CHAPTER 1
THE STUDY OF PSYCHOLINGUISTIC

A. Introduction

Psycholinguistics does not separate science from other sciences because the acquisition and use of human language involve many other branches of science. Psycholinguistics no longer consists of psycho and linguistics but also concerns other sciences in neurology, philosophy, primatology, and genetics. Neurology is very close to language because humans' ability to speak is not because of the environment but because of the neurological nature they are born with. Without a brain with its optimal function, humans cannot speak. Philosophy also plays a role because knowledge acquisition is a problem that philosophers have debated for a long time. Primatology and genetics study the extent to which language belongs to humans and how genetics is related to language development [1].

In detail, psycholinguistics studies four main topics, namely:

a. Comprehension; the mental process that humans go through to grasp and understand what other people mean.
b. Production; the mental process in us that allows us to speak as we say.
c. The biological and neurological basis; enables humans to speak.
d. Acquisition of language; how children acquire their language [2].

1. Psycholinguistic History

Psycholinguistics at first was not an independent science that was explicitly studied. Psycholinguistics has initially been science that was studied separately by both linguists and psychologists. The birth of psycholinguistics began in the 20th century by the German psychologist Wilhelm Wundt. He argued that language could be explained based on psychological principles. At that time, the language began to change from its aesthetic and cultural nature to a "scientific" approach. Meanwhile, in the Americas, the link between language and psychology has also begun to grow. This development can be divided into four stages, including: (a) the formative stage, (b) the linguistic stage, (c) the cognitive stage, and (d) the psycholinguistic theory stage, psychological reality, and cognitive science [3].
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CHAPTER 2
A PSYCHOLINGUISTIC APPROACH TO LANGUAGE TEACHING

A. Introduction

Language is an essential element in human life; there are no activities that humans can carry out without language. Because of the importance of language in human life, humans define language in various definitions. Among others, language as a tool for expressing ideas, language as a tool for interaction and language is also a tool for expressing culture. For that, language must be learned. After a child learns his first language, he learns the second language at school. Teaching a second language in schools is not getting simpler but more complicated. Because the child interacts personally with the teacher and has to interact with a social environment that is different from his family environment [1; 2]. Besides, language teaching is also related to mechanistic and mentalistic activities.

Because it is increasingly developing today and the more complex problems in this world, experts consider it necessary to conduct studies between two or more disciplines to answer the world's problems. In language teaching, there are also complex problems that cannot be answered by linguistics itself, and it must get support from other disciplines, one of which is psychology [3; 4]. So the emergence of a scientific discipline called psycholinguistics. Psycholinguistics is a science that comes from two disciplines, namely psychology and linguistics [5]. Linguistics is a discipline that studies language, while psychology is a discipline that studies human behaviour [6]. This paper will try to explain the approach of psycholinguistic disciplines in language teaching. This paper will begin the discussion by discussing the definition of psycholinguistics, objects and the scope of psycholinguistics [7; 8]. Next will be discussed language and language teaching, then about psycholinguistic aspects and ending with a discussion of psycholinguistic approaches in language teaching.

Dengan kata lain psikolinguistik adalah ilmu yang mengkaji proses-proses mental dalam berbahasa. Psikolinguistik membahas hakekat bahasa dan struktur bahasa ketika bahasa itu digunakan dalam komunikasi atau diterapkan dalam
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References


A. Introduction

Language has a significant role in people's lives. In other words, the language figure has one of the essential roles and functions, namely as a conveyor of thoughts, ideas, ideas, and particular desires. In this regard, the language in people's lives is adjusted to the situation, conditions and needs. Therefore, language cannot be separated from human life.

The disciplines that study language as its formal object are linguistics and psychology. The two disciplines of language study, but the difference is that it lies from the study's point of view, namely psychology examines language from the point of view of language behaviour, while linguistics examines it from the point of view of language structure. Thus, linguistics contributes to forms of thought related to language and its use, and psychology contributes to forms of thought related to mental processes that occur when a person uses language. The two sciences' contribution above is based on the statements said that language can be explained based on psychological principles [1]. It continued in the mid-20th century, John W. Gardner, a psychologist from the Carnegie Corporation, America, initiated the hybridization of the two sciences, and this idea was later developed by Jon B. Carrol so that in 1953 the term psycholinguistics was first used [2]. It was the time of the birth of psycholinguistics. However, in the end, this psycholinguistics no longer stands as a separate science from other sciences because the acquisition and use of human language concern many other branches of science. Therefore, the term "psycholinguistics" no longer only consists of psycho and linguistics but also concerns other sciences such as neurology which deals with the relationship of language and the brain, which deals with how humans acquire knowledge, primatology is related to how far the language belongs. Specifically, humans and genetics related to language growth.

Based on the above statement, it turns out that humans always rely on the brain, which consists of a nervous system, which, among other things, is used to store, process, and produce language. Besides, even in gaining knowledge, the
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[9] https://www.ling.upenn.edu/courses/ling001/com_bio.html
[12] https://www.ling.upenn.edu/courses/ling001/com_bio.html


CHAPTER 4
LANGUAGE ACQUISITION

A. Introduction

We have a brain and in our brain is language. Nevertheless, how was this language acquired? How do we produce and understand speech? At birth, we cannot speak, let alone understand a conversation. However, by the time we are four years old, we have learned vocabulary, syntax, and pronunciation. It is possible for children all over the world, regardless of their language. Language acquisition is a process of mastery of language carried out by children naturally when children learn their mother tongue (native language). The term acquisition of language is used for the term's equivalent in English, namely acquisition [1; 2].

