



CONCEPTUAL METAPHORS IN PSYCHOLINGUISTIC STUDY: STAGE MODEL OF INFORMATION PROCESSING

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Abstract

This article concerns psycholinguistics glasses metaphor is not always a tool of rhetoric or literature, but a form of strong computational ability that significantly supports human cognition by allowing similar relationship structures in different conceptual domains identified the discussion of psycholinguistics regarding the intelligence of verbal linguistics of children who are explained by the picture of the stage theory where the gadget is the external stimulus and the conceptual metaphor of the keywords of friends and gadgets that are paradox Gadgets as one of some technological advances depend on the purpose and attention of parents to children. the mapping of conceptual metaphors in psycholinguistics in the domain of friends namely learning, playing, stories, and influence.

Keywords: metaphors; psycholingisitics; stage model of information processing; gadget; children

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INTRODUCTION

A gadget is a small device or machine with certain uses (Cambridge Dictionary, 2008), and then the Indonesian language becomes a device. Nowadays children really enjoy all kinds of devices in gadgets (devices). Children are fun with what they get from the gadgets that help them gain knowledge and improve their language skills. This situation can place gadgets as a tool for child language acquisition (Language Acquisition Device).

Children's skills in processing words through devices such as games in gadgets can help improve children's verbal intelligence. Sentences in the form of commands and instructions in the game can help children add their vocabulary. Of course, this is in accordance with what is meant by the verbal intelligence of children's linguistics. Quoted from Rayn (2014), this intelligence is indicated by a person's sensitivity to sound, structure, meaning, the function of words, and language. Children who have intelligence tend to like and effective in terms of oral

and written communication. A child who is getting used to typing a computer keyboard, playing word games, and reading light articles on the internet can easily understand words and languages. Moreover, presented with an attractive appearance, will increasingly make children eager to fiddle with their gadgets.

However, the sophistication that exists in the gadget not only gives goodness but also disparity for children. The development of the linguistics he gets from the game with gadgets will feel less useful when the child cannot apply his knowledge, or in the condition of isolating himself in accordance with the quote of the article mentioned above. A reduction in time to socialize, causes children to be less able to convey their thoughts. Children tend to save what they want to convey because communication skills must be trained when they are still early age and if the process is less than optimal it will affect the verbal ability of children's linguistics (Rayn, 2014).

In connection with this fact, the understanding of the child's cognition process related to his psychology is very necessary. Atkinson and Shiffrin (1968) classified this process into several levels of information processing. In this case, the gadget acts as a stimulus or stimulus for children to increase their linguistic verb intelligence with the following description.

