PSYCHOLINGUISTICS STUDY: AN APOCOPE IN PRIVATE ELEMENTARY SCHOOL

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Abstract

The research focused on apocope, a part of morphographemic changes, which occurred in elementary school students in Jakarta. The author determined to identify: [1] How apocope is written by students, and [2] Which graphemes are commonly found to delete written words.The object of research that the author examined in this study is the students' handwriting..In carrying out this research, the authors used descriptive-qualitative research methods .Students created 8 apocopes when they added words like. The result of the research showed that the students created 8 apocopes , such as "ANT," "CAMEL," "CORN," "GRAPE,", "ORANGE", "TIE", "ELEPHANT" and "PANTS" and the graphemes that are commonly found in this research are consonant graphemes.

***Keywords**: Morphographemic, Apocope, Hand Writing*

Introduction

There are various types of morphographemic changes relate to Psycholinguistics study. One of them is also known as Apocope. The authors focused on investigating in students' handwriting, The students are currently enrolled in one of the private elementary schools in Jakarta. The purpose of the research is to identify] How apocope is written by students, and Which graphemes are commonly found to delete written words.

Literature Review

Morphographemic

The term'morphological alternation' takes precedence over'morphophonemic alternation' or other terminology employed in the linguistic literature. This is due to the fact that the latter terms are not fixed in Czech language, and the earlier terms are not consistently defined in Czech descriptions. As per Ševčíková (2018). In addition to combination, alternation is the substitution of one grapheme for another in derivation. The phrase refers to the process of changing one grapheme for another in a certain morphosyntactic context as well as the product of this process, which is pairs of graphemes that appear at specified points in base and target words (Ševčíková, 2018).

According to Ševčíková (2018), morphemes shared by the basic and derivative are used to identify alternations. According to Ševčíková (2018), there are five different types of voweldeclension (A to E), three different types of consonant declension (F to), and one type of mixed declension (I). Furthermore, Ševčíková (2018) discovered that the quantity and quality of base (basal) and target graphemes (derivatives) determine how vowel shifts—that is, changes from one vowel to another—are categorised.

"Morphographemics is the area dealing with systematic discrepancies between the surface form of words and the symbolic representation of the words in a lexicon. Such differences are typical/y orthographic changes that occur when basic lexical items are concatenated; e.g. when the stem move and sufflx +ed are concatenated they form moved with the deletion of an e+."
(Black et al., 1987: 11)

Black et al. (1987: 11) states that morphographemics is a field that deals with systematic discrepancies between the surface form of words and the symbolic representation of words in the lexicon. Such differences are typical orthographic changes that occur when basic lexical items are combined; for example when the stem moves and the sufflx + ed are combined, they will move with the removal of e +. ”

Apocope

“Apocope (pronounced uh-PAH-kuh-pee) comes from the Greek word apokoptein, meaning “to cut off.” It occurs when someone cuts off the last part of a word. Photo is a classic example of an apocope; the full, original word is photograph.” (Honeycutt, 2019)

Honeycutt (2019) explains that apocope (pronounced uh-PAH-kuh-pee) comes from the Greek word apokoptein, which means “to cut”. It happens when someone cuts off the last part of a word. Photo is a classic example of an apocope; in full, the original word is photograph. Carey (2013) suggests that the Apocope stands out when we look at writing from older language stages, when it was more heavily influenced. The Middle English word singen leads to the modern English word sing, while the Old English ridan gives us the word ride. The verb help is helpan in Old English and helpen in Medieval English, and although the related final verb holpen survives in some US dialects, it has definitively lost that final sound.

Hand Writing

“Learning to write consists of integrating two components: the consolidation of mental functions that select the content of the writing (the writing process) with the physical at of moving a writing instrument across a surface to form words (handwriting). Writing is a highly complex operation requiring the coordination of multiple neural networks. It involves the blending of attention, fine motor coordination, memory, visual processing, language, and higher order thinking. When an individual is writing, the visual feedback mechanisms are at work checking the output, adjusting fine motor skills, and monitoring eye-hand coordination. Meanwhile, kinesthetic monitoring systems are conscious of the position and movement of fingers in space, the grip on the pencil, nd the rhythm and pace of the writing. Cognitive systems are also busy, verifying with long-term memory that the sybols being drawn will indeed produce the sounds of the word that the writer intends. Accomplishing this task requires visual memory for symbols, whole-word memory, and spelling rules. Hence, the phoneme-to-grapheme match is a continuous feedback loop ensuring that the written symbols are consistent with the oral language protocols the writer has previously learned.” (Sousa, 2016)