To determine children's language acquisition in addition to diary books, the research method used can also be in the form of observation. Data can be obtained by recording the child's speech and behaviour when speaking visually and auditorially. Another method is the interview method. This method is useful for checking or double-checking something the researcher wants to know. We can also use experimental methods. This method is used when the researcher wants an answer to a problem. In this case, the researcher chooses the topic to be researched (for example, is the mother's speech to the child different from the father's speech to the child), then an experiment is made to get the answer.

Language acquisition can be nurture. That is, the environment determines the acquisition. In his view, Skinner concluded that the acquisition of knowledge, including knowledge of language use, is based on a stimulus's presence followed by a response. However, Chomsky has another view that language acquisition is not based on nurture but nature. The child acquires the ability to speak just as he can stand and walk [3; 4]. Children are not born with empty plates, but they have been provided with a Language Acquisition Tool tool. Both nature and nurture are required for language acquisition. Nature is needed because, without natural provision, creatures cannot speak. Nurture is also needed because without input from the natural surroundings, and these natural provisions will not be realized [5].
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A. Introduction

Language has a crucial role in people's lives. In other words, the language figure has one of the most fundamental roles and functions, namely as a conveyor of thoughts, ideas, ideas, and particular desires. In getting it, of course, many variables are involved in the process. Commitment, involvement, response, intellectual, and emotional are needed to send and receive messages in the form of language. It means that the internal role of the individual is very influential in learning the language.

Language learning is a process that causes changes or updates in behaviour and proficiency in the language. Thus, these changes' success or failure is influenced by psychological factors in language learning [1]. Of course, the psychology that is meant is related to the individual himself in learning the language. It is because every human being has a different personality from one another, so that this personality affects the results of learning the language that is being carried out [2; 3].

Based on the description above, it is known that in learning language, psychological maturity is needed, both intelligence, reason, creativity, and motivation to achieve the ability to carry out their respective functions according to the needs of the individual himself.

1. Intelligence

Every intelligence is based on biological and neurological potential. It is then expressed as result of genetic and environmental factors that influence each other so that almost all activities in the field of life require a combination of intelligence. Besides, intelligence has been recognized as the main factor controlling language behaviour, so that from ancient times still believed that humans have an abstract mind that has control in determining all their behaviour in language so that the language of thought is always seen as "operational" and "operational ability” [4].
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CHAPTER 6
SOCIAL IMPLICATIONS IN LANGUAGE ACQUISITION

A. Introduction

Society is the environment of a person in learning, whether it is learning to acquire language and shaping a child's personality in society. Society has a crucial role in acquiring a child's language, what language is obtained, and how it is obtained and used in certain societies. This paper will discuss several essential points in language acquisition related to the social implications: language and society, children as learners at home, language and cognitive development of children, children and society, and society and the school environment.

1. Language and Society

Treatment of language concerning society tends to be viewed from a sociolinguistic point of view. Sociologists study people's behaviour as well as studying someone's behaviour [1; 2]. Language as the most unique of human behaviour is the object of research in almost all aspects of this discipline because language is the key to all behaviour. All social sciences focus on language as human behaviour from another point of view. The psycholinguistic investigation of language as a process (as opposed to the investigation of language as a system of structures) occurs based on personal interaction implications in society.

A child is an organism that is born and lives in the community. It is called a language community, where the child is in a community and undergoes the first language lessons [3]. It is where the trichotomy appears between children, society and language. Several questions arise regarding the relationship between society and individuals.

1. What is the role of language in the existence or progress of society?
2. Does society give more influence and determine its language: or does language influence society's existence or progress?
3. Does an individual have the power to control his language?
4. Does the language have more influence in determining or shaping personality?
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CHAPTER 7
PERSONALITY, TEMPERAMENT, AND MOOD

A. Introduction

Personality is a characteristic of the human individual. Therefore, it is appropriate to summarise individual differences with a description of the factors for the various personalities. Educational perspective, the role and impact of the critical personality factors are talent and motivation. "Personality is the part of the field of psychology that most considers people as a whole as individuals and as complex creatures" [1; 2]. Research on Personality is one of the main themes in psychology and a special sub-discipline in psychology-personality. The Collins Cobuild Dictionary defines Personality as "all characters and traits.". However, the term 'personality,' a more neutral term representing the complex of all the attributes that characterize a unique individual [3]. "Personality is a characteristic of "explain consistent patterns of feeling, thinking, and behaving” [4]. It can be concluded that Personality is: "Personal experience shows that there is absolute constancy about how an individual behaves, regardless of the actual situation.

Therefore, the first step is to distinguish 'temperament' and 'mood' from 'personality'. Although temperament is usually used to refer to individual differences deeply rooted in the biological substrate of behaviour and are highly heritable, sometimes temperament provides a primarily biological basis for developing Personality [5; 6]. Classical Greek temperamental taxonomy divides into apathy (annoyed and slow to take action), bright (comfortable but not very excited and has short interests), irritable (patient and impulsive, often ambitious and perfectionist), and melancholy (prone to reflection).

