ANALYSIS OF ENGLISH COMMUNICATION DISORDERS IN STUDENTS OF THE ENGLISH EDUCATION PROGRAM OF IAIN BONE: PSYCHOLINGUISTIC PERSPECTIVE

Nursidah
IAIN BONE
Nursidah.amin@gmail.com

Abstract

The existence of Psycholinguistics as a scientific discipline that has as an object of study the various psychological processes that underlie human communication, both in terms of producing language and perceiving it, has provided an alternative perspective in understanding various human communication disorders using English as the language of instruction. Communication disorders when producing language consist of phonetic, morphological, lexical and syntactic disorders while communication disorders when perceiving language consist of problems understanding the pronunciation of words from the interlocutor, problems understanding categories of expressions with their meaning, and problems understanding between verbal and non-verbal language. Factors that cause English communication disorders among students of the IAIN Bone Tadris English Study Program from a Psycholinguistic perspective are the mixing of students' first and second languages or foreign languages in the communication process, the students' limited ability and their confidence in communicating in English, as well as students' use of English, is not yet intensive. Special strategies are needed to deal with these various communication disorders by exploiting the intersection between existing languages and growing students' ability and confidence in speaking English.
Keywords: Communication disorder, Psycholinguistic, English

INTRODUCTION

Humans are social creatures who cannot be separated from active interaction with people in their social environment. In this process, language plays a strategic role in bridging active interactions between humans so that language with all its linguistic components, both theoretical and applied, both micro and macro, and various linguistic dimensions can be said to be a series that is systemically intertwined with each other. Responding to this, Gorys Keraf stated that language has several practical functions in human life, in this case, 1) language as a means of self-expression, 2) language as a means of communication, 3) language as a means of social integration and adaptation, 4) and language as a tool of social control (Gorys Keraf, 1990:3-4) This shows that language is a very crucial aspect in human life so that in this context language is not only understood as a means of communication but far more than that, language has become a power social which has many dimensions at the axiological level.

Learning English is a necessity in the current era. Responding to this, Retno Budiasningrum stated that there are several underlying reasons why learning English is something that needs to be done, in this case, 1) the position of English as the language most

widely used by nations in the world has placed English as the language that connects the flow of information traffic, 2) the increasingly widespread use of English in everyday life so that English, which previously felt like something far away or at a high level, is now very close to everyday life, 3) and English has become a language that has a strategic role in the development of the business world so that the use of English has touched pragmatic-profane aspects (Retno Budiasningrum, 2015:50-51). The increasingly strong role of English in the global arena has increased interest in learning English. As a consequence, many formal and non-formal educational institutions offer English language learning as an effort to accommodate the interest in learning English.

The position of the Tadris English Study Program as the only study program within IAIN Bone that focuses on developing prospective English language educators has a vision that is closely related to students' English language competency. In this effort, the IAIN Bone English Tadris Study Program needs to identify various English language disorders as a theoretical-empirical basis in looking for alternative solutions. In relation to English language disorders, Muhammad Rusydi stated that psycholinguistic obstacles in the communication process are a common obstacle found in the communication process. A common obstacle found is the difference in perception of linguistic symbols for the speaker and the person being spoken to due to various psychological aspects that underlie their communication (Muhammad Rusydi, 2010: 124)

Through this research, the researcher attempts to describe how language disorders are commonly found in English language learning at the IAIN Bone English Tadris Study Program. In a practical framework, it is very possible for various language disorders that arise in learning English on campuses that carry a superior and humanist campus philosophy to manifest in various forms that are distinctive and unique from what has been found in various English language learning theories so far. This could be a constructive contribution from this research in the future development of science.

Literature Review

Psycholinguistics study is a study of applied linguistics that examines how the language process is linked with psychological symptoms that underlie the language process. The orientation of this psycholinguistics study was described by L. Bloomfield that psycholinguistics focuses on the mental processes that underlie the human communication process (L. Bloomfield, 1935: 123). Likewise to what was stated by L. Bloomfield, Hans

Heinrich Stern, by citing Osgood and Sebeok, argued that "*Psycholinguistics deals directly to the processes of encoding and decoding as they relate states of message to states of communicators* " (Hans Heinrich Stern, 1983: 296) What Osgood and Sebeok put forward as what Hans Heinrich Stern quoted shows that the process of language in humans, either in position as the person delivering it message in communicating (encoding transmitter) or the recipient message in communicating (encoding understanding), it cannot be separated from the world of immanent symbols in the communication process.

