

## A PSYCHOLINGUISTIC ANALYSIS OF THE ENGLISH STUDENT' LANGUAGE DISORDER ON LANGUAGE COMPREHENSION IN LITERATURE COURSE

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### Abstract

*This research just focuses on analyzing comprehension disorder from language disorder, psycholinguistics is the discipline that investigates and describes the psychological processes that make it possible for humans to master and use language. The expert conduct research on speech development and language development and how individuals of all ages comprehend and produce language. Students with this issue may also struggle with basic reading skills such as decoding words, but comprehension is the greater weakness. Some students with a learning disability in reading comprehension can read aloud with little or no difficulty pronouncing words, but they do not understand or remember what they've read. This research uses descriptive qualitative with describes language disorder and attempts to explore the application of sentence from as language disorder on language comprehension utterances which are spoken by English student' Literature in ELT course. Researchers will collect the data from tasks' students in the class and look for how they analyzed the task such as: short story, Prose, Poetry, movie, and drama. The data are analyzed by classifying and analyzing the data into kinds of comprehension disorder from language disorder and contexts by using Ginsberg theory. The research will be found that students during studying literature in ELT have troubles in his language, especially in the language comprehension. Problems that may be experienced can involve grammar (syntax and/or morphology), semantics (meaning), or other aspects of language.*

**Keywords:** *comprehension, disorder, ELT, language, Ginsberg theory*

### INTRODUCTION

According to Halliday, Michael A.K (2016) linguistics is the scientific study of language. There are three aspects to this study: language form, language meaning, and language in context Linguistics analyzes human language as a system for relating sounds (or signs in signed languages) and meaning. The study of language meaning, on the other hand, deals with how languages encode relations between entities, properties, and other aspects of the world to convey, process, and assign meaning, as well as to manage and resolve ambiguity.

Then, Akmajian & Richard (2017) Linguistics is the study of human natural language, is a growing and exciting of study, with an important impact on fields as diverse as education, anthropology, sociology, language teaching, cognitive psychology, philosophy, computer science, neuroscience, and artificial intelligence. Fundamentally the field is concerned with the nature of language and (linguistics) communication. And according to Trevor (2014) Pidgins are simplified languages that created for communication between speakers of different languages that were forced into prolonged contact, such as the result of slavery in places such as the Caribbean, the South Pacific, and Hawaii. A creole is a pidgin language that has become the native tongue of the children of the pidgin speakers. Whereas pidgins are highly simplified syntactically, creole languages

are syntactically rich. They are the spontaneous creation of the first generation of children born into mixed linguistic communities. Problems that may be experienced can involve grammar (syntax and/or morphology), semantics (meaning), or other aspects of language. These problems may be receptive (involving impaired language comprehension), expressive (involving language production), or a combination of both. Language disorders can affect both spoken and written language, and can also affect sign language; typically, all forms of language will be impaired.

This research will explain and describe language disorders, especially on language comprehension experienced by students by looking at what types there are and trying to find solutions to problems with the methods and theories used in this study. The specific purpose of this study was to see if there were students of the Literature in ELT classes who experienced language disorders and what about the types of language disorders they suffered.

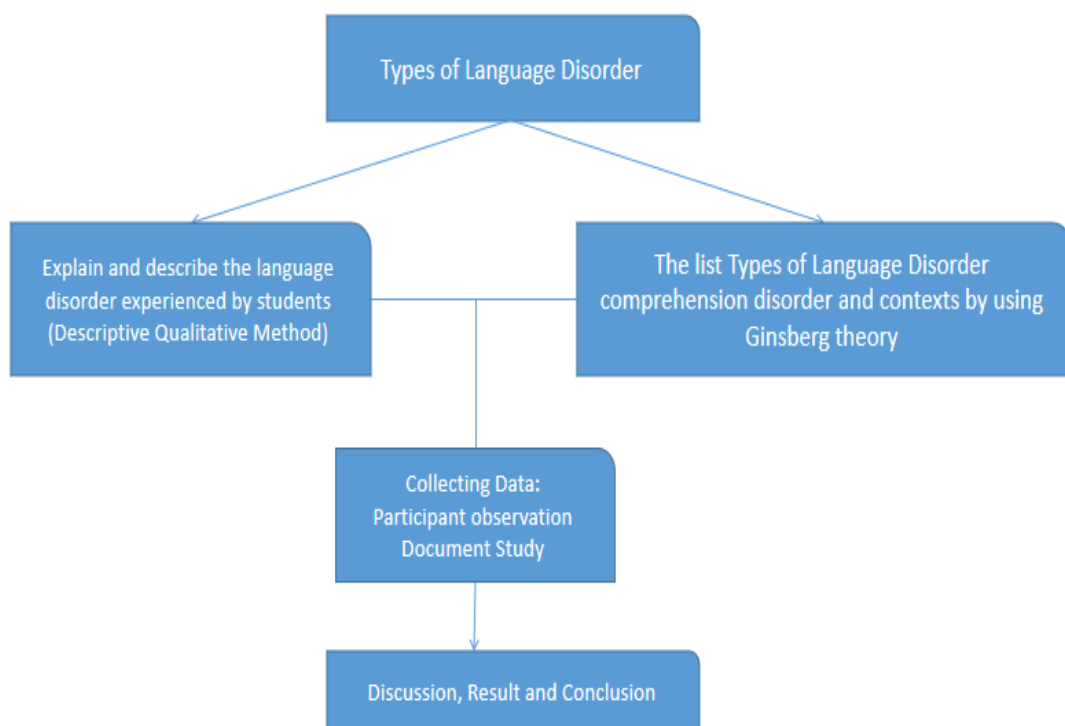
Research results in scientific journals or the previous patent was published by Ilyas, the journal with title *[Drama in the EFL classroom: Critical review of the literature](#)*. The journal stated critical review of three empirical studies on the use of drama in language learning. Results of those studies are very supportive to integrate drama into EFL. Also, the results of the studies are in agreement with the ideas stating that drama can make positive contributions to students' language proficiency. In fact, apart from improving students' language skills, drama can promote collaboration and negotiation. Given the advantages of using drama in the EFL classroom shown by those studies, there is little information concerning the use of drama in the Indonesian EFL. Fitriani, Somariah *A Child Language Acquisition in Indonesian and English Language: A Longitudinal Case Study*. REGISTER JOURNAL, 12 (2). pp. 126-155. ISSN 1979-8903. The research is talk about Learning a dual language at the same time during early childhood has caused the wrong perception. Its false perception makes the parents delay the start of learning a second /foreign language. Therefore, this study aims at analyzing the first and second language acquisition of a child in the Indonesian Language and English. The issues concentrated on the spoken utterances in Indonesian and English and its affecting factors.