The second is mood. 'Mood' refers to being too vulnerable, changing circumstances that are still not completely fixed. On the contrary, it is a familiar "emotional surge". Matthews, Davies, and Westerman show only three separate dimensions of mood characteristics: energy – fatigue, tension – relaxation, and pleasure – displeasure [7]. However, currently little is known about how moods last, or how they change when situations change, although this would be very relevant knowledge for educational purposes, because, as Matthews et al.
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CHAPTER 8
LANGUAGE TALENTS

A. Introduction

Individuals acquire particular abilities not because of their birth alone but because of their development and life experiences. Indeed he was gifted by God in the form of different necessary potentials and capacities to behave intelligently. From these two sentences, of course, it is clear that skills can be divided into two things, namely real skills and potential skills. Real skills are skills obtained from life's realities, both from one's own life experiences and from studying others' life experiences. So these skills can be obtained by individuals through study and study. It can be immediately demonstrated and tested based on something, method, material, and certain things that have been done. A potential skill is a skill that is acquired from innate or hereditary, which may be in the form of general necessary abilities (general intelligence) and specific basic abilities in certain fields (talents, aptitudes). The concept of language aptitude has a broader relationship with human ability, which includes cognitive variations based on differences in learners' abilities [1; 2; 3]. Then we need to formulate a basic concept first. It is necessary because the terms ability, aptitude and intelligence are generally used in everyday language use and, therefore, it is too easy to mix popular meanings with scientific definitions. The general term mental ability is usually used in psychology to refer to various human traits that involve thinking, reasoning, information processing, and new knowledge. In other words, mental abilities reflect cognitive processes and skills, when describing a process and skill, experts, or not using the same terms, mostly use abilities, talents, and intelligence [4].

Although some scholars distinguish between the terms ability and talent, they are used the same in practice. Furthermore, in an educational context such as learning a second language, abilities are often used to refer to learning abilities, namely the potential for individuals to acquire new knowledge and skills. Meanwhile, language talent has the same meaning as language ability and is usually intended to show language learning abilities. What about the term
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CHAPTER 9
THE SECOND LANGUAGE LEARNING PROCESS AND THE PROBLEM OF BILINGUALISM

A. Introduction

Humans are social creatures that cannot be separated from interacting, working together, and establishing social contact with society. In doing this, humans need a means of communication in the form of language. Language allows humans to form social groups as a fulfilment of their need to live together. Besides, language is also used to express self-expression implied in his mind through various forms, both spoken and written. Therefore, in the world of education, it is inseparable from language learning so that the maturity of each individual towards a language can lead to a better direction. Development and innovation in language education continue to occur because of the ever-growing development of science and technology, both regarding strategies, methods, media, and learning evaluation, including the development of second language learning [1; 2]. The second language has a significant role in people's lives, especially Indonesia, as a multicultural society with various languages due to its multiculturalism, so it must understand and unite with this diversity [3].

Concerning the above, it is essential to understand second language learning by language learners. It is so that the language used in the community's life can be adapted to the situation, conditions and needs. Therefore, language teachers must understand various strategies in language learning so that students are motivated and aware of their needs in learning a second language to use various learning strategies that are by their characteristics [4].

In this section of the discussion, it describes the concept of learning strategies, the taxonomy of second language learning strategies, variations of learners in using a strategy which is a research study, strategy use exercises, assessment of learning strategies, self-regulation as a factor of individual differences, linguistic competence, the exchange process. in bilingual, the structure of skills in bilingual, the relevance of linguistic competence in the classroom, linguistic performance, language and classroom performance, bilingual
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A. Introduction

The learning and teaching process is an effort made by everyone to gain or acquire new knowledge and share experiences about something that is being studied. In these activities, of course, there are basic principles in the activities carried out. These basic principles play a role in providing proper direction regarding the subject matter to be studied in the learning process. Knowledge of the principles of learning and learning will help educators and students understand what was learned and its benefits for students' lives later [1]. The principles of learning and teaching will first discuss the principles of learning and teaching reading [2]. There is also a discussion limitation in this paper, and it is on the aspect of reading teaching. Reading ability is one of the four main competencies in language learning activities, both in first and second languages and in foreign languages. Reading competence has a different emphasis from other main competencies. In this competency, students are expected to have the ability to understand what is written in text and then can capture messages from the reading.

In the principles of learning and teaching, several things become the main focus that must be considered, namely, the importance of learning, the definition of learning and the categories of learning. A student and educator must understand these three aspects to achieve a maximum and effective learning process for both participants in the learning process so that the initial objectives of teaching and learning activities can be achieved under the initial targets that have been given. After understanding the basic principles of learning and learning, the next step is to link learning principles to teaching reading [3]. In teaching reading, it is necessary to choose the right strategy or technique in teaching reading skills to students. Teaching reading must be according to what students go through in their daily lives and is a process that prepares them for the interactions they always do in their daily routine [4].

Understanding the learning and teaching principles will help prospective educators provide reading teaching through existing reading theories. The variety
References


A. Introduction

Language teaching involves at least three disciplines, namely (a) linguistics, (b) psychology and (c) education science. Linguistics gives us information about language in general and the language of a particular language. Psychology describes how people learn something, and Education or Pedagogy allows us to combine all the information from linguistics, psychology and education science into one approach, method, and technique suitable for use in the classroom to facilitate the learning process of language teaching [1; 2].

In line with linguistics and psychology, these methods reflect the disciplines mentioned earlier, which also change. Hence, the answers to the questions, "What is a language?" Furthermore, "How do people learn it?", and "What is the best method for teaching a second/foreign language?" so that we are still looking for the right answer to the question posed.