In connection with language disorders, Masitoh put forward that language disorders owns linkage tightly with disturbance in the symbolic process. This difficulty has practical implications on someone's difficulty in positioning symbol proportionally to the communication process, either in producing language or perceiving language (Masitoh, 2019: 47) Lack of ability in transforming these symbols, in turn, can be said as part of the variety of language disorders in humans. The identification to the existence of the variety of language disorders becomes necessary in order to find out the alternative solutions, like a doctor, who before treating the patient, needs to make an initial diagnosis related to the disease suffered by the patient.

In relation with language disorders, several disorders that are frequently found according to their classifications, consist of:

a. Biological language disorders, which in this case are biological language disorders caused by imperfection organs, disorders of the speech mechanism, disorders of the lingual factors, and disorders due to resonance factors.

b. Cognitive language disorders, which in this case is dementia in the form of symptoms of intellectual decline due to changes in cell tissue in the brain. Hungtinton's disease is a progressive neurogenerative genetic disorder that results the impairment of the motor, cognitive, and psychiatric, as well schizophrenia as a language disorders because of thought disorder and depression as a language disorders that emerges due to mental stress.

c. Psychogenic language disorders, which is like speak spoiled, speak ladylike, stammering, and speak *latah*.

d. Linguistic language disorders, which is in terms of lack of fluency in speaking, and a written language problem, either alexia or dyslexia (Rohmani Nur Indah, 2017: 53-80).

In line with what was conveyed by Rohmani Nur Indah, Dede Khairina et al. stated that language disorders that can be found in a person can be classified as follows:

a. Language disorders which emerges due to medical factors, for example the disturbance of brain function or the dysfunction of certain speech organs that are used in speaking or communicating.

b. Language disorders that arise because of social environmental factors, for example, the people who are isolated from social interaction so that they are not used to using language. Then, it has implications for the emergence of language disorders within themselves (Dede Khairina et al., 2020: 2)

A variety of language disorders, as stated by Rohmani Nur Indah and Dede Khairina et al. above, shows that English language disorders in particular and in general have very diverse dimensions so that countermeasures to various language disorders phenomena must also be carried out with various dimensions.

Several kinds of research that have relevance, such as contiguity of ontological, epistemological, or axiological, with this study, can be depicted as follows:

a. Ahmad Muradi in his journal article, entitled "*Language Acquisition* in *Psycholinguistics and the Al-Qur'an Perspective*" stated that the psycholinguistic process is dynamic wherein its implementation, human memory, and thinking ability have a strategic role. Various information which is obtained in the communication process will be processed, processed, and understood, then delivered to the interlocutor   (Ahmad Muradi , 218:161)

b. Nurasia Natsir in her journal article, entitled "*The relationships of psycholinguistics in language acquisition and learning*" adduced that psycholinguistics is a very important study in examining the communication process that takes place among people. With psycholinguistics studies, various aspects which are immanent in connection with communication disorders can be more thoroughly researched (Nurasia Natsir , 2017:29)

c. Masitoh in her journal article under the title, "*Language Disorders* in *Children's Speech Development"* put forward that language disorders is a disorder faced by someone in using language as a set of symbols that transfer message in the communication process. In attempting to overcome that language disorder, someone must practice a lot through intensive communication with people in the social environment (Masitoh , 2019:53)

d. M. Wildan and Dian Effendi in their journal article, which was titled "*Psychogenic Speech Disorders in Latah Sufferers"* stated that *latah* in the communication process is a language disorders that emerges when those sufferers are having psychological pressure so that they can unconsciously utter curses or swearing (M. Wildan and Dian Effendi, 2019:75-76)

The various relevant pieces of research above show that the study which is related to various English language learning discourses in a psycholinguistics perspective is one of the interesting studies and is widely studied in the scientific research tradition. In its development, the analysis of English language disorders in psycholinguistics perspective is a study that has a novelty value so it is interesting to study.