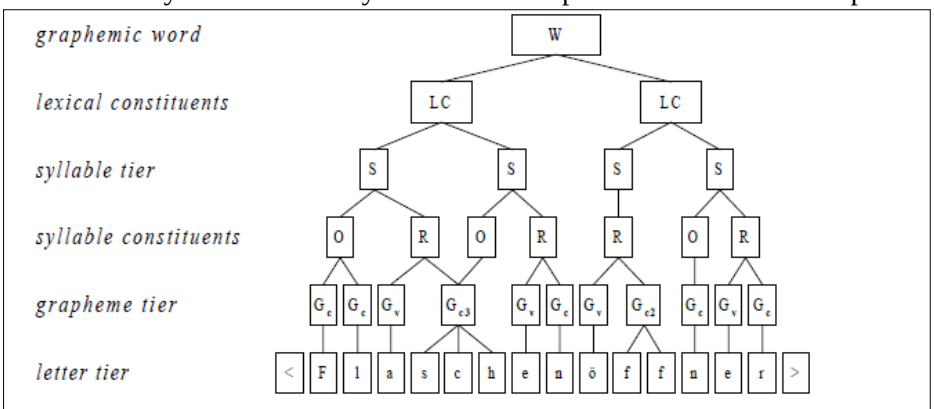
Sousa (2016) includes handwriting as one of two components of learning to write, where handwriting itself means words that are formed as a result of the movement of a writing instrument across a surface (for example paper). The explanation above explains that writing is a very complex operation that requires the coordination of several neural networks that require a combination of attention, fine motor coordination, memory, visual processing, language and higher thinking abilities. Therefore, phoneme-to-grapheme matching is continuous feedback that ensures that written symbols are consistent with the spoken language protocols that the writer has previously learned.

“One of the main goals of writing is to help individuals express their knowledge and ideas. Student with dysgraphia have writing problems that lead to excessively rapid or slow writing, messy and illegible papers, and frustration.” (Sousa, 2016)

Syllable Structure

"The interconnections between syllabic and other linguistic structures may be considered as one motivation for the idea that the domain of this basic alternation structure is not restricted to oral language, but presumably is fundamental for every mode of language: oral, written and sign language. In English the combination of <letter i + consonant + letter e> in words like strike, mine, or bite can be considered as a complex grapheme encoding the rhyme section of a syllable. As no effect of syllable frequency on syllable initial keystrokes was found, we assume that the syllabification is accomplished by a rule based mechanism and not by a listed syllabary. The assumption of such a mechamism does not exclude that, at least in some cases, syllabic information is also stored in the mental lexicon. E.g., learning to write possibly leads to a disyllabic representation of the word [al.m] in the sense of allem (all, Dat.). With these indications of syllables being a major processing unit in written word production, it is now necessary to look for syllable constituents as processing units on the next hierarchical level. Our analyses of the impact of syllabic structures on the time course of written word production can be summarized as follows: Syllabic word structure determines a processing unit in written word production that can be ranked on the second highest sub-word level, just below subword lexical units that were characterized as SM-units in the previous section. Syllables in written word production seem to be generated postlexically by a rule based mechanism that does not necessarily rely on phonological processes. Time measurements indicate that syllable onset and rhyme may be processed as subunits.

In this section the results of our studies on written word production shall be summarized in a constituent model representing the main linguistic units and their hierarchical order in written word production. The constituent model, combined with frequency dependencies of the various units, thus gives clear insights into the processing modules of written word production and their temporal order.



Constituent model of written words. W = graphemic word, LC = lexical constituent, S = syllable, O = onset, R = rhyme, G_C = consonant grapheme, G_{Cn} = consonant grapheme with n letters, G_V = vowel grapheme

Diagram 1

The basic idea of the constituent model is that written words can be represented in a hierarchy of different tiers. At the top level there is the **graphemic word**. The immediate constituents of graphemic words are **lexical constituents**. The next level is the **syllable tier**. The next level on the way from top to bottom comprises the **syllable constituents** onset and rhyme. The next level comprises the **grapheme**

tier. The terminal nodes in this model are represented by the **letter tier**."