It is possible that what is now considered the best second/foreign language teaching methodology will be unsatisfactory when findings come from linguistics and psychology, in terms of the most noticeable changes in linguistics and psychology to date, which have had a significant impact on language education since the 1970s, namely grammar-translation method, direct method, audiolingual method, community language teaching, suggestopedia, silent way, total physical response (TPR), and the natural approach [3]. The following is a discussion of the above methods related to teaching a second/foreign language. The discussion will begin with a discussion related to the dimensions of second language teaching.

1. Principles of Second Language Teaching

According to Brown and Kuperberg, there are twelve principles of language teaching, and the twelve principles are mapped into three parts: cognitive, affective, and linguistic [4].
References


A. Introduction

Writing is one of the essential human skills. Writing is believed to be one of the main elements that form human civilization today. The inheritance of ideas and complex thoughts from generation to generation for later development can only be done effectively through writing. So, it is not an exaggeration if great thinkers like firmly believe that the invention of writing constituted the beginning of civilization [1]. Gelb an American historian who pioneered research on writing systems, concluded that if language distinguishes humans from animals, then writing distinguishes civilized humans from savages [2; 3]. In other words, writing exists only in civilization, and civilization cannot exist without writing.

A person who claims to be cultured should make writing one of his main daily activities. For him, writing is a basic need, as are clothing, food and shelter. Historical tracing will reveal that writing is a tradition of scholars, thinkers, and great world leaders. King Alfred of England is known as a great leader and writer. He even co-wrote the ancient English history book, The Anglo-Saxon Chronicle. George Washington, America’s first president, was well known as a great general and writer. Dale Carnegie, the American billionaire, is far more famous today for his books than as an entrepreneur. This tradition continues to develop rapidly today (especially in America and Europe). There, great men were always writing books. Positions and leadership may be brief, but their ideas and thoughts, as well as their names, are still remembered for even hundreds of years through their monumental books.

Some argue that today’s communication technology advances, which allow people to communicate verbally quickly and accurately or record voices digitally, make writing less necessary [4; 5]. With cell phones, oral communication can be done anytime and from almost anywhere. With teleconferencing facilities, people can communicate face-to-face even though thousands of kilometres separate them. However, the facts prove that advances in communication and information technology have made writing a means of communication. It can be seen from the
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Students (Doctoral dissertation, Sudan University of Science and Technology).


CHAPTER 13
PSYCHOLINGUISTICS IN LEARNING AND TEACHING LISTENING
AND SPEAKING

A. Introduction

Psycholinguistics has three main fields: general psycholinguistics, developmental psycholinguistics, and applied psycholinguistics. The discussion in this paper only focuses on available psycholinguistic studies. General psycholinguistics is how adults perceive language and how it produces language and the underlying cognitive processes when a person uses language. There are two ways in the perception and production of this language, namely: auditive and visually. Perception of auditive language is listening, and visual perception of language is reading [1; 2]. In language production, the activities are speaking (auditive) and writing (visual). Cognitive processes that occur when someone speaks and listens, among others, remembering what has just been heard, recognizing what has only been heard as words that have meaning, thinking, saying what has been stored in memory. Besides, in language, linguistic intuition's role should not be ignored, meaning intuition or feeling about using the right words in a sentence. The sentence is correct and does not have a double meaning. The following is a discussion of learning theories as to the basis of psychology in teaching and learning listening and speaking skills.

Psycholinguistic studies integrate and enlighten the relationship between language and mental processes when reception and language production occurs. The reception process includes listening activities, while the production process provides speaking activities. The two of these four activities are often called the four language skills. Psycholinguistic study applications to the learning of these four activities are presented in the following learning activities. This description is based on the opinion of Fromkin, Rodman & Hyams [3]. In practical terms, these benefits are associated with the Indonesian language learning curriculum.

1. Theory of Understanding

There are two approaches to comprehension, namely the syntactic approach and the semantic approach. Through a syntactic system, this understanding is
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A. Introduction

Language is a means of communication between one human and another. Therefore language skills are essential. It is just that in certain situations, humans can experience problems in language. This problem is due to deviant behaviour and because a person's ability to understand language is lacking, which causes errors [1]. Our group, this time, will discuss the topic of deviations in language behaviour and language errors. Discussing the characteristics of deviations in language behaviour and language errors can clarify the differences between these two things. Furthermore, language education can understand these problems though this paper's discussion.

The meaning of deviation or deviant in English is: "departing from some accepted standard of what is normal ..." [2]. Which means deviating from normal standards accepted by society. While the meaning of behaviour is "individual responses or reactions to stimuli or the environment" [3]. Furthermore, the meaning of behaviour or what is called a "way of acting or functioning ..." [4; 5]. Which can be interpreted as a way of behaving and acting. So, deviations in language behaviour deviate from the rules of using language so that eventually, an attitude or action is wrong. Then what is the meaning of language error? The definition of error according is: "about the wrong; mistake; negligence: "the old man is always reminded of - what he did when he was a teenager” [6]." According to the Oxford English dictionary, an error means "1 ... things done wrongly; mistake: spelliare donerrors ... 2 state of being in belief or behaviour..." [7].

In other words, language errors are making mistakes in language. If a person experiences language errors, it means that he is not able to use the language correctly and adequately. In the next section, we will discuss deviations in language behaviour and language errors in more detail in psycholinguistics based on the discussion of a psycholinguist.
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CHAPTER 15
CREATIVITY ASPECT IN LEARNING LANGUAGES

A. Introduction

Currently, we have entered a new era; in all respects, we have experienced relatively rapid developments in various scientific fields. Science develops rapidly in seconds. Therefore, humans must be able to innovate by behaving creatively in all things. Creativity is essential, but it seems closely related to human creativity. In his five thoughts for the future, Gardner has demanded the critical role of creativity as one of the five cognitive abilities that future leaders must always develop [1].