Research Methodology

This study is a field study which uses a qualitative paradigm. Responding to this matter, Basrowi and Suwandi put forward that scientific study with a qualitative paradigm works for describing the object being studied, a phenomenon that is understood as it is. (Basrowi and Suwandi, 2008:2) The data in this study was collected through interviews, observations, and documentations. The obtained data would be processed and analyzed by using the Miles and Huberman model which consists of data reduction, data exposure, and drawing conclusions. (Muhammad Rijal Fadli , 2021:43)

RESULTS

The forms of English communication disorders in students of the English Study Program at IAIN Bone in perspective psycholinguistics can be understood as communication disorders well experienced by communicator or communication. It is not apart from the communication position that involves communicator and communicant alternately. Consequently, a communicator is not always the communicator who produces language because at some point in the communication cycle he will change his role to a communicant who perceives language. Everything runs on an intense communication cycle between two or more parties involved in the communication process.

In relation to the form of English communication disturbance in students of the English education program at IAIN Bone from a psycholinguistic perspective, there are several forms of communication disturbance that they experience which in this case are:

a. Disturbance of understanding mention of the word from opponents talk

In the researcher's observation, it is seen that students who are positioned as communicators sometimes experience communication disturbance especially in understanding the words spoken by the communicator as in some of the following examples:

1) The word "accepts" which means "menerima" is understood as the word "except" which has meaning "kecuali".

2) The word "buys" which means "membeli" is understood as the word "by" which means "oleh" or "dengan".

3) The word "leave" which means "meninggalkan" is understood as "leaf" which means "daun".

4) The word "to" which means to be understood as the word "too" which also means or the word "two" which means "dua".

5) The word "May" which means "mei" is understood as the word "may" which has meaning "hope" or "my" which is meaningful possession I.

The existence of phonetic disturbances in the pronunciation of English words experienced by communication has resulted in systematic communication disturbances, which in this case are disturbances in the understanding of a word whose citation does not correspond to its proper designation. In this context, the communicator can basically overcome the communication disturbance by looking at the use of a word in accordance with the context of the sentence used in the communication. This can be taken as an example when a communicator mistakenly pronounces the meaning of the word "my," which means my possession, which is then perceived by the communication as "May," meaning a month. When the context of the sentence is "I want to have a holiday with my (May) family", then the word "May" as perceved by the communications as the words "May" which means the name, which in this instance is a month. In contrast to the use of the word "my," which means possession I, the following word can be accepted in the sentence.

b. Disturbance in the understanding of the expression category with its meaning

Other communication disturbance experienced by the communicant is a disturbance of understanding the category of expressions in which they tend to understand that an instruction is to be responded to with an action based on the instruction given only on the forms of sentences of the command, such as:

1) Open the door!

2) Close the book, please!

3) Put the garbage into the dustbin!

4) Give me your opinion about the case!

5) Feel free to speak in this forum!

In understanding the instructions of the command, the student can understand the instruction given by considering the structure of the English sentence used in the communication process, it is very clear that the sentence actually leads to a command to be executed, so it is reasonable when the student who is positioned as a direct communicator

responds by executing the given instruction. The same response can be found when students who are positioned as communicants are asked not to do anything with the prohibition sentence given, such as:

1) Don't tell a lie!

2) Don't make a noise!

3) Don't put your garbage anywhere!

4) Don't close the window!

5) Don't waste your valuable time!

Referring to the prohibition sentence form above, students who are positioned as communicants in the communication process can respond quickly to the prohibition given to them. It is different when the given expression category is not a command form or a prohibition, so they are sometimes slow to respond to the given instructions. It is described in some examples of command expressions delivered in the form of questions as follows:

1) Would you mind opening the door!

2) Would you mind closing the book, please!

3) Would you mind putting the garbage into the dustbin!

4) Would you mind closing the window!

5) Would you mind feeling free to speak in this forum!

When a student receives an instruction in the form of a question, they do not apply it directly, but what they do is answer the question as a form of the expression given to them. The same can be found when they are given an expression of an actual question that contains the meaning of a prohibition, such as:

1) Would you mind not telling a lie!

2) Would you mind not making a noise!

3) Would you mind not putting your garbage anywhere!

4) Would you mind not closing the window!

