



Submit Article for EXIMIA5 pesan

Lamhot Naibaho <lamhot.naibaho@uki.ac.id>
Kepada: office@techniumscience.com

26 Mei 2022 14.35

Dear
Editor Eximia Journal

I have read and used scientific articles published in EXIMIA.
The performance of the EXIMIA was excellent, and the published article helped me conduct research and write scientific reports.

I am Lamhot Naibaho, from Universitas Kristen Indonesia, Jakarta. Indonesia.
I have completed a scientific article entitled "***The Role of Psycholinguistics in English Language Learning.***"

I hope this article can be published in the EXIMIA because exciting findings in the scientific report can become new treasures in science, especially in education sciences.
I are willing to go through the review process following EXIMIA standards.

Best Regards,

Lamhot Naibaho
Universitas Kristen Indonesia, Jakarta. Indonesia

 **EXIMIA_Article_Lamhot.doc**
947K

Prof. Mihaela Rus, PhD. <office@techniumscience.com>
Kepada: Lamhot Naibaho <lamhot.naibaho@uki.ac.id>

27 Mei 2022 17.25

Dear

Lamhot Naibaho, et al.
Universitas Kristen Indonesia, Jakarta. Indonesia

The EXIMIA Editorial Board has received the article.
I appreciate to you interest in EXIMIA.

The article will be processed according to the publication standards at EXIMIA.
I beg you to be patient while waiting for the notification from the EXIMIA Editorial Board.

Always check email because the correspondence is only via email.

Best Regards,

--

Prof. Mihaela Rus, PhD.
Editorial Board EXIMIA
[Kutipan teks disembunyikan]

Lamhot Naibaho <lamhot.naibaho@uki.ac.id>
Kepada: Prof. Mihaela Rus, PhD. <office@techniumscience.com>

27 Mei 2022 19.41

Dear
Editor Eximia Journal

Thank you for your response.
I am happy to wait for the next stage.

Lamhot Naibaho
Universitas Kristen Indonesia, Jakarta. Indonesia
[Kutipan teks disembunyikan]

Prof. Mihaela Rus, PhD. <office@techniumscience.com>
Kepada: Lamhot Naibaho <lamhot.naibaho@uki.ac.id>

8 Juni 2022 11.31

Dear

Lamhot Naibaho, et al.
Universitas Kristen Indonesia, Jakarta. Indonesia

Thank you for submitting the manuscript to EXIMIA.

We have completed our evaluation, and the reviewers recommend reconsidering the manuscript following minor revisions. Please resubmit the revised manuscript by June 25th, 2022, or ask whether an alternate date would be acceptable. We invite you to send it back after addressing the comments below.

When revising the manuscript, consider carefully all issues mentioned in the reviewers' comments: outline every change made in response to their comments and provide suitable explanations for any remarks not addressed. Please also note that the revised submission may need to be reviewed.

To submit a revised manuscript, please log in as an author at this email, and navigate to the "Revision" folder. EXIMIA values team contribution, and We look forward to receiving the revised manuscript.

Editor and reviewer comments:

Reviewer #1:

1. The abstract introduces the significance of psycholinguistics in language learning, but it would benefit from a more precise definition of psycholinguistics. Consider providing a concise explanation of how psycholinguistics encompasses cognitive, affective, and psychomotor aspects. This will offer readers a clearer understanding of the scope of psycholinguistics within the context of language acquisition.
2. Enhance the literature review by incorporating specific examples or empirical evidence supporting the claim that psycholinguistics plays a vital role in English language learning. Including studies, experiments, or practical instances will strengthen the credibility of the article and provide readers with concrete illustrations of psycholinguistic principles in action.
3. While the abstract mentions that psycholinguistics can help teachers understand various aspects of learning, consider elaborating on specific teaching strategies derived from psycholinguistic insights. How can teachers practically apply psycholinguistic principles in the classroom to address students' challenges in listening, speaking, reading, and writing? Providing practical guidance will enhance the applicability of the article for educators.
4. Strengthen the article by addressing potential counterarguments or limitations to the role of psycholinguistics in language learning. Acknowledging alternative perspectives will add depth to the discussion and demonstrate a thorough consideration of the topic. This will contribute to a more well-rounded and comprehensive analysis of psycholinguistics in English language education.
5. The keywords used (psycholinguistics, language, learning, role, language acquisition) are relevant, but consider expanding the list to include more specific terms related to psycholinguistics and language learning. This will improve the discoverability of the article and ensure that it reaches a broader audience interested in the intersection of psychology and language acquisition. Examples of additional keywords could include "*cognitive processes*," "*language development*," or "*pedagogical applications*."