The fact that curriculum documents worldwide make explicit reference to creative thinking as the primary goal of education reflects the importance of creativity. If the world as we know it today is the product of the creative thinking of several individuals, and if advances in human research experiments and fields of study are scheduled exclusively for the development of new ideas and new ways of seeing reality, then it makes sense to create creative thinking patterns. To achieve the curriculum goals listed in the world of education. The principal goal of education is to create men capable of doing things, not merely repeating what other generations have done—men who are creative, inventive, and discoverers. The second goal of education is to form minds that can be critical, verify, and not accept everything they are offered [2]. The great danger today is of slogans, collective opinions, ready-made trends of thoughts. We have to be able to resist individually, criticize, distinguish between what is proven and what is not.

Based on this quote, it is clear that every goal of education is to create creative human beings in all respects to achieve a reality that is balanced with the development of the needs of human life. Some of the relevance of cognitive, motivation, personality, and social factors has been revealed, but one crucial complex phenomenon that has not been explored is student creativity. Creativity is one of the psychological factors in language learning. Panelling thinks that Chomsky is right in directing creativity as one of the central problems in learning, but a mistake in thinking where creativity, in this case, means mentioning things
References


List of Psycholinguistics Terminologies

Abnormal:
Unusual; extraordinary; deviation from normal circumstances; cases are considered abnormal when they are below or above the average, less, or more than usual.

Aphasia:
(In a special sense) disturbances in speech function which may arise as motor aphasia (inability to speak) or as aphasia sensors (inability to understand speech); (in a broad sense) includes speech disorders such as aleskia and agrafla.

Aphonia:
Cannot speak louder than a whisper and cannot make any sound or voice due to damage to the vocal cord.

Aphrasia:
Cannot speak or write in a relationship (coherent); cannot utter a series of words even though he can pronounce them separately.

Agraphia:
Cannot write as a result of damage or injury to the brain.

Aggression:
Feelings of anger or a sense of rudeness as a result of disappointment or failure to achieve a satisfaction or goal, can be directed at people or objects.

Activity:
Activities; liveliness; general terms covering the state of being without rest, running, seeking, and various reactions to environmental stimuli.

Ambivalence:
Confusion: conflicting unconscious feelings about the same situation; in psychoanalysis, the unconsciousness to love and hate the same person at the same time: is a trait that is still normal when it occurs in young children, but becomes neurotic when it is found in adults.

Autosuggestion:
Suggestions that occur to someone that occur are not caused by outside influences or other people, but because of things that exist within the individual himself, for example, hopes, fears, worries, attitudes.

Automatization:
In the world of psychology and psychiatry, automation has a special meaning, which refers to the process of movement, movement or behavior without control of self-awareness; in a general sense or other meaning means the use of modern
technology in solving problems, for example, in the world of education to deal with mass education, radio and television are used.

**Behaviorism:**
The flow in the early 20th century was coined by experimental psychologists, who argued against methods of introspection that psychology was limited to the study of observable behavior.

**Learning:**
Changes in response to what you want, which are caused by past experiences. The difference with memory, learning can occur without memory.

**Premature:**
Not quite ripe yet; used, among other things, to refer to a stage of development.

**Verbal learning:**
Learning about verbal material through practice and memory; here the individual is trained to learn associatively or verbally express complex problems.

**Distractibility:**
Distractability; easily distracted someone’s attention from something because of external stimuli.

**Gifted:**
Have a talent for intelligence that stands out in all things or in certain fields.

**Thinking:**
A broad term that in everyday life is often associated with imagining reasoning, fantasy, solving problems, making plans, making decisions, and so on. However, thinking is formulated as a symbolic process that represents learning and experience.

**Animistic Reasoning:**
A way of thinking that links an event with a natural event that is coincident in nature.

**Autistic Thinking:**
Mental activities that are controlled by individual desires / expectations are opposed to realistic thinking, which is governed by conditions that are in accordance with the real nature of the object or event; roughly the same as wishfulthinking or fantasy.

**Amentia:**
Mental deficiency or mental retardation to varying degrees, must be distinguished from dementia / senility.

**Slurring:**
Spelling disorders in children. The cause is in addition to biological factors in the speech apparatus, it is often also caused by emotional tension in him. Treatment is usually with intensive speech practice after the cause of his emotional life is identified.

**Mental Deficiency:**
Low memory; the condition of individuals who have an IQ of less than 70. There are three levels of mental deficiency: moron, imbesil, and idiot.

**Neurotic Depression:**
Psychoneurosis disorder with symptoms: sadness, conscience, feeling useless, and helpless.

**Dysphasia:**
Impaired language ability in all its forms is caused by injury or disease in the brain even though the child’s speech organs remain intact.

**Dysphonia:**
All distractions from phonation / speech / sound.

**Dysgraphia:**
A brain disorder characterized by an inability to write.

**Dyslalia:**
Speech impairment; imperfect speech without obvious injury to the nervous system, and with or without abnormalities in the external speech mechanism.

**Dyslexia:**
Impaired reading ability, i.e. impaired understanding from minor or fluctuating disabilities to complete and persistent reading disabilities, which appear to be at odds with the intellectual and socioeconomic background of the individual.

**Dyslogia:**
Speech impairment caused by mental disorders.

**Disposition:**
The theoretical concept to explain the possibilities (which differ between individuals but relatively persistently) that certain forms of behavior, signs of illness, etc. individual traits will arise.