5) Would you mind not wasting your valuable time!

In performing actions after the student acting as a communicator perceives the expression above, they do not immediately leave the action contained in the prohibition in the form of the question unless they answer it first.

c. Disturbance of understanding between verbal and non-verbal language

In relation to the disturbance of understanding between verbal and non-verbal language perceived by students in the perception of language, especially when they are positioned as

communicants, the problem can be seen when a student who accepts the invitation but the impression delivered without the expression of seriousness to invite from the side of the communicator to the communicant then for the student who positions as such communicant is overwhelmed with concerns related to whether to obey such an invitation or not. Orally, he should have followed the invitation because it can be formally described as an expression that requires a response from the communicator in order to obey an invitation delivered by the communicator. Meanwhile, the non-verbal communicator is less able to understand the instructions given that the invitation is followed by a variety of non-verbals that indicate a lack of seriousness in its delivery.

In relation to the factors causing English communication disturbance in students of IAIN Bone's English Tadris Study Program from a psycholinguistic perspective, it appears that there are several factors that are causing it, which in this case are:

a. **Mixture of the first language and second language or foreign language of the student in the communication process**

The position of English as a second language or foreign language in the process of daily communication cannot be separated from the use of Indonesian or Buginese as their first language. In response, Musfirah argued that the communication process of the English language used by the students was strongly influenced by the first language they used. Consequently, sometimes in the middle of their English communication process, there is a Buginese or Indonesian vocabulary that is their first language (Musfirah, Interviewed, September 23, 2021). What Musfirah stated shows that the first language students have in their daily lives has a constructive as well as destructive effect on their ability to communicate in English as a second language or as a foreign language.

Concerning the constructive effect of their first language, whether it is Buginese as a regional language or Indonesian as a national language, students can continue to communicate in English when there is a word that cannot be translated into English because of the limitation to translate a certain word into English so that to continue the communication process, what they do is to use Buginese or Indonesia as a language of communication. The destructive effect is the mixture of the first language which in this case is the Buginese language as a local language or Indonesia language as the national language sometimes makes the process of communicating to be non-maximum because students sometimes use the syntactic structure of the language Buginese for example into the syntactic structure of English that they use in the

communication as a result of their habit of always using Buginese languages as a daily communication language. It can be seen in some of the following examples:

First Language (Bugis)	Second Language / Foreign Language	It means
Lokkaka ' pasae	Go I to the market	I go to the market
Ace utaneng	Rice I plant	I plant rice
Massempajang Asharka	Pray Ashar me	I pray ashar
You know maega no akkoe	People many are here	There are many people here
Lisuni manenni passikolae	Back all the students	All school students go home

The phenomenon of communication disturbance can also be found in those who are accustomed to using the Indonesian language in their daily communication. Some structures, whether phonetic/phonological, morphological, syntaxical, or semantic, that exist in the Indonesian language have practical implications for their use of English in the English communication process as seen in some of the following examples:

First Language (Indonesian)	Second Language / Foreign Language	Disturbance Communicate
Buku ini baru	Book this new	Incorrect syntax structure by following the Indonesian language structure without putting a helper word (auxiliary verb)
Dia belajar bahasa Inggris	He learn English	Incorrect morphology structure because the letter "s" is missing in the word "learn"
Orang itu bertubuh tinggi	This person is high	Election lexical error because use the word "high" to describe a tall body. The word that should be used is "tall"
Mereka makan malam	They eat at night	Election lexical error because use the word "eat" to describe activity Eat Afternoon as a Routine Eat every day, which is not just

		the process of biting, chewing, and swallowing something food for entry into the system. The word that should be used is "have lunch"
Selamat malam!	Goodnight!	Incorrect semantic structure where the expression of good night as a time-related greeting such as good morning, good day, or good night still has a specific expression in its application. The phrase "good night!" in this context can be understood to mean "good sleep!"

In addressing the various phenomena of communication disturbance caused by the mixture of the first language and the second language or foreign language of students in the process of communicating, LD. Dian Hidayat argues that the phenomenon usually arises because of the habit of referring to an expression in English as a foreign language or a second language that has the same structure as the first tongue that they often use in everyday communication throughout this period (LD. Dian Hidayat, Interviewed, October 12, 2021).

b. The students' ability and confidence to communicate in English is still limited.