And then the journal with title *[Factors Contributing to EFL Students' Speaking Anxiety](#)* by Herri Mulyono, Ratih Novita Sari, Sri Kusuma Ningsih. This small-scale qualitative study aimed to examine factors that contributed to English as a foreign language (EFL) students' speaking anxiety. Seven international students studying at three universities in Indonesia were interviewed and the collected data were transcribed and analysed using thematic analysis. The results revealed that the student participants experienced both facilitative and debilitating speaking anxiety when interacting with their peers during classroom learning. Language barriers, negative attitudes, and intercultural communication apprehension were identified to provoke foreign language speaking anxiety among the students. More importantly, these three factors also contributed to students' feeling of anxiety when communicating with people on a daily basis.

Based on three journals above, the first journal is about drama in EFL classroom. Drama is the one of data that the writer will use besides tasks such as poetry, short stories,

film and all the tasks during this semester. The second journal talks about learning a dual language at the same time during early childhood and has caused the wrong perception. So, the writer believes that students in two classes of literature must have experienced the same thing when they were children. Therefore, the second journal is also important to pay attention to. And the last journal is about students' speaking anxiety, the writer focused on analysis of language disorder. It can not only be seen from written but also in speaking consequently the journal about students' speaking anxiety is relevant for research. Especially when the writer analyzes conversational tasks such as in drama or poetry text reading.

### The flowchart



According to details in Sedivy (2020) Such results, which blur the boundaries of language disorders that are caused by brain damage, might seem hopelessly confusing and contradictory. But they have become less mysterious as researchers have refined their ideas about the mental operations that take place during language production or comprehension and as they have developed more sophisticated techniques for mapping brain areas onto language behavior. Then, Hillis (2015) when the types of comprehension errors were studied in older versus younger normal subjects using the Aprosodia Battery (Ross & Monnot, 2011), older subjects showed increased error rates on comprehension of happy, sad, and angry prosody (primary emotions) but not pleasant-surprise or disinterest prosody (social emotions), lending support to the emotion-type hypothesis (Ross & Monnot, 2011). This finding is consistent with the classic right hemisphere aging effects on cognitive performance.

## **METHODOLOGY**

In this research, the writer uses Descriptive Qualitative Research. And about language disorder and comprehension disorder in contexts by using Ginsberg theory. The data are analyzed by classifying and analyzing the data into kinds of comprehension disorder and contexts by using Ginsberg theory. By listening to the utterance in the videos that have been collected in two classes.

### **The Procedure to do The Research**

#### ***The Qualitative Research***

The step that will be carried out is qualitative research. Fitrah and Lutfiyah cited in Mulyani, Sri, (2020), claimed qualitative research was a research method that used descriptive data in the form of written or oral words from people who were investigated. Kuswoyo and Susardi excerpted in Handayani, E. Tri, et al, (2020), asserted qualitative research was research applying verbal interpretation of the data as its attribute. From the definitions can be taken that qualitative research is a research method utilizing verbal description of its data comprising written-or-oral words. The researcher does this step by collected the data from all materials from the participants who attended at ELT classes and the result of this step will be analyzed qualitatively by classifying them with the indicators specified on the blueprint of the data. The aim of taking this step is to find out the language disorders by using Ginsberg Theory.

The data are analyzed by classifying and analyzing the data into kinds of comprehension disorder from language disorder and contexts by using Ginsberg theory. The research will be found that students during studying literature in ELT has troubles in his language, especially in the language comprehension. Problems that may be experienced can involve grammar (syntax and/or morphology), semantics (meaning), or other aspects of language.

### **Method of Collecting Data**

#### **Participant observation**

In participant observation, the researcher is directly involved in the daily activities of the person or situation being observed as a source of data. In the case of this study the students who were studying literature in ELT course.

#### **Document Study**

Document study is a method of collecting data that is not aimed directly at the research subject. Document study is a type of data collection that examines various kinds of documents that are useful for material analysis. The document is from all materials on Literature in ELT course that collected when the students studying Literature in ELT.