We hope you can make improvements as soon as possible and send the revised article again via this email.

[Kutipan teks disembunyikan]

Lamhot Naibaho <lamhot.naibaho@uki.ac.id>

9 Juni 2022 12.41

Kepada: Prof. Mihaela Rus, PhD. <office@techniumscience.com>

Dear
Editor Eximia Journal

Thank you for the Editorial Board response to EXIMIA.
I have read the revised instructions from the reviewers.
I will immediately correct the article according to the reviewers.

Best Regards,

Lamhot Naibaho
Universitas Kristen Indonesia, Jakarta. Indonesia
[Kutipan teks disembunyikan]



Revision Article for EXIMIA

4 pesan

Lamhot Naibaho <lamhot.naibaho@uki.ac.id>

15 Juni 2022 14.11

Kepada: Prof. Mihaela Rus, PhD. <office@techniumscience.com>

Dear
Editor Eximia Journal

Thank you for the patience of the EXIMIA Editorial Board.
I am waiting for the revision of my article.

I have made improvements according to the reviewer's instructions.
I will be happy if there are still points that need to be improved again in the article.

The revised Article is Attached.

Best Regards,

Lamhot Naibaho
Universitas Kristen Indonesia, Jakarta. Indonesia



Revision1_EXIMIA_Article_Lamhot.doc
893K

Prof. Mihaela Rus, PhD. <office@techniumscience.com>

29 Juni 2022 09.54

Kepada: Lamhot Naibaho <lamhot.naibaho@uki.ac.id>

Dear

Lamhot Naibaho
Universitas Kristen Indonesia, Jakarta. Indonesia

Thank you for the team's efforts to make improvements to the article.
Based on the reviewers' considerations, the article has, at some point, increased.
However, your article has to improve on a few more points. Hopefully you are willing to do it.

Please follow the following revision instructions:

#Reviewer 2:

1. Consider integrating insights from related disciplines, such as educational psychology or applied linguistics, to provide a more multidimensional analysis of the role of psycholinguistics in English language learning. Exploring how psycholinguistics intersects with these fields can offer a more holistic understanding and enrich the overall discussion.
2. Extend the discussion to include considerations of cultural influences on psycholinguistic processes in language learning. Acknowledging the cultural dimensions can enhance the article's applicability to diverse educational contexts and shed light on how psycholinguistic principles may vary across different cultural settings.
3. Conclude the article with a section on potential future research directions in the field of psycholinguistics and language learning. Identifying gaps in the current understanding and suggesting avenues for future exploration will encourage ongoing scholarly discourse and engage researchers in further investigating the nuanced aspects of this intersection.
4. While maintaining academic rigor, strive for accessibility to a broader readership, including educators and practitioners who may not have an extensive background in psycholinguistics. Clarify technical terms where necessary and provide contextual explanations to ensure that the article remains informative and engaging for a diverse audience.
5. Draw connections between psycholinguistic principles and existing language teaching pedagogies or models. How do psycholinguistic insights align with or challenge established language teaching methodologies? This comparative analysis will contribute to the practical relevance of the article for language educators seeking to align their instructional practices with current research in psycholinguistics.

Articles that have been revised and please send them back via this email.

--

Prof. Mihaela Rus, PhD.
Editorial Board EXIMIA

Lamhot Naibaho <lamhot.naibaho@uki.ac.id>

2 Juli 2022 18.41

Kepada: Prof. Mihaela Rus, PhD. <office@techniumscience.com>

Dear
Editor Eximia Journal

Thank you for your response.
We will be happy to revise the article according to these instructions.