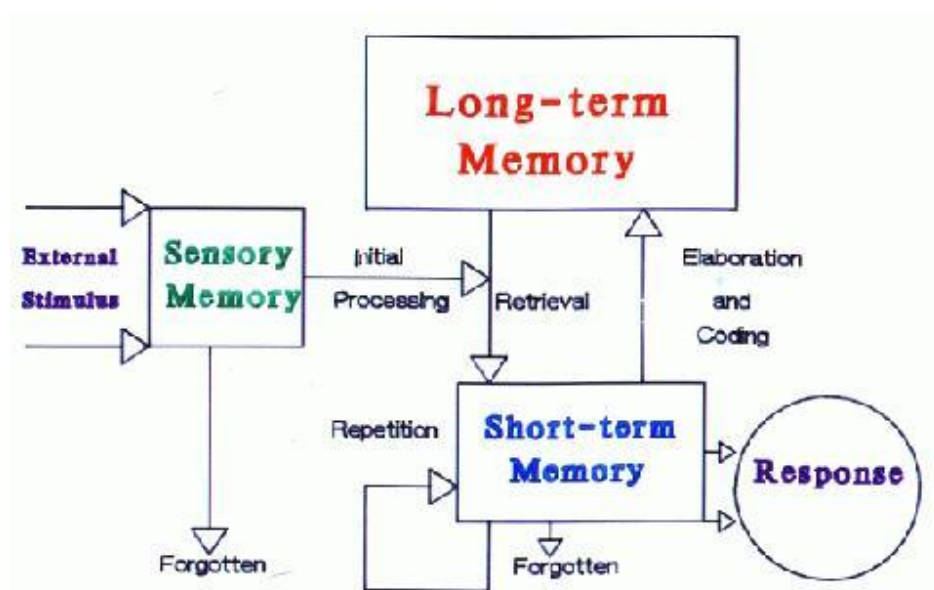


Figure 1. Level of Information Processing

This series imagined that information was processed in three stages, sensory memory, short-term memory, and long-term memory. Sensory Memory (Sensory Memory), joins with energy transduction (changes from one energy to another). The environment makes the availability of various sources of information (light, sound, odor, heat, cold, etc.), but the brain only understands electrical energy. The body has special sensor receptor cells that convert outside energy into something recognized by the brain. In the transduction process, memory is created. Very short memory (less than half a second for vision; about three seconds for hearing). There are two major concepts for entering information into short-term memory. First, humans tend to pay attention to stimulation if the stimulation has attractive features. Second, humans tend to pay attention if stimuli reviving the known pattern (Atkinson and Shiffrin, 1968).

Short-term memory is also called working memory or working memory and is related to what we think when a moment occurs at a time. Short-term memory will initially last around (15) fifteen to (20) twenty seconds except the moment is repeated (or called maintenance exercise) which at a certain point the moment is available for more than 20 (twenty) minutes. Hypothalamus is a brain structure that is considered involved in brief information. The frontal lobes of the celebrity cortex arrangement are related to working memory. For example, when processing words that are read on the screen in the front lobes, when someone asks about the telephone number, the brain will immediately call the information from the long-term memory and replace the reading words that were previously in that section (Huitt, 2003).

Huitt (2003) states that there are two main concepts for storing information in short-term memory namely organization and repetition. The organizational concept consists of four types of conditions used in instructional design, namely components, pilot, relationships, and transitional. For example, the letters B, D, E, are three units of information while the word bed represents one unit of information even though both consist of the same number of letters. While the concept of repetition is a technique used to learn something. However, to be more effective repetition must be carried out after forgetting the beginning.

Then, the long-term memory is also called the memory of the prelude and the subconscious. The presence is intended that information is generally easily called (although it takes a few minutes or hours), while the subconscious memory refers to data that is not available during normal awareness. Is a pre-conscious memory that is the focus of cognitive psychology because it is with long-term memory (Huitt, 2003).

From the explanation above it can be assumed that the information obtained from the gadget as stimulation will be easily absorbed and censored by the child's brain because it is displayed with an interesting, but it cannot be stated whether the child stores all information from the gadget into its long-term memory. All of which depends on the response given by children when they get other stimuli. Because gadgets or devices that act as external stimuli contain devices as a source of information to be processed.

These devices contain words that may be giving instructions or knowledge which is then censored with the five senses, especially the sense of eyes, ears, and skin/ fingers. The information as long as in the sensor process can be forgotten or proceed to the initial process for further storage in Working Memory and Long Term Memory. While in the memory storage section, according to the purpose of whether the information needs to be responded to or not. So if it needs to be responded to verbally, the sensor results will be sent to the Broca section which in this context is entered into the short-term memory. However, if it does not need to be responded to or aims to become knowledge then the information is sent to the long-term memory.

When the information contained in gadget devices continues to repeat or in other words such as chatting on social media with gadgets, of course, there will be a response from the user. This response will be the argument for the user's verbal-linguistic intelligence. Whereas in this case, the user in question is a child with the provisions aged 6 (six) to 18 (eighteen) years. The response that might be present is when they get an assignment or question, then with information from the gadget they will confidently provide a positive response to the question, with the provisions referring to the information from the device used.

Or in other conditions when gadgets with high-speed internet access provide information that can increase children's knowledge, of course, it can make children tend not to issue a response but will save it in long-term memory as teaching material or knowledge material obtained and at any time will certainly be called by the brain to respond to other stimuli. With this, the gadget can provide positive effects for children in the learning process.

Whereas on the other hand with the gadget as an external stimulus is that in a child the child does not show an increase in verbal-linguistic intelligence while the child processes the information in the gadget. The child processes the information on the short term memory which will certainly be easily forgotten, although there is a lot of repetition (repetition) for what they get. Because of the absence of special attention from children to information from the stimulation, children do not store information in long-term memory.

In Short Term Memory the child directly gives a good response to the level of linguistic verb intelligence or other levels of intelligence. An example is when children play games, but the response to excessive stimulation will not only make children feel happy but will also have a bad impact. This is because the child only responds to what is loved especially from the gadget which in the end the child is addicted to and self-isolation with its preoccupation.

METHOD

This article uses a qualitative research design to examine the concept of metaphors with a psycholinguistic approach in analyzing articles published by Kompas daily with the title *Saatnya Menjadi Anak yang Aktif* (Kompas, 2014). Stake (2012) states that qualitative research methods are built around the understanding of experience, so this method will differ depending on whether special orientation or generalization. This study applied library studies and reviewed metaphorical studies.