Documents are a source of data used to complement research, in the form of written sources, films, pictures (photos), and monumental works, all of which provide information for the research process.

## **RESULTS AND DISCUSSION**

This research focuses on analyzing comprehension disorder of the Literature course materials from learning Poetry, Prose, Short story, Movie and Drama. Language disorder is a brain damage with causes the patient difficult to communicate with others. Comprehension disorder affects the brain's ability to understand, remember and process information. Students with language disorder often suffer terrifying symptoms such as hearing voices which are not heard by anyone else. They may believe that others are reading and controlling their minds. The finding of this research shows that the language disorder of the students who learning Literature in ELT has troubles in their language, especially in the language comprehension.

### **Description of Research Area**

Difficulties in learning a language are quite natural. Language disability is also a common phenomenon. Many terms and concepts have been used synonymously to define and explain some related concepts. Studies have been attempted in response to concerns that a wide range of terminology was used to deal with lack of communication, poor public acceptance, and also denied service access in some cases. Developmental language disorder is nothing new, but a sub division of a broader term 'language disorder' which is initially related to the field of speech, language and communication.

It is essential to differentiate the two terms-difficulty and disability. Broadly speaking, a difficulty is a learning condition which a learner may face, which can be minimized and even removed. On the other hand, a disability may be related to inborn condition, physical challenges which can be removed, however a teaching/learning strategy can be evolved to combat the challenge. DLD can be associated with a range of areas of language: phonology, morphology, semantics, lexicon or even skills such as listening, reading, writing and speaking. Phonology: The branch of linguistics that is concerned with the way sounds are produced at letter (phoneme) or morpheme (word) level. Children with difficulties with phonology may fail to distinguish between certain resembling sounds like 't', 'd'. They may understand the difference but may not be able to produce the exact sound due to some disabilities. Inability to produce some crucial sounds may lead to lack of accurate communicate (orally), but the disable child may express via writing if he is able to write. It is important to note that some learners are fit orally but can't write due to physical handicap in general and hearing disorder in particular. Morphology (Study of grammar): Morphology involves the ability to combine words/phrases into correct morphological structure popularly known as syntax. Generally speaking a correct structure includes subject-predicate or subject-verb-object. In most cases, subjects are either nouns or pronouns. In this case, the user of the language is supposed to know the gender and number of the nouns or pronouns because the verb will accordingly be used in a sentence. In most cases, such issues are related to difficulties rather than disability unless the child is confused with the number itself.

A child is born with universal grammar, according to Chomsky. If we agree with the researcher, we should agree to the notion that one can be born with some genetic issues which is inborn Lexicon (words): It is very important part of language. It is perhaps the basis. A lexicon is nothing but the collection of words that a user of a specific language possesses. It is also termed as 'lexis'. Lexicon may also include the whole stock of terms used in a particular subject or context. A. Examples of lexicon: All the associated words or groups of words related to soccer or 'football' includes terms such as players, referee, linesman, match, yellow card, penalty shootout, goalkeeper, right out, foul play etc. This is the lexicon of football. These words can be displayed in a form of a group so that a linguistic and logical connection can be tested and accordingly developed. Following is the word web example of the word, Football (Figure 4 & 5). Similarly, lexicon of teaching includes students, teacher (s), table, chair, classroom, board, computer, projector, test/exam etc. A student having difficulties in learning may not be able to learn all associated words for different reasons, but a disabled child may have other reasons. Semantic (study of meaning): This refers to children's ability to understand the meaning of words and how meanings are expressed by combining words together. Children with DLD often have limited vocabulary and may make heavy use of a small set of words with rather general meanings.

There are three main types of language disorder:

- 1) **Expressive language disorder** : People have trouble getting their message across when they talk. They often struggle to put words together into sentences that make sense.
- 2) **Receptive language disorder** : People struggle to get the meaning of what others are saying. Because of this, they often respond in ways that don't make sense.
- 3) **Mixed receptive-expressive language issues**: People struggle with both using and understanding language.

Language disorders are often developmental. They start in early childhood and continue into adulthood. But they can also be caused by a brain injury or illness.

Types and classification of language disorders:

#### 1. Language disorders Dysarthrias

An affection that makes speech difficult due to muscle problems that inhibit speaking

#### 2. Language disorders Dyslalia

A type of language disorder that is classified by the alteration, omission, or substitution of certain phonemes for other, incorrect ones. There are different types of dyslalia:

- a) **Physiological dyslalia**: the child's organs aren't mature enough to articulate certain words. It is completely normal and no need for worry as long as it doesn't last for too long
- b) **Audiogenic dyslalia** : as the name suggests, this speech problem is caused by a defect in the child's hearing which prevents them from properly being able to imitate sounds. **Functional**: this occurs when physiological dyslalia happens over a prolonged period of time.

c) functional dyslalia : it may appear after prolonged physiological dyslalia when the organs have already matured. It is related to a defect in the articulation of the message.

d) organic dyslalia : this type of dyslalia is also called diglossia and is related to defects in the organs that are used in speech.