**Emotional Disposition:**
Circumstances where emotional factors, mood differences, or effective reactions are more powerful.

**Dysrhythmia:**
Abnormality in rhythm / rhythm / rhythm of speech.

**Dissociation:**
A condition which indicates that the contents of thoughts, feelings, or other psychological states are not naturally related to one another.

**Extraversion:**
The attitude or personality type of a person whose interests are primarily directed towards the external world and social phenomena rather than towards himself and his own experiences.

**Extrovert:**
Resist introverts who show an approach to the outside world.

**Empiricism:**
(Psychology) the theory that certain elements or factors in human knowledge (i.e. observation of space) are obtained by studying them and other, more basic elements (i.e. sensations).
(Epistemology) the theory that all knowledge is gained by experience.

**Nurture:**
Hereditary / genetic factors that influence a person's development.

**Nature:**
Environmental factors that affect a person's development.

**Speech Disorder:**
Any form of aphasia that affects a person's speech or a disturbance in the quality of the sound emitted.

**Echopathy:**
Neurological disease characterized by insignificant repetition and words or actions

**Apraxia:**
Impaired memory of movement caused by brain damage characterized by not being able to recall trained movements such as driving a car, dressing yourself up and playing baseball.

**Psychogenic Disorder:**
Disorders or disorders that are not caused by physiological changes, but rather are caused by psychological conflicts

**Psychosomatic Disorder:**
Physical symptoms that arise due to psychological conflicts.

**Hypophrenia:**
Weakness of the brain or a mental weakness; a state of mental retardation.

**Intelligence:**
The general ability of a person which covers a very wide field, including vocabulary, arithmetic, the ability to repeat problems, the ability to conceptualize, intellectual, and so on are measured by intelligence tests that have been trusted. Ability to adapt to new situations by making good use of past experiences.

**Social Intelligence:**
Ability to organize and receive orders from others appropriately. Much emphasis is placed on the proper use of the mind in cooperation with others.

**General Intelligence:**
A complex pattern of various abilities as measured by the Binet-Simon intelligence scale and other tests based on this pattern

**Intellect:**
The entire observation and mental and overall understanding of a person that he gets during the development of his life

**Introversion:**
A personality characterized by a tendency to contemplate, likes calmer activities, a more closed attitude towards others, and is often somewhat withdrawn.

**Introverts:**
A term that comes from C.G. Jung, which refers to the attitude of withdrawing from or away from the outside world, both in reaction and in norm formation

**Alalia:**
A variation or other form of dyslalia (speech disorder).

**Delayed Speech:**
Stunted speech development compared to normal speech development in general can be caused by organic or emotional disturbances.

**Learning Ability:**
The ability to capture, interpret, understand, and reproduce the material given. This learning ability is different for each individual

**Sensory Ability:**
The ability of a person's senses related to his senses.

**Motor Ability:**
Motor skills of a person, usually shows good motor coordination.

**Maturity:**
Maturity one's soul in the process of development towards adulthood

**Mental Retardation:**
Mental deterioration process; a mental state that is underdeveloped in its development.
Speech Errors:
Mistakes in speaking which can be in the form of: errors in associating words, anti-words, pronunciation, or grammar. This speech error is common in children because of their limited abilities and experiences or also in the elderly.

Speech Skill:
Ability to use words appropriately, arrange words correctly in sentences, pronounce well, and explain something comprehensively; This speaking skill is influenced, among other things, by broad general knowledge and rich vocabulary.

Logorrhea:
Continuous talk without a rank can be a symptom of a mental disorder or simply a language disorder.

Babbling Stage:
In speech development, a level / stage at which the child repeatedly makes sounds that do not have a special meaning (around 3-12 months of age).

Tabula-Rasa:
This term in the world of psychology is used and introduced by John Locke (a figure of empiricism), who thinks that every individual is born with a soul / personality that is empty like a white paper. It is the environment that colors the white paper (tabula = table, rasa = him (wax).

Oral Phase:
According to Freud, children's development is divided into three stages. The first stage is the oral stage, a time when the child wants to put an object that can be held into his mouth. In this stage, the erogenous area is the mouth area.

Trait:
Unique physical or psychological characteristics of a person or group of people that distinguishes that person or group from other people or groups.

Deaf-Mute:
Neither can hear nor can produce understandable speech. Such people can usually be taught to speak.

Alexia:
Reading disabilities; unable to read.
Appendices

All about Author

Resume Summary

Latest Position : Lecturer at English Education Department Faculty of Teacher Training and Education
Lastest Job Function : Education
Latest Industry Sector : Education

Personal Identity

Name : Lamhot Naibaho, S.Pd.,M.Hum
NIDN : 0118118504/121927
Place and date of Born : Buluduri, 18 November 1985
Age : 35 years old
Gender : Male
Functional title : III/C-Penata
Academic title : Associate Professor
Affiliation : Christian University of Indonesia
Office Address : Jl. Mayjen Sutoyo No. 2 Cawang, Jakarta Timur
Mobile : 0812-1225-2045
e-mail : lamhot.naibaho@uki.ac.id / lnaibaho68@gmail.com

Educational Background

Bachelor Degree : English Education Department (State University of Medan) - 2009
Magister : English Applied Linguistics Department (State University of Medan) - 2012
Doctoral/Ph.D : Language Education Department (State University of Jakarta) - 2016