The limitation of students' ability to master English language skills that include speaking skills, listening skills, writing skills, as well as reading skills or related elements of language, which in this case are vocabulary, grammar, and even pronunciation, becomes one of the factors causing English communication disturbance in students of the IAIN Bone English Tadris Study Program from a psycholinguistic perspective. In the observation that the researcher did on the students of the Tadris English Studies Program who attended the activities of the English-language village in the tourist location of Permandian Lanca, it was seen that they were very enthusiastic following the language learning activities carried out in an active, innovative, creative, effective, as well as fun process. In keeping with this, Ilyas, who is the Head of the Language Unit of IAIN Bone as the institution that initiates the implementation of

the English village activities by involving students of the Tadris English Study Program of IAIN Bones as participants as well as lecturers of English in the IAIN Bone environment, submitted that students basically have a strong motivation to learn English. This can be confirmed when they look very enthusiastic about following the various English learning activities offered to them, such as games, quizzes, sports, art, and others. The only obstacle is that when they are asked to explore their ability to communicate in English, they become flimsy because it is indisputable that there are still many of them who have insufficient English communication skills (Ilyas, Interviewed, November 25, 2021).

The above phenomenon describes how students who have a high degree of self-confidence demonstrate the ability to communicate in English that they have because they are capable of, while those who have lower levels of communication than others tend to lose their confidence in communicating. This is part of the linguistic phenomenon that has become the area of psycholinguistic study. This language phenomenon is like a labyrinth circle that explores how to get out of the field of its circle. Those who have good English communication skills and, at the same time, have a high level of confidence to be active in a variety of language learning activities that are more active, innovative, creative, effective, and fun can be said to be on the safe track. Unlike those who do not have good English communication skills, they are lagging behind their friends, so they tend to become students who isolate themselves from various applied English learning activities. The logical consequence is that, because of their inactivity in following the various English learning activities that apply to them, what happens later is that they become more and more behind their colleagues. Like the previous labyrinth circle trap, when they feel themselves behind their colleagues then what they do is they are increasingly isolating themselves from the various English learning activities offered to them. In the observation that the researcher did, it appears that one of the fundamental weaknesses perceived by the students associated with the weakened ability of their communication in English is because of the difficulty in terms of English pronunciation that they felt very difficult due to the existence of differences of writing with pronunciation. Their difficulties in communicating in English either in the process of producing English or perceiving it as a means of communication were largely due to the difficulty in English pronunciation.

c.   **The use of English by un-intensive students**

Another factor contributing to the communication disturbance among English students in the English Study Program at IAIN Bone from a psycholinguistic perspective is the less intensive use of English in their daily lives. Based on researcher' s searches of the intensity of

English learning that students have been through, many of them only learn English when they are studying English on campus or when they get assignments from their lecturers. Responding to the problem, LD. Dian Hidayat describes that the ability to communicate English in particular and language in general is part of the outcome of the habit, as the saying goes, "it is possible because it is normal." The more often language is applied in the daily communication process, the less communication disruption is obtained from a psycholinguistic perspective, both in terms of language production and language perception (LD. Dian Hidayat, Interviewed, October 12, 2021).

Discussion

Referring to the results of the study, it appears that the forms of English-speaking communication disturbance can be experienced by humans in various forms, in this case, communication disturbance in the production of language and communication disturbance in the perception of language. These two things are inseparable parts of the human position in communication that qualify them as a communicator or as a communication. From this study, it was found that forms of communication in language production consisted of phonetic, morphological, lexical, and syntax disturbances. These various forms of communication disturbances are an integral part of the internal elements of English, or, more commonly, micro-linguistics. In relation to the forms of communication in the perception of language, there is a disturbance in the understanding of the speech by the speaker, a distortion in the comprehension of the category of expression with its meaning, as well as a disorder of understanding between verbal and non-verbal language that can be said to be an integral part of the external element of English, or more commonly known as linguistics.