### 3. Language disorder diglossia

Diglossia is a type of language disorder classified by the following characteristics:

a. labial diglossia : caused by an alteration of the shape or strength of the lips. Some of the more well-known cases are cleft lip and frenulum.

b. mandibular (jaw) diglossia : caused by an alteration in one or both jaws.

c. dental diglossia : caused by alteration in the shape or position of the teeth.

d. lingual diglossia : caused by alterations of the tongue. Without the perfect synchronization of the tongue, speech is impaired. Some of the most common disorders that can cause this kind of diglossia in ankyloglossia (small frenulum), macroglossia (large tongue) or unilateral or bilateral paralysis.

e. nasal diglossia : caused by alterations that prevent air from properly reaching the lungs.

f. palatal diglossia : caused by alterations to the palate (roof of the mouth)

### 4. Language disorders Dysphemia

Dysphemia is defined as an alteration to the tongue and is characterized by spasms and tics caused by poor coordination in the brain's motor skills. An example of dysphemia is stuttering which we mentioned earlier.

### 5. Language disorders Aphasia:

This type of language disorder doesn't generally occur in children as it is the consequence of a brain injury where certain parts of the brain related to language are affected.

a. broca's aphasia : broca's aphasia is the caused by a lesion in the frontal lobe where the broca's area is located. It is characterized by an extreme difficult articulating ideas and speaking in short phrases. This aphasia most effects the patient's expression (which is why it is also called expressive aphasia). however, someone usually has little to no problems with comprehension.

b. wernicke's aphasia : wernicke's aphasia is caused by damaged to the left temporal lobe, next to the auditory cortex. This disorder is also known as receptive aphasia because it is characterized by fluid speech that makes little sense. Those who suffer from this disorder also have problem with comprehension.

c. conduction (associative) aphasia : this disorder is caused by damage to the arcuate fasciculus or other connections between the temporal and frontal lobes. This disorder is characterized relatively fluid (paraphasic) speech, good comprehension but trouble reproducing speech. Someone with conduction aphasia have a hard time reading out loud especially if the words or sentences are long.

- d. transcortical sensory aphasia (TSA): characterized by damage to specific parts of the temporal and parietal lobes and causes problems with the comprehension of single words but the ability to reproduce sounds and words is relatively intact.
  - e. transcortical motor aphasia (TMoA): also known as commisural dysphasia, TMoA is caused by damage to the anterior superior frontal lobe. It is characterized by spontaneous speech but doesn't generally affect the ability to name objects.
  - f. anomia: caused by damage to parts of the temporal and parietal lobes and causes problems producing single words on their own.
  - g. Global aphasia: global aphasia is the most serious aphasia and affects important language functions. It affects both receptive brain functions and is caused by a lesion in the perisylvian cortex.
6. Language disorder dyslexia:
- Dyslexia is common enough that we'll provide it its own section. Dyslexia is characterized by a learning disorder that affects a child's reading and writing skills. This disorder can affect both adult and children.

## Findings

Research findings can be referred to as key outcomes of the study. It is an important fact which the researcher discovers during research or [survey](#). The main purpose of research paper findings is to provide the reader with ease in developing a detailed understanding of the research. Another objective of writing the findings section is to represent the research results logically.

Findings are basically the key outcome of the investigation. It is basically a key fact which you can discover during an investigation. Research findings are facts and phrases, observations, and experimental data resulting from research. It's important to note here that "finding" does not always mean "factual information" because conductive research relies on results and implications rather than measurable facts.

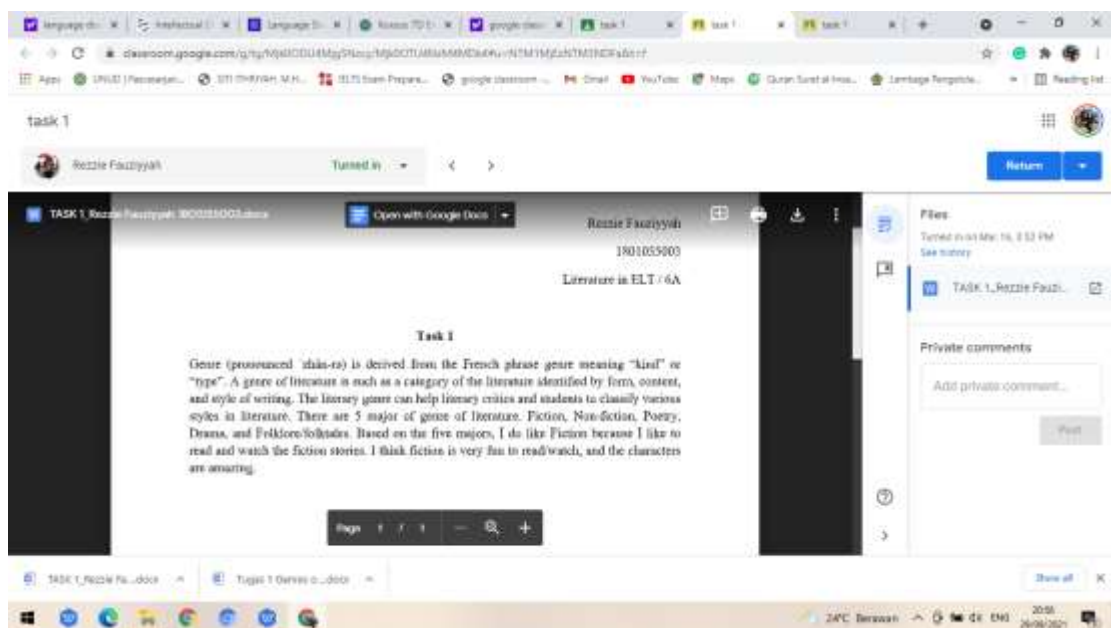
This is some cases that found from two classes in Literature course, the following is a case obtained by the author after teaching in one semester, the data is as below:

### Case 1

The task given to students is to explain about what genres of literature from the five types that exist and then look for which one is preferred with reasonable reasons. This is to make it easier for students to analyze the field of literature later.