Research Experiences

1. Improving Students’ Narrative Writing Ability through Self-Regulated Strategy Development – University Research
2. The Analysis of English Test Designed by Junior High School Teachers' Using Blooms' Taxonomy – University Research
3. An Analysis of English National Final Exam (UAN) for Senior High School Viewed from Bloom's Taxonomy Theory – University Research
4. The Description of Students' Interest and Learning Achievement on Christian Leadership at Universitas Kristen Indonesia – University Research
5. Improving Students' Essay Writing Ability through Consultancy Pre-writing Protocol – University Research
6. The Active Role of Families in Building Students' Character at Universitas Kristen Indonesia – University Research
7. Improving Students' Speaking Ability through Independent Learning Method at Christian University of Indonesia – University Research
8. Language Acquisition by A Child Suffering of Language Delay – RESEARCH GRANTS from Ministry of Research, Technology and Higher Education of Indonesia
9. The Evaluation of SCL and Students' Internship Program at Sekolah Mitra PSKD Se Jakarta – University Research
10. The Retention and Preservation of Regional Languages as Multi-Cultural Identities of Indonesia in the Globalization Era – University Research
11. The Description of medical students' interest and achievement on anatomy at faculty of medicine Universitas Kristen Indonesia – University Research
12. Building Employees' Mental Health: The Correlation between Transactional Leadership and Training Program with Employees' Work Motivation at XWJ Factory – University Research
13. Healthy Work Culture Stimulate Performance – University Research
14. Analysis of Nursing Quality Services – University Research
15. The Asmat Tribe Perception of Child Parenting – GRANTS from Wahana Visi Indonesia
16. Organizational Development Mentoring and Procurement Skill Training – GRANTS from United State of America Embassy
17. The Effectiveness of Mastery Learning Technique On Improving Students' Ability in Completing English National Examination – University Research
18. Analysis of Student Morality according to Kohlberg and Lickona's Theory at Sekolah SMP Negeri 9 dan 29 Bekasi – RESEARCH GRANTS from Ministry of Research, Technology and Higher Education of Indonesia
Scientific Publications

1. Peranan Guru dalam Pengajaran Bahasa Inggris JDP (Jurnal Dinamika Pendidikan).

2. Bersama Mendukung Otonomi Daerah sebagai Langkah Menuju Daerah yang Maju, Masyarakat yang Makmur, Sejahtera dan Sentosa (APKASI (Asosiasi Pemimpin Kepala Daerah se Indonesia)/ Lomba Penulisan Karya Ilmiah Tingkat S2, S3, Dosen dan Profesor.


**National and International Conferences**

1. Developing English Teachers Professionalism to Meet the 21st Century Challenges (Participants)

2. Evaluating the Problematic of Character Education in Indonesia (Participants).

3. The 11th Asia TEFL International Conference on "English Across Asian Context: Opportunities and Challenges (Asia TEFL/Presenter)

4. The Implementation of 2013 Curriculum (Participants)

5. The 2014 International Conference on Applied Linguistics and Language Education-ICALLE - De La Salle University, Manila Philippines (Presenter)

6. The International Conference on Applied Linguistics and Language Education - ICALLE - De La Salle University, Manila Philippines (Presenter)

7. Barriers and Challenges of Christian Education and Its Solutions (participants)

8. The Third European Conference on Education (Presenter)

9. Revitalizing the Role of Christian Youth in Realizing Indonesianaity (participants)

10. Mental Revolution in Education for Human Character Building (speaker)

11. Seminar and Workshop for Science Teacher of PSKD with the theme "Refreshing and Reframing Teacher Competencies" (Committee) (speaker)

12. Seminar on Research Proposal Writing by FKIP UKI (speaker)

13. Teaching and Learning English in Indonesia "Future Trends and Approaches" (speaker)

14. Inaugural TESOL Indonesia International Conference (speaker)
15. *LGBT in Scientists Perspective (participants)*

16. TESOL Indonesia International Conference Edition December (Presenter)

17. The Asian EFL Journal International Conference on Research and Publication (Presenter) - Site Skill Training Campus, Clark.

18. The 3rd Women in TESOL International Conference – Bali

19. 2nd The Asian EFL Journal International Conference on Research and Publication (Presenter) - Site Skill Training Campus, Clark. (Presenter)


21. Seminar on "The Family Intimacy" Held by Gereja HKBP Sutoyo Jakarta (*Invited Speaker*)

22. The 1st Jakarta International Conference on Science and Education, Held by Faculty of Education and Teacher Training, Universitas Kristen Indonesia (1stJICSE) (*Keynote Speaker*).

23. National Seminar “Writing an Article for Indexed Journal” Held by Faculty of Education and Teacher Training, Universitas Kristen Indonesia (*Invited Speaker*)

24. National Teacher Sharing on “Curriculum Modification” Held by Ikatan Alumni Sumatera Utara – Temu Kangen (*Invited Speaker*)

25. National Conference “Qualitative Research Method on Developing the Christian Theology and Christian Education on 4.0 Industrial Era, Held by Postgraduate Program Sekolah Tinggi Teologia Paulus, Medan (*Invited Speaker*).