RESULT AND DISCUSSION

Giving gadgets as stimuli that can increase children's verbal-linguistic intelligence must be considered, especially for the age of children that affects the ability to absorb information. Kompas Monday, May 12, 2014, in the article 10 Reasons Children need to be separated from "gadgets" in the Health Concern column specify the age of children who should be friends with gadgets. Based on research on the United States and Canadian pediatrician association emphasizes the need for children aged 0-2 (zero to two) years not at all exposed to gadgets. While children 3-5 (three to five) years are limited to one hour per day and two hours for children 6-18 (six to eighteen) years. But in fact, children actually use gadgets 4-5 (four to five) times more than the recommended amounts. In fact, the use of smart phones, tablets, and electronic game devices has begun from very early age. So, there needs to be a prohibition on the use of gadgets at an early age, namely children under 12 (twelve) years (Kartika, 2014).

After the cognition exposure that is studied with the theory of stages (stage model of information processing), the keyword in the quote of the article is then examined with a psycholinguistic approach in the context of the word selection, namely for the keywords of friends with conceptual metaphorical theory. Considering psycholinguistics is a study that aims to find the structure and process of the human ability to speak (Harras and Bachri, 2009) with its scope in the language (language) and mind (Mind) (Atkinson and Shrifin, 1968). In the psycholinguistic glasses metaphor is not always a tool of rhetoric or literature, but a form of strong computational ability that significantly supports human cognition by allowing similar relationship structures in different conceptual domains identified, and also by allowing conclusions from the resource domain in the target domain, it can create a purpose (Kemmerer, 2005).

With regard to conceptual domains in metaphors, Evans (2009) explains that conceptual metaphors are free language but affect certain types of language use that initially tried to provide linguistic metaphors coverage. The conceptual metaphor intended in this study is in the form of asymmetrical mapping series stored in long-term memory that unites the structure of a more concrete source domain into a

more abstract target domain: As in, love is a journey. In the love domain there are several concepts that can be related to conceptual metaphors, in this case the trip. Concepts include lovers, love relationships, moments in love relationships, progress made, relationships, decision choices, relationships. Whereas in the trip domain there are also several concepts that can be related to the conceptual metaphor of love, namely travelers, machines, travel, distance traveled, obstacles encountered, decisions regarding direction, and the purpose of the trip. Each of these concepts is mapped sequentially, according to the domain. The description of the mapping that occurs is a journey → love, then supported by the concepts of each domain that accompanies it such as travelers → lovers, machine → love relationship, journey → moment, distance → progress, and so on.

Based on the description above, the selection of friends 'keywords which is then discussed with conceptual metaphors in psycholinguistics is inseparable from the results of gadget's presentation as a stimulus and quote' gadget to "true friend, true caregiver, true moral values". The word friend as a keyword is based on the meaning of the word that can represent the purpose of the quote. In Kamus Besar Bahasa Indonesia (2008) friends have 4 (four) meanings, namely 1) friends; friend; 2) People who work together (do, walk); opponent (conversation); 3) which is a complement (pair) or used (eaten and so on) together; 4) I (in some areas used in everyday language). So that in this discussion of psycholinguistic friends will have the meaning of conceptual metaphors that are parallel to those used or gadgets.

As a tool that facilitates the work of the wearer in this case the children, the gadget has several advantages or advantages including helping children to get the material supporting the lesson, of course with applications installed in their gadgets, helping to hone the intelligence of children's brain with educational game devices, help Children follow technological advances such as incorporated in certain social media, especially children over the age of 12 (twelve) years. Besides that, the advantages and advantages of gadgets can also bring disadvantages to children, especially in early childhood. The badness can be in the form of damage to the front brain because it is often exposed to gadget exposure, especially cellular phones (smartphones), the affected part of the brain is a pre-frontal-cortex (Kurniasih,

2011). Plus because of the tendency to interact with gadgets children will be quiet, passive, and as if to isolate themselves seem addicted to gadgets (Kartika, 2014). From these two sides of this gadget, the metaphorical concepts that asymmetrically connect the domain of gadgets and friends are search engines, games, chat apps, and impacts.