The response:

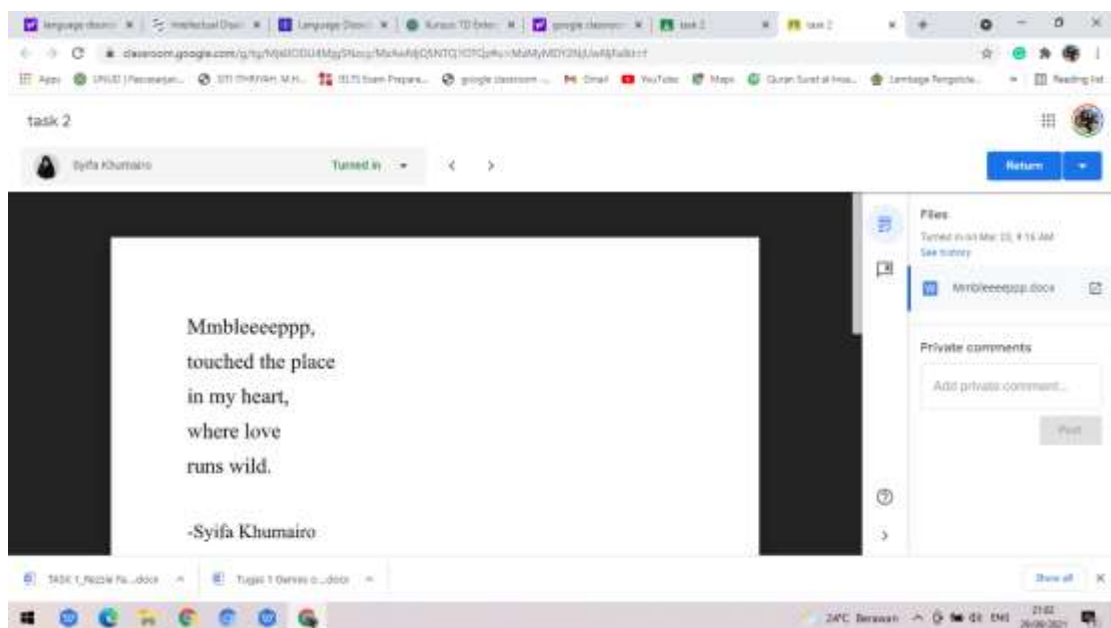
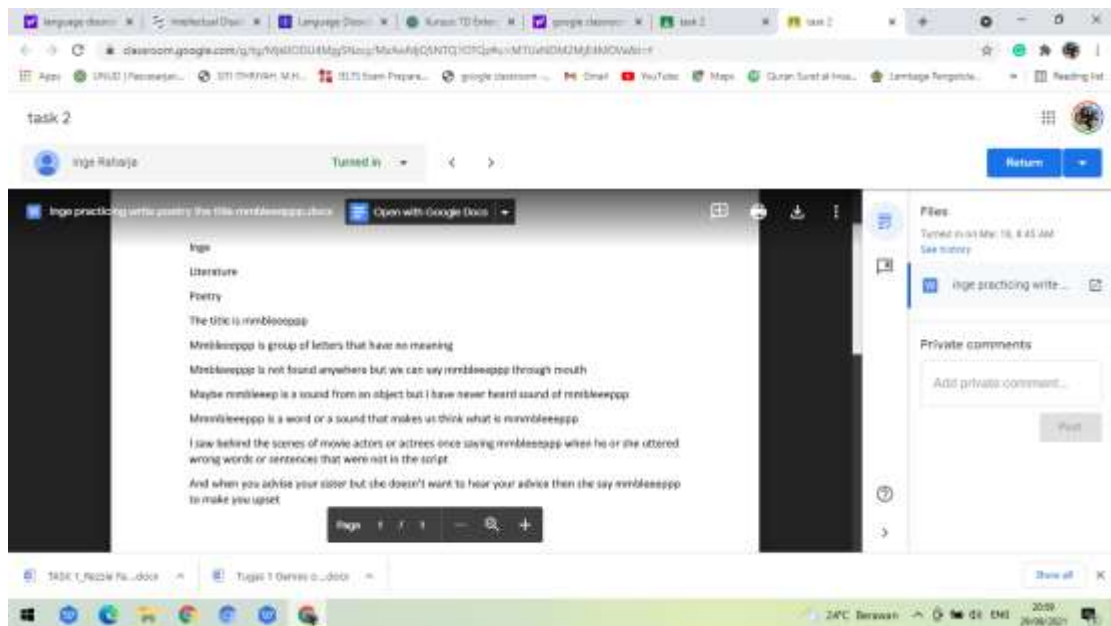




## Case 2

The next task is to make a poem with a predetermined rhyme and insertion, but some students collect assignments without understanding the direction of the text from the lecturer.