Lamhot Naibaho
Universitas Kristen Indonesia, Jakarta. Indonesia
[Kutipan teks disembunyikan]

Lamhot Naibaho <lamhot.naibaho@uki.ac.id>

7 Juli 2022 10.10

Kepada: Prof. Mihaela Rus, PhD. <office@techniumscience.com>

Dear
Editor Eximia Journal

Thank you for the patience of the EXIMIA Editorial Board.
I am waiting for the revision of my article.

I have made improvements according to the reviewer's two instructions.
I will be happy if there are still points that need further improvement in the article.

The revised Article is Attached.

Best Regards,

Lamhot Naibaho
Universitas Kristen Indonesia, Jakarta. Indonesia



Revision2_EXIMIA_Article_Lamhot.doc
876K



ACCEPTANCE LETTER

1 pesan

Prof. Mihaela Rus, PhD. <office@techniumscience.com>
Kepada: Lamhot Naibaho <lamhot.naibaho@uki.ac.id>

14 Juli 2022 20.10

Dear Author
Lamhot Naibaho

Warm Greetings!

ACCEPTANCE LETTER

It's a great pleasure to inform you that, after the peer review process, the "***The Role of Psycholinguistics in English Language Learning***" article has been accepted for publication in the EXIMIA Regular Issue 2022. Please make a payment publication fee.

Thank you for submitting the paper to this journal. We hope to receive it in the future too.

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Prof. Mihaela Rus, PhD.
Editorial Board EXIMIA

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FINAL REVISION 9 June 2022

**This revision has been made as requested by
the reviewers on 8 June 2022**

The Role of Psycholinguistics in English Language Learning

Lamhot Naibaho

Universitas Kristen Indonesia, Jl. Mayjen Sutoyo No. 2, Jakarta Timur, 13630, Indonesia
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Abstract

To use the language fluently and communicatively, somebody has to master the rules (grammar) and aspects of the language (cognitive, affective, and psychomotor). Most of these parts are covered in psycholinguistics. This study aims to investigate the role of psycholinguistics in English language learning. It is done through a literature review at Universitas Kristen Indonesia. The result of the study is that psycholinguistics in English language learning is very important. Psycholinguistics can help the teachers understand all of the conditions and context of learning, such as how the students listen, speak, read, and write. So from the perspective of psycholinguistics, a teacher may tackle students' difficulties in learning English.

Keywords: psycholinguistics, language, learning, role, language acquisition

Introduction

Psycholinguistics is a science that describes the psychological processes that occur when a person produces sentences and understands the sentences he hears when communicating and how humans acquire the ability to speak. The limits of psycholinguistics to studying language and the mind (MacIntyre, Gregersen, & Mercer, 2019; Nava & Pedrazzini, 2018). Psycholinguistics is a field of study that connects psychology with linguistics (Tatlilioglu & Senchylo-Tatlilioglu, 2020). The main goal is to find the structures and processes that underlie the human ability to speak and understand language (Otter, Medina, & Kalita, 2020; Surber & Stauffacher, 2022). Psycholinguists are not interested in language interaction among speakers of a language. The main focus of their work is to dig into what happens when individuals speak. Psycholinguistics is a science that studies the mental processes that humans go through when they speak (Muñoz, 2013; Traxler, 2015). In detail, psycholinguistics examines four main things, namely a) comprehension (the mental processes that humans go through so that they can catch what people are saying and understand what is meant); b) production (the mental processes in us that make us able to

speak as we speak); c) the biological and neurological foundations that make humans able to speak; and d) language acquisition (how a child acquires his or her language).

English language learning has four principles (Wang, 2020; Shelton-Strong, 2020) that include: a) Contextual principles: Contextual learning is learning that relates the material taught to the real world of learners and encourages learners to make connections between the knowledge they have and knowledge in everyday life; b) Functional principles: Functional principles of language learning are essentially in line with the communicative approach to learning. The concept of the communicative approach implies that teachers are not the rulers in the classroom. Teachers are not the only givers of information and learning resources. Instead, teachers as recipients of the information; c) Integrative principles: English learning must be integrated. For example, teaching vocabulary can be combined with learning to read, write, or speak. Teaching sentences can be combined with listening, speaking, reading, and writing; d) Appreciative principle: The appreciative principle is more emphasized in the study of literature. The term appreciative principle comes from the English verb "appreciate", which means to appreciate, assess, and becomes the adjective "appreciative", which means happy).

