
**ANALYSIS OF DAILY LANGUAGE USE OF STKIP DARUSSALAM CILACAP
STUDENTS IN THE CONTEXT OF INTERPERSONAL COMMUNICATION
PSYCHOLINGUISTIC STUDY**

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Abstract

This study aims to analyze the use of everyday language in the context of interpersonal communication using a psycholinguistic approach in an academic setting. Through in-depth interviews, document analysis, and psycholinguistic studies, findings reveal variations in language style depending on the communication context. Students tend to adapt their language according to the situation, both inside and outside the classroom. Text message analysis also reveals the impact of social media on language use. The positive correlation between positive language expressions and positive emotions suggests that language can reflect and influence the emotional atmosphere in interpersonal communication. Practical implications include the development of communication training programs tailored to specific contexts, while recommendations for further research involve further exploration of the influence of social media and cross-cultural research on changes in everyday language.

Keywords: Language, Communication, Interpersonal Communication, Psycholinguistic Studies.

Introduction

Language is a communication tool organized in the form of units, such as words, groups of words, clauses, and sentences expressed both orally and in writing. There are many definitions of language, and this definition is only one of them. You can compare this definition with the following definition: language is a system of human communication expressed through a structured arrangement of sounds or written expressions to form larger units, such as morphemes, words, and sentences, which is translated from English: "the system of human communication by means of a structured arrangement of sounds (or written representation) to form larger units, e.g., morphemes, words, sentences" (Richards, Platt & Weber, 1985: 153).

In psycholinguistics, understanding language involves analyzing the psychological aspects of language, including how humans understand, produce, and use it. Here are some important elements in understanding language in the context of psycholinguistics:

1. **Language Comprehension:** This study involves the process of understanding the meaning of spoken or written language. This includes understanding grammatical structures, processing vocabulary, and interpreting overall meaning.
2. **Language Production:** This encompasses how humans produce and construct words and sentences. This process involves planning, selecting words, and organizing phrases or sentences according to grammatical rules.
3. **Lexical Memory:** Psycholinguistics also examines how words are stored and accessed in memory. This includes understanding how we recognize words, associate them with meaning, and access them when speaking or writing.
4. **Phonology:** This involves the study of sounds, including how they are produced, recognized, and interpreted. Understanding phonology helps in understanding how sounds are used to form words and sentences.

5. **Syntax:** The study of sentence structure and how words are arranged to form grammatical sentences. This includes an understanding of the syntactic rules that guide sentence formation.
6. **Semantics:** Psycholinguistics is concerned with understanding the meaning of words and sentences. How the meaning of words and the relationships between words are interpreted in the context of language.
7. **Pragmatics:** This covers the understanding of language use in social and situational contexts. How context influences the interpretation and use of language in various situations.

By understanding these aspects, psycholinguistics helps explain the cognitive processes involved in human language use and how disruptions or changes in these processes can affect communication and language comprehension.

Language Functions:

1. **Communication:** The main function of language is as a means of communication. Through language, humans can convey ideas, feelings, information, and instructions to others.
2. **Self-Expression:** Language allows individuals to express and articulate their personal thoughts, feelings, and experiences.
3. **Abstract Thinking:** Language allows humans to think abstractly, organize complex ideas, and understand concepts that cannot be directly realized.
4. **Social Order:** Language also serves as a social order tool that allows humans to interact in society. Social norms and rules are transmitted through language.
5. **Learning and Education:** Language is used as a medium to convey knowledge and information. Through language, education is made possible, and knowledge can be passed from one generation to the next.

Types of Language:

1. **Spoken (Oral):** Language expressed through speech and hearing. For example, the language used in daily conversation.
2. **Written:** Language expressed in written form. For example, books, letters, articles, or other written documents.
3. **Signs (Sign Language):** Language that uses hand movements, facial expressions and body movements to convey meaning. For example, American Sign Language.
4. **Natural Language:** A language that develops naturally among human communities. Examples include Indonesian and English.
5. **Artificial Language:** A language that is created or programmed, often in the context of artificial intelligence. For example, Esperanto, a computer programming language.

Language History:

1. **Pre-History:** In this period, humans used spoken language to communicate. The development of language is highly dependent on the need for communication within social groups.
2. **Early History:** The emergence of writing systems helped to record and preserve language permanently. Examples include the development of writing in ancient Mesopotamia and Egypt.
3. **Middle Ages and Renaissance:** In the Middle Ages, Latin dominated scientific and religious activities. The Renaissance saw a return to attention to vernacular language (the language of the people).
4. **Modern Era:** The creation of dictionaries, the establishment of grammatical rules, and the formation of national languages were key features of this era. Several languages also became international languages in the context of trade and diplomacy.