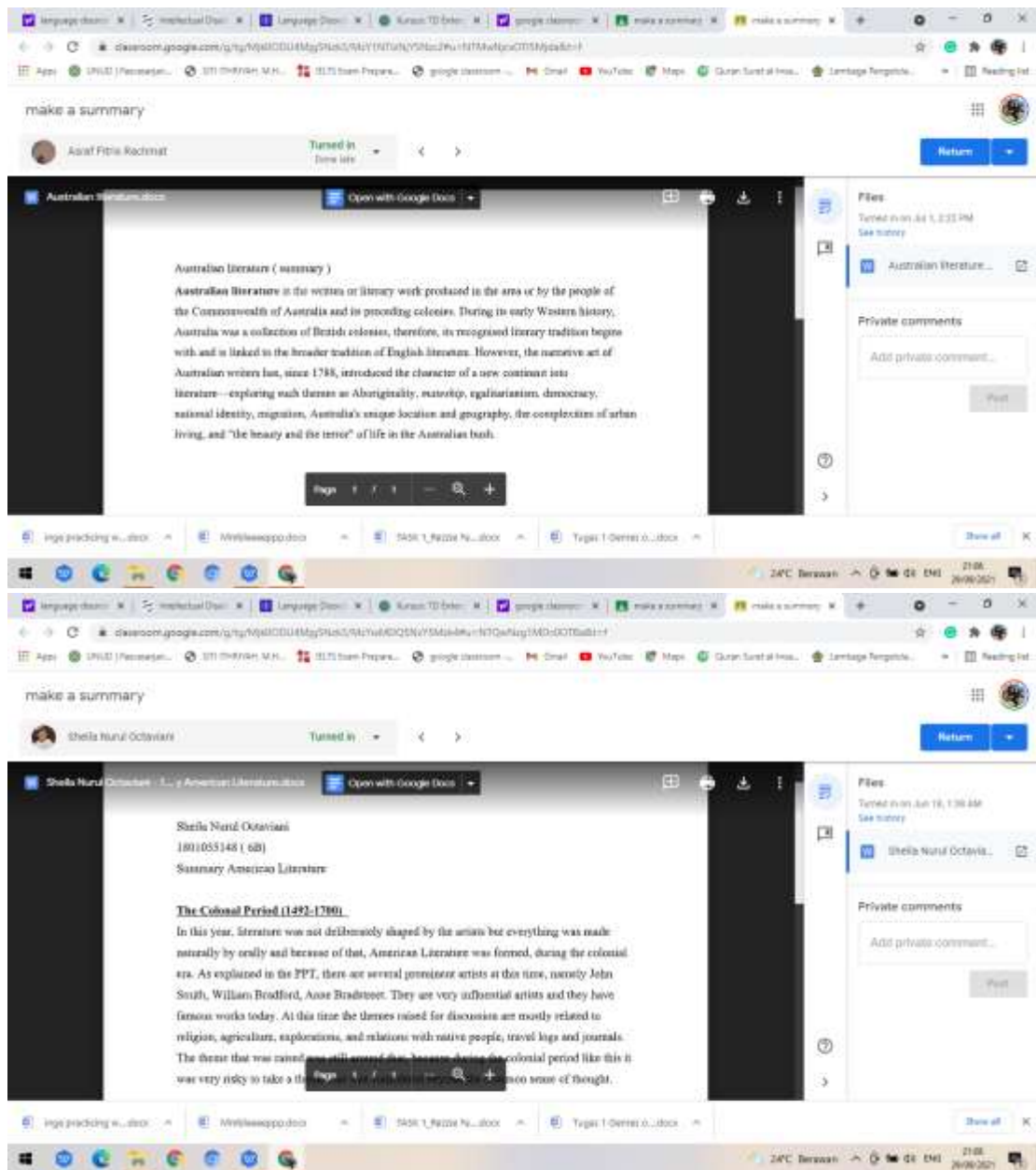
The response:



### Case 3

The third case is the task given to students is to explain the periods in both the Australian, American and British eras. However, in reality, the students did not explain and only gave one paragraph of the results of the assignment which was not in accordance with the question given.