Learners are subjects in learning. In this case, students are considered individuals who are active in achieving the realms of psychology, cognitive, affective, and psychomotor. A variety of deviant speech (wrong) caused by speaking errors by the speaker, including the load requirements (overloading), namely feelings of anxiety (facing the exam or an encounter with a feared person) or because the speaker lacks mastery of the material, is affected by effective feelings, has difficulty pronouncing words, and lacks mastery of the topic (Xu, Rahman & Sommer, 2021; Preston et al., 2017; Chaaraoui, 2017; Kuk-Chol & Sun-Yong, 2017). From the causes of the above errors, we can classify them based on the realm of psychology. The cause of the offence is a feeling of apprehension related to the affective realm. Lack of material mastery related to the cognitive domain may cause errors in the form of difficulty pronouncing words related to the psychomotor domain.

The examples of errors and causes of errors described earlier show that the role of psycholinguistics in language learning is significant. The general purpose of language learning is for students to use English well and correctly in oral and written language (Levi & Inbar-Lourie, 2020; Chien, Hwang & Jong, 2020; Lemeshchenko-Lagoda, Kryvonos & Kolodii, 2020). For students to speak English well and correctly, knowledge of the language rules is required. By understanding psycholinguistics, a teacher can understand the processes in students when students listen, speak, read, or write (Lumentut & Lengkoan, 2021; Bakhronova, 2020; Naibaho, 2021). While the ability in language skills is problematic, teachers can see it from a psychological point of view as the alternative solution. Thus, it is clear how vital the role of psycholinguistics is in language learning.

Method

This study is a literature review. The literature review is a research conducted by researchers by collecting several books, articles, and journals provided online in google scholar, PubMed, research gate or other online sources related to the problem and research objectives. This technique is carried out to reveal various theories relevant to the problems being studied as reference material in the discussion of research results.

Findings and Discussion

Psycholinguistic studies have enlightened the relationship between language and mental processes during language reception and production (Jääskeläinen & Lacruz, 2018). The reception process includes listening and reading activities, while the production process

includes speaking and writing activities. These four activities are often called the four language skills. The benefits of various findings of Psycholinguistic studies on learning these four activities are presented in this learning activity (Schneider, Dich & Radu, 2020; Ettinger, 2020).

Theory of comprehension: There are two approaches to comprehension: the syntactic and semantic approaches. Through a syntactic approach, the understanding is done by first basing oneself on the sentence structure. Comprehension is done by recognizing the sounds, words, and beings found in a sentence to capture the meaning of the statements contained in the sentence (Yu, Jiang, Dong & Feng, 2020; Özge, Küntay & Snedeker, 2019; Rommers, Dell & Benjamin, 2020). Understanding with a semantic approach means that the understanding is done by interpreting the meaning of the sentence statement received based on context, facts, and function, only then identifying the sounds, words, and constituents that support the interpretation (Kearns & Al Ghanem, 2019; Tunmer & Hoover, 2019; Arnulf, Dysvik & Larsen, 2019)). According to this approach, the meaning is not "radiated" from the text but "given" by the listener/reader following his schema. Both approaches can, in practice, be used simultaneously, following the approach used in the English language study curriculum. It means that the teaching of comprehension must be done in natural utterance comprehension, i.e. reading used in actual communication events.

Furthermore, the teacher explains the process of understanding the syntactic and semantic approach in detail, the process and the results obtained to find the meaning of a particular proposition (Jiao & Qu, 2019; Janík, Slavík, Najvar & Janíková, 2019; Phillips Galloway, Uccelli, Aguilar & Barr, 2020). These two approaches are further combined to convince the truth of the propositions obtained. If the results are the same, we are more convinced of the truth of the meaning of the statements found. If the results are different, discuss further why they are different. So on so that a suitable approach is found according to the students. The following teaching stage is an assignment to support the process skills approach and active student learning methods desired in the curriculum. The assignment begins with finding an oral or written "text" with a specific theme. Then, students are assigned to understand the propositions contained in it with their accepted approach. This task can be done individually or in groups. The task results are then reported and discussed in class discussions involving some aspects of writing or composing skills.