(Weingarten et al. dalam Pechmann et al., 2004: 11-21)

Methods

The object of research that the author examined in this study is handwriting. The handwriting was written by the student from one of the Private Elementary School in Jakarta. In carrying out this research, the writer used descriptive qualitative research methods, which meant that this research was carried out by involving participants to be observed or used as subjects in case studies that produced narratives, descriptive explanations about settings or practices (Nayak & Sing, 2015). Qualitative research consisted of a collection of eclectic approaches and methods used in several social science disciplines, so that the more experience in eclectic methods of inquiry in the field, the better the understanding of the various patterns and complex meanings of social life (Saldana, 2011). According to Jain (2019), qualitative research might require examining a single case study or collecting and examining non-numeric data. The type of case study that the writer applied in this research was causal desciptivetive study.

Result and Discussion

Data 1

The spelling of the word ANTS in English is A-N-T. Below, Diagram 2.1 is a constituent model of written word of the word ANT according to Weingarten et al. in the book "Language Production" edited by Pechmann et al. (2004: 20):

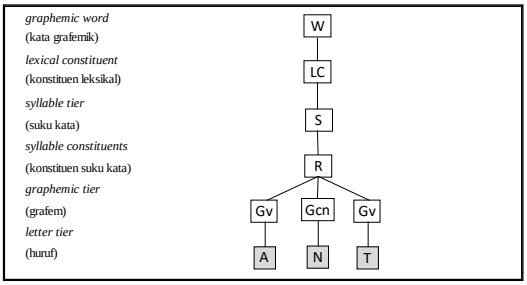


Diagram 2.1. Constituent models of the written word. W = graphemic word, LC = lexical constituent, S = syllable, O = onset, R = rhyme, GC = consonant grapheme, GCn = consonant grapheme with letter n, GV = vocal grapheme

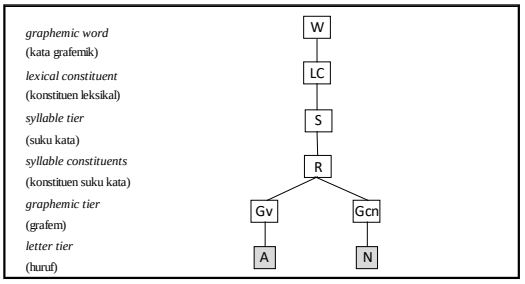


Diagram 2.2. Constituent models of the written word. W = graphemic word, LC = lexical constituent, S = syllable, O = onset, R = rhyme, GC = consonant grapheme, GCn = consonant grapheme with letter n, GV = vocal grapheme

It can be seen in the Figure above that Student A wrote the word ANT as AN. If a constituent model of written words is created according to Weingarten et al., then the constituent model of written words from the word AN is as in Diagram 2.2. The written word model of the word ANT and the written word model of the word AN written by student A show similarities and differences. Both have similar patterns from the graphemic word level to the syllable constituent level. However, from the grapheme level to the lowest level, there is something different. The grapheme in the word ANT is GV+GCn+GC. Then the grapheme in the word AN is GV+GCn. So the word that should consist of the letters A, N, and T instead of the letters A and N. In terms of the number of letters in the word, it looks different. The word ANT consists of three letters, while the word AN only consists of

two letters. Thus, student A has omitted a letter in the word.

Morphographemically, a symptom was found in student A's writing in the word AN. A morphographic symptom that shows the deletion of letters at the end of words. These symptoms are called "Apocope" symptoms.

An apocope symptom can be recognized after we see student A's writing on the word AN. Student A omits one letter at the end of the word. The missing letter is the letter T which should have come after the letter N. The word which should have ended with the letter T instead ended with the letter N. Because of this, the author has the assumption that student A has experienced the 'Apocope' symptom process.

Data 2

Diagram 3.1 is a constituent model of written word from the word CAMEL according to Weingarten et al. in the book "Language Production" edited by Pechmann et al. (2004: 20) :

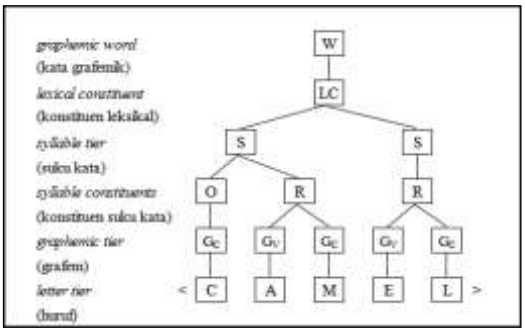


Diagram 3.1. Constituent models of the written word. W = graphemic word, LC = lexical constituent, S = syllable, O = onset, R = rhyme, GC = consonant grapheme, GCn = consonant grapheme with letter n, GV = vocal grapheme