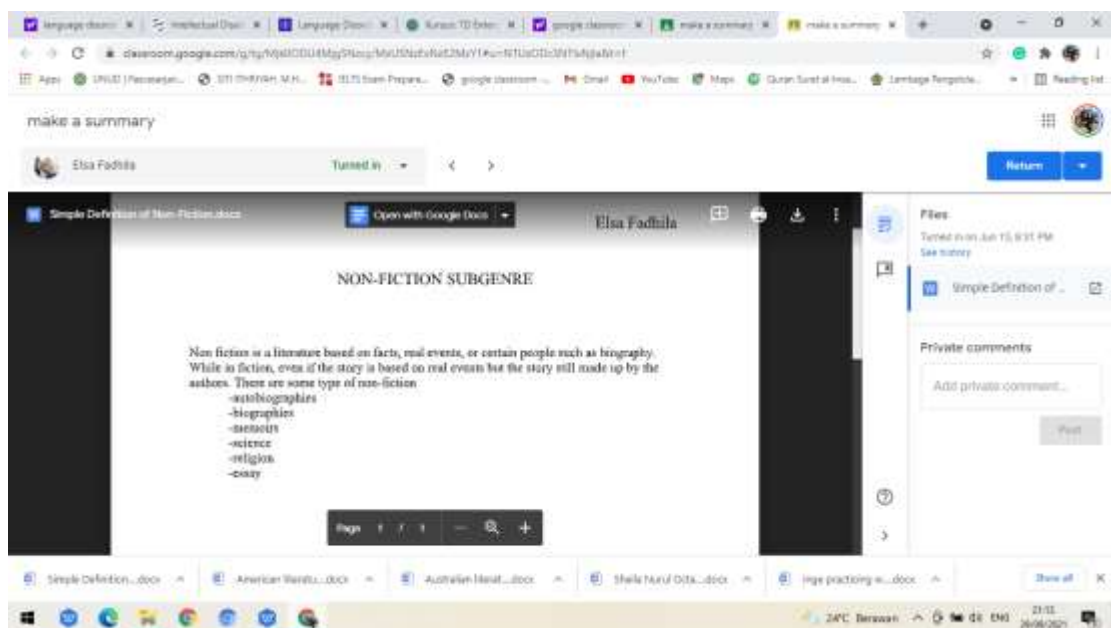
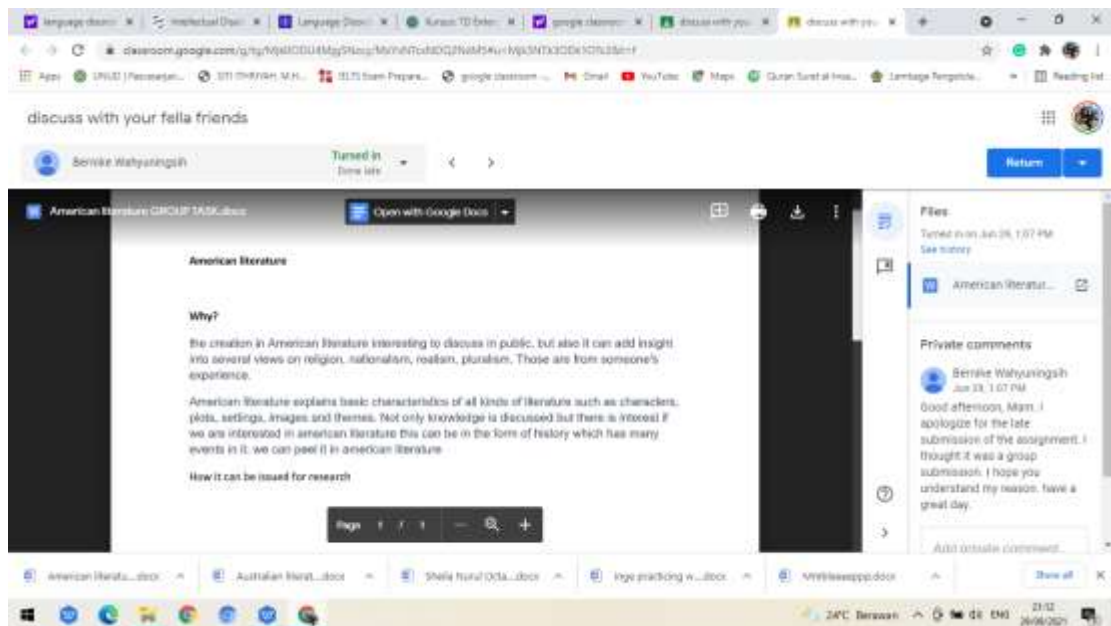
The response:



#### Case 4

The fourth case is almost the same as the previous case, there are students who are unable to understand the context comprehensively or meaningfully.

The response:



## Data Analysis and Discussion

Data analysis is defined as a process of cleaning, transforming, and modeling data to discover useful information for business decision-making. The purpose of Data Analysis is to extract useful information from data and taking the decision based upon the data analysis. The writer found that there were four cases of problems in understanding the meanings obtained from the responses to the results of student assignments collected in online classes. In accordance with the discussion in the previous chapter regarding language disorder and its types, the writer will try to analyze whether there are problems in accordance with the identification of the problems applied in this research.

- Are there any students experienced with language disorder especially on language comprehension during studying Literature in ELT courses
- What the types of language disorders on language comprehension that the students suffered?

#### **From case 1 until 4**

Based on the question that explained before the response is:

*Genres of literature is a type or category to identify the content of a literature. There are 5 major genres of literature, they are fiction, non-fiction, poetry, drama, folklore or folktales. From all of the five major, I'm more interested in fiction because it is far easier to comprehend what the writer trying to say (at least for me). The story that have been build, creates a bridge to emotionally-connect the character or the events help me to appreciate the content. Non-fiction might be valuable for collecting knowledge, but fiction is superior for the sake of entertainment or perhaps enhance our EQ.*

The other response in task 1:

*Genre (pronounced 'zhän-rə) is derived from the French phrase genre meaning "kind" or "type". A genre of literature is such as a category of the literature identified by form, content, and style of writing. The literary genre can help literary critics and students to classify various styles in literature. There are 5 major of genre of literature. Fiction, Non-fiction, Poetry, Drama, and Folklore/folktales. Based on the five majors, I do like Fiction because I like to read and watch the fiction stories. I think fiction is very fun to read/watch, and the characters are amazing.*

The response given by the student is irrelevant or not in accordance with the directions on the question given by the lecturer. First, the explanation of the five genres of literature was not explained properly and secondly, the explanation that should be included with the reason was also less than satisfactory, meaning that the understanding of the students was not optimal. On the second response in case 1 is same the response only give an opinion without any explanation of each point that is asked even more so without any explanation according to the direction of the lecturer on the five points of genres of literature.