To overcome the disturbance of communicating English in the students of the IAIN Bone English Study Program from a psycholinguistic perspective, special strategies are needed either in the axiomatic framework as an approach, the procedural framework as a method, or in the implementative framework of a technique. Every language that is a means of human communication in everyday life has its own advantages and disadvantages, whether it is a regional language, a national language, or an international language, whether the language is a first language, a second language, or a foreign language. The advantages of each language should be maximized in covering the shortcomings. It can be said that the more creative efforts are made to accelerate the advantages of every existing language, the narrower the space for the existence of human communication disorders. There are several English words that have

entered the Indonesian language as a language adopted that can have a constructive as well as a destructive effect. There is a need for a proper strategy to support such efforts.

The phenomenon of communicating from such psycholinguistic perspectives must be maximized by exploiting the advantages of each language, in this case the first language and the second language or foreign language of the student, as a mutually reinforcing stimulus in the communication process. What should then be done is to give understanding to the parties involved in the communication process that the use of the first language with a second language or foreign language in the communicating process is a normal phenomenon given the human limitations in the process of communicating at various levels, both phonetic/phonological, morphological, syntaxical, and even semantic.

Their ability to communicate in and their confidence in using English in the process of communicating can be described as two entities that reinforce each other. In other words, it is not exaggerated to say that their ability to speak English and the confidence they have in using it in the communication process are like two sides of a currency that cannot be separated from one another. Empirical facts prove that those who have good English communication skills tend to have a high degree of confidence in communicating using English as their native language. Students' ability to communicate in English should be done as an academic effort of a systematic nature. In addition, students need to continue to be motivated to become more confident in communicating in English as students who have already made English a science choice in their study program. Student confidence in communicating in English greatly affects their ability to produce language or perceive it in the ongoing English communication process. This is important because the communication process in the English language is multi-directional, where they alternate as communicators and communicate.

CONCLUSION

The forms of English communication disturbance in students of the IAIN Bone English Study Program from a psycholinguistic perspective can be seen from two aspects, which in this case are communication disturbances when producing language as well as communication disturbances when perceiving language. Communicative disturbance in language production consists of phonetic, morphological, lexical, and syntax disturbances, while language perception consists of a disturbed understanding of the word quotation of the speaker, a disruption in understanding the category of expression with meaning, as well as a disagreement in understanding between verbal and non-verbal language. Factors that cause disturbances in communicating in English in students of the IAIN Bone English Study Program from a

psycholinguistic perspective are a mixture of first language and second language or foreign language students in the process of communicating. This still limits students' ability and confidence in communicating in English, as well as the use of English by students have not intensive.

REFERENCES

Basrowi and Suwandi . (2009). *Understand Study Qualitative* , Jakarta: PT. Rineka Create .

Bloomfield, L. (1935) *Language* , London: George Allen and Unwin Ltd.

Budiasningrum , Retno . (2015) *Identification Constraint in English Mastery : Analysis Difference Individual in Learn English _ Student Administration Office 258 Polytechnic LP3I Jakarta* , Journal Lantern Business 4 (1).

Fadli , Muhammad Rijal . (2021). *Understand Design Method Study Qualitative* , Humanics : Journal of Scientific Study of Subjects General 21(1), 33-54

Beautiful, Rohmani Nur. (2017) *Disruption Language : Introductory Study* , Malang: UIN Maliki Press.

Keraf , Gorys . (1990) *Linguistics Comparison Typological* , Jakarta: Gramedia .

Khairina , Dede et al . (2020) *Analysis Language Disorders in Children via Psycholinguistic Studies* , Journal Sasindo 9 (2)

Masitoh (2019) *Deep Language Disorders Development Talk Children , Elsa's* Journal 17 (1) o.1

Natsir , Nurasia . (2017) *Relationships Psycholinguistics in Language Acquisition and Learning ,* Journal Rhetoric 10 (1)

Rushdi , Muhammad. (2010) *Communicative Arabic Language Learning : An Interpretation Psycholinguistics on Implementation in the PIKIH Program at UIN Alauddin Makassar* , Makassar: Thesis Postgraduate at UIN Alauddin Makassar.

Stern, Hans Heinrich (1983) *Fundamental Concepts of Language Teaching* , Oxford: Oxford University Press.

Wildan , M. and Dian Effendi. (2019) *Disruption Speak Psychogenic in Lalah Sufferers ,* Journal Sasindo 7 (2)