In contrast, the implementation of discussions in the course class involves aspects of listening and speaking skills. The teaching of such comprehension shows the contribution of Psycholinguistics to the teaching of English comprehension. However, in the English language study curriculum, the contribution of Psycholinguistics is not explicitly mentioned.

Selective listening theory: A phenomenon that is an extraordinary exploration of the theory of speech perception is the cocktail party phenomenon. In this theory, it is imagined that someone speaks to another person in a party situation. which is very crowded, and it turns out that the person being talked to can still understand the sentences used by his partner. It happens because the listener performs a selective listening activity. The above theory is helpful in the teaching of speaking and listening that is done in an integrated manner. Therefore, teaching English with a communicative approach must create teaching that reflects the actual use of the language in society (Mancilla-Martinez, Hwang, Oh & McClain, 2020; Su & Liu, 2020). It is necessary for learners because learners' listening skills need to be trained, including selective listening skills or selective listening skills, to improve learners' listening skills.

Production theory: Production theory is helpful in teaching speaking and writing. This theory states that language production involves two main activities, namely planning and implementation (Sagre et al., 2021; Clayman & Raymond, 2021; Karpovich, Sheredekina, Krepkiaia & Voronova, 2021). In speaking, for example, a speaker first plans how he speaks

to affect the mentality of his listener. Then, it executes it. The steps of speech production need to be taught to students to produce the ideal speech production as required by the curriculum of the field of English studies.

Denial Theory: Denial is a form of a particular statement. A denial such as a supposition with its repeal is a union. Denial leaves out old information and confirms new information (Cohen, 2013).

Theory of Ambiguity: In the use of language, ambiguous sentences are often found. Thus, teaching English guided by a communicative approach curriculum must also raise teaching materials (Richards, 2013; Richards & Schmidt, 2013; Rodd, 2020). Many of them are in the form of ambiguous sentences. Furthermore, the teacher tries to invite learners to understand and practice making these ambiguous sentences to be accustomed to using them when needed. It is said when needed because, indeed, those ambiguous sentences at certain times must be used and should not be avoided. Because English learners will later plunge into society and are likely to face similar situations, good English teaching must also provide several resources, including mastery of these ambiguous sentences.

Theory of sound distinguisher features: This theory states that each sound has several features as a sound differentiator. Is the sound consonantal, is the sound vocal, is the sound anterior, is the sound coronal, is the sound voiced, is the sound nasal, is the sound strident, and is the sound contonuart? (Johansson, Anikin, Carling & Holmer, 2020; Yule, 2020; Gass, Behney & Plonsky, 2020). The analysis will produce the sound feature [b] different from other sounds. The theory is useful for teaching the sounds of the English language. Some sounds in English are very similar, so they sound the same even though the sound is different.

Continuity Theory: Continuity theory states that the mastery of a language segment is directly related to the language segment that has been mastered (McCauley & Christiansen, 2019; Boutin-Charles, 2019). This theory helps teach English following the curriculum. This theory is also the basis for using the spiral approach and abandoning the block approach since the implemented curriculum.

A five-year-old can already ask, order, and forbid someone to do something. However, it is still difficult to allow someone or make a commission statement. By the age of seven, children can use the actions of asking, commanding, forbidding, and allowing, but it is still difficult to make promises (Naibaho, 2016; McLeod et al., 2017). From the study, the child obtains the directive action earlier than the commission action because the commission action places the obligation on the speaker himself. Teaching English based on the curriculum requires teachers to teach and invite learners to understand and use sentences as utterances. In teaching such a language, it is necessary to think of what utterances need to be taught first and what utterances need to be taught later. Directive action should be taught first, while commission action should be taught later.

Conclusion

The writer concludes that psycholinguistics is very important in learning English from the above discussion. Psycholinguistics can help the teachers understand all of the conditions and context of learning, such as how the students listen, speak, read and write. So from the perspective of psycholinguistics, a teacher may tackle students' difficulties in learning English.

Acknowledgment

I would love to say thank you very much to the Rector of Universitas Kristen Indonesia encouraging me and all of the to write and publish all the result of the research or study conducted by lecturers.

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