5. **Contemporary Era:** Modern technologies, such as the internet and telecommunications, have played a significant role in the globalization of languages. Languages continue to evolve, and many experience influences and changes in response to social and cultural dynamics.

The historical journey of language is complex and influenced by various factors such as social, political, economic and technological changes.

According to Tannen (1984), everyday language use includes the use of language in everyday interactions involving aspects such as speaking style, word choice, and sentence structure. Tannen emphasizes that everyday language can reflect social norms and form communication patterns within a community.

Goffman (1959) views the use of everyday language as part of a complex social interaction. According to him, everyday language not only functions as a verbal communication tool, but also as a tool for building identity, status, and self-image in the context of everyday life.

From the experts above can concluded that use Language daily involving more from just exchange of words. This is a process related to close with norms social, forming pattern communication, and functioning as tool for build identity and image myself. Good Tannen and also Goffman emphasize importance understand the details of the language daily for to reveal deeper meaning in in interaction social and presentation self.

The following are several aspects of language use in psycholinguistic studies:

1. **Language Comprehension:** Understanding how the human brain processes linguistic information when listening or reading. This involves understanding sentence structure, vocabulary, and interpreting the meaning of words and sentences.

2. **Language Production:** The study of the cognitive processes involved in producing words and sentences. How the brain plans and executes language production, including word choice and sentence structure.
3. **Lexical Memory:** Investigating how words are stored in human memory, how words are accessed, and how relationships between words can influence the processes of language comprehension and production.
4. **Phonological Processing:** Understanding how the brain recognizes, processes, and produces language sounds. This involves understanding phonemes, or sound units, as well as other aspects of phonology.
5. **Syntax:** Examines how the brain processes syntactic structures in sentences, including the role of words and word order in forming grammatical sentences.
6. **Semantics:** Involves understanding the meaning of words and the relationships between words in context. How the human brain connects words to concepts and interprets the meaning of language.
7. **Pragmatics:** Understanding how language is used in social and situational contexts. This involves understanding the unwritten rules of language use, such as how we use language in formal or informal situations.
8. **Language Disorders:** Understanding the causes and characteristics of language disorders such as dyslexia, developmental language disorders, or aphasia, as well as ways to address or treat these disorders.

The use of language in psycholinguistic studies helps identify and explain the cognitive processes that occur in the human brain during language use. This study can provide in-depth insights into how the human brain processes, stores, and uses language and can have implications for the development of language teaching and therapy methods for individuals with language disorders.

Shannon and Weaver developed a mathematical model of communication known as the "Shannon-Weaver Model." According to them, communication is the process of sending signals from a source through a channel to a receiver with the aim of achieving understanding.

David K. Berlo, a communication expert, put forward the Berlo Model which emphasizes four basic elements of communication: source, message, channel, and receiver. According to him, communication is a process in which ideas or feelings are conveyed and received between individuals or groups.

From the explanations of the two experts above, it can be concluded that communication is a human activity aimed at mutually understanding or comprehending a message between the communicator and the communicant. It usually ends with a result known as the communication effect. Communication, which is social, is related to the relationships between people within it. It studies general statements between people using meaningful symbols. The essence is a shared meaning or understanding among those communicating.

Definition of Communication:

Communication is the process of exchanging information, ideas, feelings, or messages between individuals or groups through various channels or media. The goal of communication is to achieve understanding and elicit the desired response from the communicating parties. Communication can involve words, body language, writing, or other media.

History of Communication:

The history of communication encompasses the evolution of various forms of communication from prehistoric times to the modern era, including the development of communication technology. Over time, humans have developed various methods of

communication, from oral communication and writing to the use of print and electronic media. Innovations in information and communication technology (ICT) have had a significant impact on the way we communicate today.

Types of Communication:

1. Verbal Communication:

- a. Involves the use of words, both orally and in writing.
- b. Including talks, presentations, letters, and written documents.

2. Nonverbal Communication:

- a. Using body language, facial expressions, eye movements, and gestures to convey messages.
- b. Including communication of body posture, smiles, or hand signals.

3. Intrapersonal Communication

- a. Communication with oneself involves reflection, thinking, and self-evaluation.
- b. Important in the decision-making process and introspection.

