1980). Levels of processing in sentence production. In *Language production Vol. 1: Speech and talk* (pp. 177-220). Academic Press.
- Gilakjani, A. P. (2016). What factors influence the English pronunciation of EFL learners?. *Modern Journal of Language Teaching Methods*, 6(2), 314-326.
- Harley, T. (2006). Speech errors: Psycholinguistic approach. Invited entry in K. Brown (Ed.), *The Encyclopaedia of Language and Linguistics* (2nd. Ed., Vol. 11: pp. 739-744), Oxford: Elsevier.
- Havron, N., & Arnon, I. (2021). Starting big: The effect of unit size on language learning in children and adults. *Journal of Child Language*, 48(2), 244-260.
- Ismail, Sunubi, A. H., Halidin, A., & Kaharuddin, A. (2020). Paraphrasing Technique To Develop Skill for English Writing Among Indonesian College Students of English. *Sys Rev Pharm*, 11(11), 291-297.
- Ivanova, G., & Dimova-Severinova, D. (2021). The Role of Happiness in Applying Suggestopedia and Fostering the Language Learning Process. *Journal of Social Studies Education Research*, 12(4), 365-383.
- Kadaruddin, Arafah, B., Ahmad, D., Kaharuddin, Iska.(2020). Word Wall Media: An Effective Teaching Technique to Enrich Students' Vocabulary in Secondary Level of Education, *International Journal of Advanced Science and Technology*, 29(5), 13228-13242.
- Kaharuddin, K. (2016). Detecting Errors in English Made by Intermediate Indonesian Learners of English in English Department Students of STAIN Parepare. *KURIOSITAS: Media Komunikasi Sosial dan Keagamaan*, 9(1), 1-19.
- Kaharuddin, A., & Latif, I. (2017). *The Essential of Discourse Analysis for Teaching English as a Foreign Language*. Yogyakarta: Trust Media Publishing.
- Kaharuddin, & Hasyim, M. (2020). The speech act of complaint: socio-cultural competence used by native speakers of english and indonesian. *International Journal of Psychosocial Rehabilitation*, 24(06).14016-14028
- Kaharuddin, et al. (2014). Communicative Competence-Based Syllabus Design for Initial English Speaking Skills. *International Journal of Enhanced Research in Educational Development (IJERED)*, www.erpublications.com, 2 (3), 64-83.
- Kaharuddin & Nanning, (2014). The problems of Indonesian college EFL learners in listening comprehension. *Jurnal ilmu budaya*, 2(2), 40-51.
- Kaharuddin, A. (2018). The communicative grammar translation method: a practical method to teach communication skills of English. *ETERNAL (English, Teaching, Learning, and Research Journal)*, 4(2), 232-254.
- Kaharuddin, A., & Ahmad, D. (2018). *English Phonetics for Indonesian Learners of English (An Essential Guide to Natural English Pronunciation)*, Yogyakarta: TrustMedia.
- Kaharuddin, A. (2019). The Power of English: Recognizing and Utilizing the Tremendous Impact of the English Language on the Community. *English Language Teaching for EFL Learners*, 1(1), 39-48.
- Kaharuddin, Hikmawati & Arafah, B. (2019). Needs Analysis on English for Vocational Purpose for Students of Hospitality Department. *KnE Social Sciences*, 344-387.
- Kaharuddin, A. Ahmad, D., Mardiana, & Rusni. (2020). Contributions of technology, culture, and attitude to English learning motivation during COVID-19 outbreaks. *Systematic Reviews in Pharmacy*, 11(11), 76-84.

- Kaharuddin, Hasyim, M., Kaharuddin, Tahir, M., Nurjaya, M., (2020). Problematic English Segmental Sounds: Evidence from Indonesian Learners of English. *Palarch's Journal of Archaeology of Egypt/Egyptology* 17(6). 9105-9114.
- Kaharuddin, K., & Rahmadana, A. (2020). Problem-Based Group Discussion: An Effective ELT Technique To Improve Vocational High School Students' transactional Speaking Skills. *Jurnal Ilmu Budaya*, 8(2), 247-258.
- Kaharuddin, K. (2021). Assessing the effect of using artificial intelligence on the writing skill of Indonesian learners of English. *Linguistics and Culture Review*, 5(1), 288-304.
- Kaharuddin. (2021). *Linguistics: Basic Theory and Roles in English Language Teaching*. Jakarta: Prenada Media.
- Kaharuddin, K., & Ismail, I. (2022). The use of 'I-Do' methodology in integrating moral characters into the development of ELT materials for transactional speaking skills. *Linguistics and Culture Review*, 6(1), 1-29.
- Kaharuddin, M., Ahmad, D., & Sari, A. A. I. (2022). Examining the skill in writing descriptive text among Indonesian learners of English: The effects of task-based language teaching (TBLT). *Journal of Language Teaching and Research*, 13(1), 46-57.