27. National Seminar on “Maintaining Teaching and Learning Spirit Admist the COVID-19 Pandemic” Held by Universitas Katolik Santo Thomas, Medan. (*Invited Speaker *)

Visiting Lecturer/Scholar
1. Kazi Nazrul University, Department of Education, July 2020
2. STT. Theologi Paulus, Saturday, 12 September 2020
3. STT. Theologi Paulus, Saturday, 19 September 2020

Journal Reviewer
1. Communita Servicio
2. International Journal of English Language Literature
3. Jurnal Dinamika Pendidikan
4. International Journal of Academic Library and Information Science

Trainings Program
1. Leadership Training – 1st
2. Writing Research Proposal Government Grant –
3. Leadership Training – 2nd
4. Writing Research Proposal Government Grant – 2nd
5. Thompson Reuters Indexed Proceeding Article Writing
6. Technical Guidance for Research Methodology
7. Training on Book Editor
8. Training on Social Mapping for CSR
9. Research Colleum
10. International Qualitative Researcher Certification – Certified

Books
Modul
1. Pragmatics
2. Phonology
3. Morphology and syntax
4. English for Physics I
5. English for Biology
6. Introduction to General Linguistics
7. Psycholinguistics

Community Services
1. Achievement Motivation, 2) Personal Hygiene, and 3) Sex Education to Communities in Kepulauan Seribu, SD N 02 Pagi Pulau Kelapa
2. Socialization of the English Language Education Study Program
3. Counseling and training to parents about the use of educational methods, learning and skills for school children.
4. Socialization To The Teachers, Parents And Students About 1) Learning Motivation, 2) Self-Hygiene, And 3) Sex Education.
5. Socialization On English Education Department
7. Workshop for The Students' Parents on The Use Of Education Method, Learning and Skills of The Students
8. Community Service on Teaching English to the Primary, Junior High School And Senior High School Students.
9. Fun English: Using Flash Cards And Realia For Young Learners At TK Gladi Siwi – Lubang Buaya Jakarta Timur
10. Fostering Marriage Resilience And Family Harmony With Theme “The Family Relationship And Intimacy
11. Church Social Service in GPIB Marturia Lampung
12. Citarum Harum
The Role of the Church and the Hkbp Family in Ending Crimes Against Women and Children

Institutional Occupation
1. Academic Advisor (2013 – present)
3. Head of University Research (2016-present)

Certification
1. Certified Lecturer
2. Certified Book Editor
3. Certified International Qualitative Researcher

Achievement Appreciation
1. Certificate (Volunteer and Translator) - NGO Caritas Switzerland _ Based in Aceh Singkil.
2. Certificate (Outstanding Students Cumlaude with 3.69 GPA out of 4.00 scale) - State University of Medan.
3. Certificate and Charter (Outstanding Students _ Cumlaude with 4.00 GPA out of 4.00 scale) - Postgraduate Program _ the State University of Medan.
4. Certificate _ 3rd Winner on Articles Writing – APKASI
5. Certificate _ Top Ten on Scientific Article Writing - PT. Semen Indonesia
6. Research Grants - Government
7. Research Grants - Government

Working Experiences
1. PT. Alatan Indonesia _ President Director (July 2017 – Present)
2. Christian University of Indonesia _ (November 2016 – Present)
3. Christian University of Indonesia _ Lecturer (September 2012 – present)
3. Amik Universal _ Lecturer (Jun 2010 – April 2012)
4. Saint Paul Theologian Institution _Lecturer (Jun 2010 – April 2012)
5. IOM (International Organization for Migrant) _ English Consultant (January 2010-January 2012)
7. BT / BS Bima Medan _ English Tutor (Jan 2006 – Des 2008)
8. PEEC (Prima Essential English Course) _ Teacher (Mate Teacher) (January 2002 – June 2005)

Statement of Clarification
I do certify that all of the information written on this Curriculum Vita is true and if there is information given which is not based on the truth I am willing to account for it.

Jakarta, 09 August 2020

(Dr. Lamhot Naibaho, S.Pd., M.Hum)

ABOUT THE AUTHOR

Lamhot Naibaho was born on November 18, 1985 in Buluduri, a village in Laepari District, Dairi Sidikalang Regency, North Sumatra. He is the sixth child of seven children by the husband and wife, Mr Lamasi Naibaho with Sonti Aritonang. In 1999 he had completed primary education at SD N 030404, then in 1999, he continued his studies at the junior high school level at SMP Negeri 2 Laeparira and finished in 2002. After that, he returned to continue his studies at the senior high school level at State Senior High School 1 Sidikalang in 2002 and completed in 2005. In 2005, he was accepted at one of the state universities in Medan (UNIMED) in the English Education Department by obtaining a PPA scholarship and completing his studies on time and with IP Cum laude in 2009. He was not satisfied with the education he had achieved. In 2010 he continued his studies at the Postgraduate Program at the State University of Medan and selected at the right time with the highest GPA (4.00) in 2012. After that, he returned to continue his studies at the Doctoral Education Level at the State University of Jakarta in 2012. In 2015, he decided to marry Geby Arni Siregar, and they have had a daughter named Ivana Helsa Naibaho. He has been working in national and international institutions, and he became a lecturer in English at Christian University of Indonesia until today. He has earned many achievements from educational institutions, government agencies, and private institutions, such as the Prima Essential English Course, Medan State University, APKASI, Ary Suta Research Center, and PT. Semen
Indonesia, NGO-Caritas Switzerland, International Organization for Migrant. Besides, he has experience in writing and presenting his papers at national and international seminars such as the Northern Linguistic Society (MLU) in 2012, TEFL Asia in the Philippines in 2013, ICALLE in the Philippines in 2014, ECE in London in 2015, Ary Suta Research Center in 2014. and others. Besides, he is also an active writer by publishing his scientific papers at national accredited and internationally indexed Journals.