4. Interpersonal Communication:

- a. Occurs between two or more people.
- b. Involves giving and receiving messages, both verbal and nonverbal.

5. Group Communication:

- a. Occurs in the context of a group or team.
- b. Involves the exchange of information among several individuals.

6. Organizational Communication:

- a. Occurs within the context of an organization or company.
- b. Involves the flow of information between members of the organization.

7. Mass Communication:

- a. Occurs through mass media such as television, radio, newspapers, and the internet.

- b. Addressed to a large audience.
- 8. Digital Communication:
 - a. Happens through digital platforms and technologies.
 - b. Including email, text messages, social media, and online communication platforms.

Each type of communication has its own characteristics and purposes, and understanding these different types helps in improving overall communication skills.

Interpersonal communication can be defined as the ability to connect humans as a form of verbal communication. Interpersonal communication also used to help build relationships with others in difficult situations. different. Gestures such as eye contact, body movements and hand movements are also part of interpersonal communication. Interpersonal communication involves face-to-face communication eyes in an appropriate and purposeful way (Knapp and Daly, 2002). Meanwhile Bern in Ramaraja (2012) states that the language used in the communication process interpersonal can describe communication patterns, management, personality and actions. Verbal communication is central to social relations between humans and become part of the study of psychoanalysis. Therefore, the skill in using language and interpersonal communication can help individuals to better understand situations social and act and solve problems according to existing environmental conditions.

From several researchers above can concluded that Interpersonal Communication is form communication between individuals involving exchange information, ideas, or emotion between two or more people. This is a mutual process share and understand between individuals involved in interaction direct. Interpersonal communication involves various elements, including verbal and nonverbal, such as spoken words, intonation voice, expression face, movement body, and contact eye.

In psycholinguistics, the focus is more on understanding how the human brain processes and processes linguistic information, including in the context of interpersonal communication. Interpersonal communication, in psycholinguistics, encompasses a number of psychological aspects involved in verbal and nonverbal interactions between individuals. Here are some aspects of interpersonal communication in the context of psycholinguistics:

1. Understanding Language in Social Context:

Psycholinguistics examines how the human brain processes language in interpersonal communication situations. This involves understanding words, sentences, and meanings in social contexts.

2. Language Processing Process in Face-to-Face Interaction:

How the brain processes and responds to verbal language information, including eye contact, facial expressions, and body language. This involves simultaneously understanding nonverbal and verbal expressions.

3. Understanding Language as a Means of Self-Expression:

Psycholinguistics investigates how individuals use language as a tool to express their emotions, thoughts, and feelings in interpersonal interactions.

4. Memory and Face Recognition:

How the brain stores words and faces associated with interpersonal interactions. Understanding how this information is remembered and accessed is a focus of psycholinguistics.

5. Emotional Responses to Language:

Psycholinguistics examines how language influences and stimulates emotional responses at a psychological level. It involves understanding how words and facial expressions trigger emotional reactions.

6. The Role of Syntax and Semantics in Interaction:

How the brain processes and understands sentence structure, syntax, and the meaning of words in the context of interpersonal interactions. This includes understanding how we understand and respond to commands, questions, and statements in conversation.

7. Cognitive Factors in Face-to-Face Communication:

Understanding how cognitive factors, such as attention and information processing, play a role in face-to-face interpersonal communication.

This understanding provides deep insight into the cognitive processes involved in language interactions between individuals and how psychological factors influence understanding and response in the context of interpersonal communication.

Method

Participants/Subjects/Population and Sample

The research concentrates on students at STKIP Darussalam Cilacap, utilizing a sample of nine individuals chosen via purposive sampling. The students represent various academic programs: Primary School Teacher Education (Melsa, Maulidiya, Adel), Physical Education (Farhan Nur Azis, Dewo Panca Lesmana, Jefri Anton), and Indonesian Language and Literature (Dini, Intan, Agung). The selection of students from distinct programs guarantees a comprehensive perspective on language utilization across several fields of study, providing a varied picture of communicative activities. Data is gathered via comprehensive interviews and document analysis, encompassing written communications and text messaging. These methods offer a holistic approach, delivering immediate insights and a means to monitor quotidian written language usage, so enhancing the entire comprehension of language functioning in daily life.

Instruments

The study uses two main instruments to collect data: an interview guide and document analysis through word frequency count. The interview guide structure organizes

systematic interviewing by ensuring each session is targeted towards eliciting relevant and comparably useful information. On the other hand, word frequency count is a technique applicable to written materials which enables one to systematically measure and count the occurrence of given words in the texts. The use of these instruments provides for qualitative data through the interviews and quantitative analysis of language structure in the written materials, thus achieving a balanced approach to the entire research.