Therefore, in this case, it can be said that he suffers from a language disorder of the type of Wernicke's aphasia. From the explanation before, wernicke's aphasia is caused by damaged to the left temporal lobe, next to the auditory cortex. This disorder is also known as receptive aphasia because it is characterized by fluid speech that makes little sense. Those who suffer from this disorder also have problem with comprehension.

Hillis (2015) stated the hallmark of receptive aphasia is impaired language comprehension, in particular, spoken language comprehension. Receptive aphasia is associated with lesions of the language-dominant (left) hemisphere, including the posterior

temporal lobe and parietal lobe. There are three types of receptive aphasia: Wernicke's aphasia, transcortical sensory aphasia, and the receptive component of global aphasia.

So, Wernicke's aphasia is characterized by severe impairment of spoken language comprehension, with fluent speech output. In addition to poor comprehension, individuals with Wernicke's aphasia also have impaired repetition and naming abilities. The spontaneous speech of people with Wernicke's aphasia is typically fluent but meaningless, with numerous phonological and semantic paraphasias. Because people with Wernicke's aphasia are unable to monitor their speech output for meaning or phonological accuracy, they may also use neologisms (invented words).

Traditionally, Wernicke's aphasia has been associated with lesions of the posterior perisylvian region, including the temporal and parietal lobes. In most cases, Wernicke's area in the posterior temporal lobe is involved. However, Wernicke's aphasia has also been associated with subcortical lesions. The auditory impairments characteristic of Wernicke's aphasics may reflect abnormal phonological or acoustic analysis/decoding, deficits in semantic processing, or a combination thereof.

Transcortical sensory aphasia is a rare form of receptive aphasia that is characterized by impaired auditory comprehension, with intact repetition and fluent speech. Comprehension of written and spoken speech is usually severely impaired and affected individuals may also have echolalia. Sparing of repetition distinguishes transcortical sensory aphasia from other receptive aphasias and is thought to reflect disruption of access from phonology to lexical-semantic processing. This view is supported by their relatively intact performance on phonological tasks, despite poor auditory comprehension. Although their speech output is typically fluent, it is often paraphasic. Likewise, in transcortical sensory aphasia, the ability to read aloud may be relatively spared despite poor reading comprehension. This rare receptive aphasia has traditionally been associated with lesions that spare and isolate Wernicke's area from more posterior language areas.

Dejerine in Hillis said may have over-estimated the role of the angular gyrus in reading for several reasons. One is that he did not have the help of recent functional imaging techniques that can show all the areas engaged in a task. Dejerine, as well as other brilliant scientists before the recent neuroimaging advances, had underestimated the complexity of brain processing for reading. They thought in terms of a linear processing chain: words entered the visual cortex in the form of visual patterns, then they were sent to the angular gyrus to find the visual images of words, then to Wernicke's area where the auditory images of words were supposedly located, then to Broca's area where articulation patterns were retrieved in order to finally end up in the motor cortex that controls the mouth muscles.

Today we know that several of these operations happen in parallel; brain areas are more interconnected, many times bidirectionally; and brain regions are activated simultaneously in non-linear ways. Unraveling the brain's complexity with recent neuroimaging techniques helped to refine our understanding of brain functioning but at the same time increased the complexity we strive to understand.

## **CONCLUSION**

Firstly, some students who suspected that there is truth to the fact and have experienced with language disorder especially on language comprehension. Therefore, in this case, it can be said that he suffers from a language disorder of the type of Wernicke's aphasia. From the explanation before, wernicke's aphasia is caused by damaged to the left temporal lobe, next to the auditory cortex. This disorder is also known as receptive aphasia because it is characterized by fluid speech that makes little sense. Those who suffer from this disorder also have problem with comprehension.

With regard to the research findings and discussions explored in the previous chapter, some conclusions can be formulated as follows. 1. The first objective of this research is to describe there any students experienced with language disorder especially on language comprehension during studying Literature in ELT course. Among some data analyzed, there are 4 cases with 8 data occurrence reflecting the with language disorder especially on language comprehension. This condition happens since one datum in this research may involve only one or more in the phenomenon of language disorder. Besides, as the students in Literature course, there are some types of language disorder (that have explain in chapter before). They are perseveration of ideas, non-logical reasoning (peculiar logic), looseness, weakening of goal, and poverty of speech. In this research, The response given by the student is irrelevant or not in accordance with the directions on the question given by the lecturer. The explanation of the five genres of literature was not explained properly and secondly, the explanation that should be included with the reason was also less than satisfactory, meaning that the understanding of the students was not optimal. Thus, perseveration of ideas occurs as the most often appearing phenomenon with the highest position. Actually, student's utterances tend to be uncontrolled when loss their focuses and finally wrong for their answer in task. In this case, their using wrong perceptions in responding to questions in assignments. Even, this phenomenon can be clearly seen when their gets worried, anxious, nervous, and then cannot control them.

Secondly, about the type of language disorder on language comprehension that the students suffered is aphasia. Wernicke's aphasia is caused by damaged to the left temporal lobe, next to the auditory cortex. This disorder is also known as receptive aphasia because it is characterized by fluid speech that makes little sense. Those who suffer from this disorder also have problem with comprehension. Therefore, students are not able to understand the directions optimally in understanding the text written by the lecturer in each assignment and always answer incorrectly or even incorrectly.

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