On the other hand, friends have the same two sides as gadgets, a friend is there when studying (this might be owned while at school, a thin place, tutoring, etc.), or friends when playing (peer neighbors, friends, or colleagues), even when children complain or express their happy or bad experiences, children will find friends to tell stories. However, sometimes children are not good at choosing good friends to be close, so that tendencies behaviors arise are considered negative by parents who might be thought of as a friend's influence. This explanation illustrates the conceptual series that accompanies the mapping of conceptual metaphors in psycholinguistics in the domain of friends namely learning, playing, stories, and influence.

Each of these concepts is mapped sequentially, according to the domain. Description of asymmetrical mapping that occurs is a friend → gadget, then supported by the concept of each domain that accompanies it is playing → games, learning → search engine, story → chat apps, influence → impact. This mapping can be briefly poured into the following table.

The Conceptual Relationship of The Conceptual METAPHORS “GADGET IS A FRIEND” (FRIEND → GADGET)		
FRIEND	→	GADGET
PLAYING	→	GAME
LEARNIGN	→	SEARCH ENGINE
STORY	→	CHAT APPS
INFLUENCE	→	IMPACT

(Friend → Gadget) From the conceptual description of the metaphor of psycholinguistics gadget is a friend, it seems that children tend to depend on the gadgets and the devices in them. Gadgets, inanimate objects that live accompany children wherever children are and have the main role in children’s daily activities.

The concept of playing in a friend's domain, which has the meaning of doing activities to please and the soul is carried out together in certain times and rules, map the conceptual metaphor of the game from the domain gadget with almost the same understanding only slightly different in the actions taken. The game is intended to realize software that can be played at certain times and rules but there is no need for a child's body movement in playing it.

In addition, the concept of learning, which is intended to conduct discussions, open books, or group work to get an understanding of and subject matter needed that must be done with friends both in school, courses, or at home, asymmetrically map search engines in the domain Gadgets, meaning that all forms of learning activities can be done solo by children who rely on their friendship with search engines in their gadgets. In this existence the child can benefit because of getting the supporting facts they need in learning and increasing their concentration looking for the material in question, but the child also suffered losses due to the loss of opportunities to share and interact with friends which certainly occur when learning with real friends.

The concept of the story of a friend's domain is intended as a child's activity in expressing the feelings they experience, happy or sad even complaints, to people who are trusted and liked usually friends, close friends, or parents. In the concept of a child's story will have the opportunity to display the language skills that have been obtained and understood. The concept of the story asymmetrically maps the conceptual metaphor of chat apps of the gadget domain which is interpreted as friends, relatives, or parents who can hear the experiences of children's feelings, especially this concept for children over the age of 12 (twelve) years such as decomposing in the previous exposure.

The last mapping is the concept of the influence of the domain of friends asymmetrically on the concept of the impact of the gadget domain. Both of these concepts are determined based on the characteristics that exist in the metaphor of the two domains, gadgets are friends. These concepts are also related to the keyword Paradox which has a sense of situation or circumstances that seem difficult or impossible to understand because it contains two opposite traits (Cambridge, 2008).

So that the concept of the influence of the domain of friends asymmetrically maps the concept of the impact of the gadget domain for two positive and negative traits of each domain.

CONCLUSION

From all the descriptions described in the explanation above, both the discussion of psycholinguistics regarding the intelligence of verbal linguistics of children who are explained by the picture of the stage theory where the gadget is the external stimulus and the conceptual metaphor of the keywords of friends and gadgets that are paradox Gadgets as one of some technological advances depend on the purpose and attention of parents to children. Gadgets can provide many benefits for children when used wisely, in the sense of increasing children's confidence which affects their intelligence. In a situation that is currently fast-paced, the child confidently can answer the questions aimed at him with rational and appropriate answers to the selection, of course, this is the benefit of the use of the devices in the gadget. But like a friend, the gadget is not always so good, the conceptual picture above clearly explains that gadgets also transmit negative nature for children, namely children can be addicted and isolated because they are fun with their close friends, so that there is goodness both in terms of movement and production language in children's speech. The characteristics of psycholinguistics that arise in this condition are language and mind (language and mind) as the scope and the acquisition of language (how the child gets the language) into a topic of discussion.

When children interact with their gadgets the presence and participation of parents are needed as a companion, advisors, and supervisors of their children's behavior. It is not wise to surrender children to inanimate objects with gadgets in their daily lives, when playing, learning, or telling stories, which basically these activities really need the participation of parents. Being sensitive to the growth and development of children is very demanding because children not only need to be adept at thinking and language but also actively move and interact in the real world. Children need physical activities that are very important for the development of the body and soul of the child.

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