Data Analysis Procedure

The approach to data collection is aimed at achieving precision and reducing outside interference. To facilitate open dialogue, face-to-face interviews are held in comfortable, friendly settings. Such an interview approach guarantees that the data collected is meaningful and represents the participants' authentic sentiments and lived experiences. Concurrently, other relevant documents are gathered and analyzed independently, highlighting critical insights. The use of mixed methods in data collection permits comprehensive and organized evaluations while safeguarding the research's fidelity.

The study implements thematic analysis on the interviews, which serves to reveal more latent meanings and patterns in the dialogue. This approach is useful for capturing the nuances of participants' language. In contrast, written documents are subjected to word frequency analysis, which quantitatively assesses usage patterns and frequency of specific terms or expressions. This mixed method framework integrates qualitative and quantitative methodologies and, as a result, provides a holistic view of the research issue. From an ethical perspective, the research has taken the steps necessary to acquire all relevant permissions from the campus committee prior to initiating the study. This procedure is fundamental for maintaining ethical integrity, as it safeguards the research process in regard to the participants' rights and privacy.

In order to validate the research instruments, a pilot test is done with a small group of subjects that is separate from the main study. This phase assists in ascertaining whether the interviewing tool achieves the intended variables with precision. The pilot testing stage uncovers inconsistencies that would undermine the accuracy of attempts to measure data; early detection of these problems allows for corrective action. This ensures that the final instrument is capable of capturing the data needed for the study with accuracy.

As for statistical analysis, the study utilizes descriptive statistics, particularly mean and standard deviation, to analyze any quantitative data that may emerge. This approach provides an accurate summary of data distribution alongside highlighting crucial numerals that require detailing. In the concluding section, the research is anchored in relevant psycholinguistic theories. It is important to relate the data to established theories so that the information is understood in multifaceted ways, enriching the overall findings of the study.

Findings

An Interview Results and A Psycholinguistic Study and Analysis:

The students Jefri Anton Setiawan and Dewo Panca Lesmana have been observed to be formal in their speech when interacting within the college milieu, although they relax their linguistic style outside this zone. Moreover, the use of emotionally charged terms and phrases such as “happy,” “sad,” and “disappointment” increased in informal contexts.

Variation of Language:

One of the students, Melsa, was noted for her strong use of metaphors. This has relevance to the diversity of academia and furthers the understanding of language which is shaped by a person's education.

Effect of Setting on Vocabulary:

It was noted that Farhan Nur Azis tends to be more technical in his social group's conversations compared to his non-formation casual talk. This observation indicates that context is a major determinant of vocabulary, suggesting language is responsive to situational requirements.

Online and Offline Linguistic Expressions:

The analysis of Dini's text messages indicates that she uses a significant number of abbreviations and emoticons. This exemplifies how language is tailored to suit the method of communication. Social media influences daily language to be more casual and conversational.

Contextual and Sentence Structure:

Distinct situational contexts led Agung and Adel to use formal and structured sentences in their presentations, while their informal conversations contained shorter sentences and less rigid structure. This illustrates the degree to which contextual situation impacts not only vocabulary selection but also the scope of sentence framing.

Correlation between Language of Emotion:

The sentiment analysis showed a positive correlation for both Intan and Maulidiya in their use positive phraseology alongside positive feelings within their personal relationships. This confirms that in all forms of communication, words indeed are an instrument that both mirrors and shapes the emotional climate.

Discussion

Based on the psycholinguistic study of how people use language in everyday situations, there are a few main points that sum up the research:

Different Ways of Using Language: Students use language differently depending on the situation. Language styles change depending on where you are, whether you're in the classroom or outside. This shows that people adapt to the needs of each situation.

Language Style Affected by Context: Students' language styles are greatly affected by a number of contextual factors, such as their academic and social settings. The words you choose, the way you put sentences together, and the way you show your feelings all change depending on the situation.

The effect of social media on language: Analyzing text messages shows that people use more abbreviations and emoticons when they talk to each other on social media. This shows how language changes to fit the needs of different platforms.

Connection between Emotion and Language: The results show that using positive language is linked to having positive emotions when interacting with other people. Language not only shows how people feel, but it also changes how they feel.

These conclusions show how complicated and flexible language use is in interpersonal communication. They also give us useful information about the different things that affect how we communicate in everyday life.

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