

ONLINE METHOD AND MENTAL LEXICON IN CHILDREN LANGUAGE PROCESSING PSYCHOLINGUISTICS APPROACH

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ABSTRACT

The objectives of the research are to describe the types of directive speech acts of the teacher and student in learning and explain a pragmatic meaning of directive speech acts in the interaction of teacher and student in class XI MIPA 2 Pondok Pesantren Al-Urwatul Wutsqaa Benteng year of 2020/2021. This research method was a qualitative descriptive method with the purpose of getting an objective description of the teacher and student speech in the interaction of teaching and learning in class XI MIPA 2 Pondok Pesantren Al-Urwatul Wutsqaa Benteng. Data collection techniques used in this study were uninvolved conversation techniques, recording techniques, and note-taking techniques. The data collection technique was used by researcher to gain complete data regarding the types of directive speech acts. The researcher carried out the analysis includes four phases: identification, classification, interpretation, and report. Data gained in this study amounted to 16 speeches. There were 4 types of directive speech acts from 16 speeches: types of directive speech acts questions, command, request, and prohibition. The pragmatic meaning found as follows: sense of reminding, directing, commanding, pleading, recommending, and criticizing.

Keywords : Directive Speech Act, Types of Directive Speech Act, Pragmatics Meaning

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INTRODUCTION

The mental lexicon is a complex structure where words are organised in terms of their phonology, syntax, semantics as well as other non-linguistic aspects. In this thesis I take the mental lexicon to embody the human language capacity, a robust system adapted ultimately to the pressures imposed by communication and by learnability. I assume that linguistic aspects of the mental lexicon are reflected in the structure of speech, and, conversely, that the linguistic information contained in speech contributes to the development of new mental lexicons in human children and to the subsequent adjustments to the existing lexicons in adulthood. I use mainly corpus-based methods to analyse patterns of information in speech - which reflect the structure of the mental lexicon - and explain them as adaptations to the pressures that may have brought them about.

On-line Method

The Internet and widespread adoption of advanced technologies have led to new online-education and instruction, both in academic and business sense, providing unique alternatives for reaching larger public. In academic sense, universities now offer a possibility of distance learning by means of online teaching, whereby online trainings become valuable in business sense in relation to variables: geographical distance and time. Intensive development of telecommunications, technology and computer systems, systems of teaching based on web-fundamentals, enabled better use of technology in class. Distance teaching as a type of class, which is adapted to „nontraditional“ students or part -time students, who do not attend regular classes (students from rural areas, married couples with kids, students over 25 years of age). Moore and Kearsley (1996) define distance education as planned learning, which usually occurs somewhere outside the campus and as a result demands special techniques of design, special teaching techniques, special methods of electronical communication or other form of technology, as well as special organizational and administrative arrangements (Moore and Kearsley 1996, p. 2).

METHOD Online courses have become an incredibly popular way for students and employees to advance their education or professional development. Teaching an online course requires different methods from the traditional classroom, so it's important that teachers adapt or develop their skills to the online learning environment, to make their materials effective and engaging for learners. Let's look at 5 strategies you can

implement to improve your online teaching and make your eLearning course a successful experience for both you and your learners.

Engage With Your Learners Online Without your physical presence in the classroom, it's vital that you establish a virtual presence at the very beginning of the eLearning course. Online teachers need to be engaging and supporting students right from the start and for the duration of the course, to maintain an effective learning community. By establishing your teacher presence, you'll show students that you're both visible and available. You'll also be welcoming them to their new learning community – just as you would in any traditional classroom. Let your students know what days or timeframes will be online and how they can contact outside of those hours. Engage with the learning community through online posts, forums or social media – when people see teachers putting time into discussions and engagement, the students will be more encouraged to participate themselves. Through this engagement, also develop professional relationships with the students and make their experience far more personal and memorable. Create a Supportive Learning Environment

Research Method

In order to satisfy the objectives of the research, qualitative research was held. The main characteristic of qualitative research is that it is mostly appropriate for small samples, while its outcomes are not measurable and quantifiable. Its basic advantage, which also constitutes its basic difference with quantitative research, is that it offers a complete description and analysis of a research subject, without limiting the scope of the research and the nature of participant's responses (Collis & Hussey, 2003). However, the effectiveness of qualitative research is heavily based on the skills and abilities of researchers, while the outcomes may not be perceived as reliable, because they mostly come from researcher's personal judgments and interpretations. Because it is more appropriate for small samples, it is also risky for the results of qualitative research to be perceived as reflecting the opinions of a wider population (Bell, 2005).

RESULTS AND DISCUSSION

Students' Difficulty in Learning Lexicon Lexicon is a component of English that is critical to learning and mastering the language. Vocabulary is inextricably linked to English, and without it, English learners are unable to communicate in that language. Unlike English grammar, learners with minimal grammatical understanding can nevertheless interact with others. English vocabulary is taught as one of the subjects at UPT SMP Negeri 3 Pitu Riase. Students discover that

acquiring English vocabulary is difficult during the learning process. This is because of the English vocabulary. The form and features of English vocabulary differ from those of the Indonesian language. Students discover that learning English is difficult during the learning process. This is because of the English vocabulary. The forms and features of English vocabulary differ from those of the first language. Because of variations in writing (orthography) and pronunciation, English vocabulary is difficult to acquire. This makes it tough to write it down and remember it accurately. Students frequently are unable to grasp what is spoken orally because they do not understand the text, such as *see* and *sea*. Both terms are pronounced similarly, with the same articulation, but have distinct meanings. Students have trouble differentiating their sounds and handwriting as a result of these discrepancies. As a result, repetition is required to retain the remembered language. In the process of learning a language, learning is defined as a deliberate act of comprehending, mastering, and employing a language as a second language. Repetition is natural in this environment and is required to integrate and internalize new knowledge. As a result, new information will be transferred from short term memory to long term memory. If this occurs, the internalization and acquisition process begins. Furthermore, students identify which categories of language they find more difficult or extremely difficult to acquire. They believe that some English vocabulary are impeding their ability to learn English quickly and easily.

CONCLUSIONS

Mental lexicon is a complicated system with complex psychological cognitive learning and storing processes. Psycholinguistic experimental approaches are required to examine the language's implicit laws and features. The delivery of a student's thoughts becomes disjointed, and the fluidity of his speech is disrupted. This can be observed from the following conclusions in the analysis connected to vocabulary difficult to learn. Psycholinguistics explains how words are structured and processed in the human mind. The Mental Lexicon is a collection of terms, which define how people use and store words, acquire words, and the relationship between words, phrases, categories, and phrases. It can help us understand language more easily, because mental lexicon comprises: phonological units, orthographic representations, lexical and grammatical morphemes, and semantic subcomponents. In this lesson, we look at how these different types of words are linked together. Based on the facts and comments above, Mental lexion allows students to understand the meaning of a vocabulary, but also to consume every word it

discovers. In order for a student to readily forget what he or she already knows, it is required to constantly repeat their recollection on the exam. When used properly, lexicon mental usage has a positive influence on student development.

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