- Kaharuddin, Arafah, B., Nurpahmi, S., Sukmawaty, I. F. R., & Juniardi, Y. (2023). Exploring How Reading Aloud and Vocabulary Enrichment Shape English Speaking Skills Among Indonesian Learners of English. *World Journal of English language*, 13(8). 436-445.
- Kaharuddin, Ahmad, D., Mardiana, Latif, I., Arafah, B., & Suryadi, R. (2024). Defining the Role of Artificial Intelligence in Improving English Writing Skills among Indonesian Students. *Journal of Language Teaching and Research*, 15(2), 568-678.
- Konopka, A. E., & Bock, K. (2009). Lexical or syntactic control of sentence formulation? Structural generalizations from idiom production. *Cognitive Psychology*, 58(1), 68-101.
- Krashen, S. (1985). *The input hypothesis: Issues and implications*. London: Longman.
- Krashen, S. D., & Terrell, T. (1983). *Natural approach* (pp. 178-191). New York: Pergamon.
- Laufer, B., & Paribakht, T. S. (1998). The relationship between passive and active vocabularies: Effects of language learning context. *Language learning*, 48(3), 365-391.
- Mardiana, Arafah, B., Ahmad, D., Kaharuddin, Room, F., & Barus, E. (2023). Time Allocation Effect on Test Scores for Academic Writing of Indonesian English Learners. *Journal of Language Teaching and Research*, 14(6), 1628-1636.
- Marinis, T. and Cunnings, I. (2018) Using psycholinguistic techniques in a second language teaching setting. In: Wright, C., Piske, T. and Young-Scholten, M. (eds.) *Mind matters in SLA*. Multilingual Matters, Bristol, pp. 185-202.
- McDonough, D. (2013). Similarities and differences between adult and child learners as participants in the natural learning process. *Psychology*, 4(03), 345.
- Mirza, S. B. (2021). Role of Motivation in English Language Learning: A Real Challenge. *The Creative launcher*, 6(4), 224-229.
- Nemati, A. (2010). Active and passive vocabulary knowledge: The effect of years of instruction. *The Asian EFL Journal Quarterly*, 12(1), 30-46.
- Newlin, P., & Moss, J. (2020). Proceduralization and Working Memory in Association Learning. In *CogSci*.
- O'Malley, J. M., Chamot, A. U., & Küpper, L. (1989). Listening comprehension strategies in second language acquisition. *Applied linguistics*, 10(4), 418-437.
- Rixon, S. (1981). The design of materials to foster particular linguistic skills. *The teaching of listening comprehension*. (ERIC Document Reproduction Service No. ED 258 465).
- Richards, J. C., & Rodgers, T. (1982). Method: Approach, design, and procedure. *Tesol Quarterly*, 16(2), 153-168.
- Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching*. Cambridge university press.
- Robert, N. (March 2, 2023). What are the mental faculties? And how to master them to change our life? Retrieved on November 22, 2023. <https://www.linkedin.com/pulse/what-mental-faculties-how-master-them-change-our-life-nina-robert>
- Rofikah, U., Arafah, B., & Kaharuddin, A. (2022). Needs analysis as the cornerstone of the design and development of online language learning. *Jurnal ilmu budaya*, 10(1), 67-78.
- Rustipa, K. (2011). Suggestopedia: How does it Accelerate Language Learning. *LITE: Jurnal Bahasa, Sastra, dan Budaya*, 7(1), 1-7.
- Steinberg, D., Nagata, H., & Aline, D. (2013). *Psycholinguistics: Language, mind and world*. Routledge.
- Suryani, L., & Argawati, N. O. (2018). Risk-taking and students' speaking ability: do they correlate?. *ELTIN journal: Journal of English Language Teaching in Indonesia*, 6(1), 34-45.

- Suwarna, S. (1992). Pembetulan Kesalahan dalam Pengajaran Bahasa Kedua. *Jurnal Cakrawala Pendidikan*, 2(2). 125-136.
- Terrell, T. D. (1986). Acquisition in the natural approach: The binding/access framework. *The Modern Language Journal*, 70(3), 213-227.
- Van Dijk, T. A. (1977). Sentence topic and discourse topic. *Papers in Slavic philology*, 1(1977), 49-61.
- Warren, P. (2013). *Introducing psycholinguistics*. Cambridge University Press.
- Wilde, S., & Larson, J. (2007). Listen. *It's Good for Kids*. AudioFile, 23-25, URL: <http://www.audiofilemagazine.com/content/uploaded/media/listen-goodforkids.pdf>
- Yassi, A. H. & kaharuddin. (2018). *Syllabus Design of English Language Teaching*. Prenada Media. Jakarta