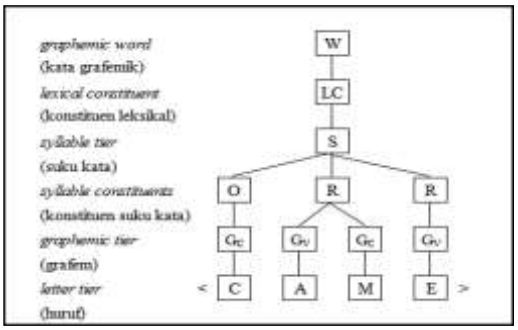


Diagram 3.2. Constituent models of the written word. W = graphemic word, LC = lexical constituent, S = syllable, O = onset, R = rhyme, GC = consonant grapheme, GCn = consonant grapheme with letter n, GV = vocal grapheme

Student B wrote the word CAMEL in English as the word CAME. If a constituent model of written words is created according to Weingarten et al., then the constituent model of written words from the word CAME is as in Diagram 3.2

The written word model of the word CAMEL and the written word model of the word CAME written by student B show similarities and differences. Both have similar patterns from the graphemic word level to the lexical constituent level. However, from the syllable level to the lowest level, there is something different. The graphemes in the word CAMEL are GC+GV+GC+GV+GC. Then the grapheme in the word CAME is GC+GV+GC+GV. So the word that should consist of the letters C, A, M, E and L instead becomes the letters C, A, M and E. In terms of the number of letters in the word it looks different. CAMEL consists of five letters, while the word CAME only consists of four letters. Thus, student B has omitted a letter in the word.

In morphographemics, student B shows one of the symptoms, namely "Apocope." Apocope is a morphographic phenomenon where there is a reduction in letters at the end of a word. The word CAME written by student B contains the symptom of "Apocope". At the end of the word CAMEL, student B reduces a

consonant letter. The word CAMEL itself has five letters. Meanwhile, the number of student B's writings does not match as it should because it consists of four letters. Therefore, the author has the assumption that the 'Apocope' symptom process has occurred when student B wrote the word.

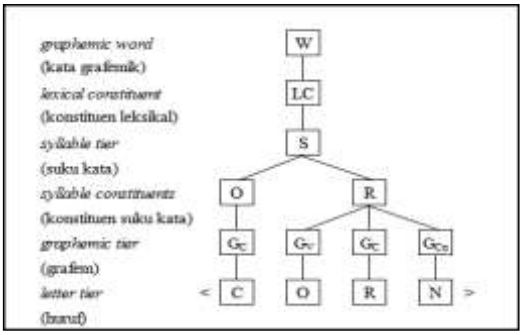


Diagram 4.1. Constituent models of the written word. W = graphemic word, LC = lexical constituent, S = syllable, O = onset, R = rhyme, GC = consonant grapheme, GCn = consonant grapheme with letter n, GV = vocal grapheme

Student B wrote the word CORN in English as the word COR. If a constituent model of written words is created according to Weingarten et al., then the constituent model of written words from the word COR is as in Diagram 4.2. The written word model of the word CORN and the written word model of the word COR written by student B show similarities and differences. Both have similar patterns from the graphemic word level to the syllable constituent level. However, from the grapheme level to the lowest level, there is something different. The graphemes in the word CORN are GC+GV+GC+GCn. Then the grapheme in the word COR is GC+GV+GC. So the word that should consist of the letters C, O, R and N instead becomes the letters C, O and R. In terms of the number of letters in the word it looks different. The word CORN consists of four letters, while the word COR only consists of three letters. Thus, student B has omitted a letter in the word.

Data 3

Below diagram 4.1 is a constituent model of written word from the word CORN according to Weingarten et al. in the book "Language Production" edited by Pechmann et al. (2004: 20):

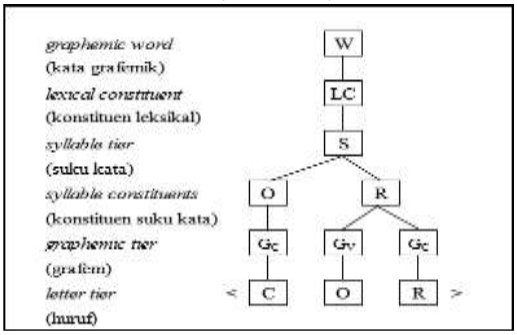


Diagram 4.2. Constituent models of the written word. W = graphemic word, LC = lexical constituent, S = syllable, O = onset, R = rhyme, GC = consonant grapheme, GCn = consonant grapheme with letter n, GV = vocal grapheme

In morphographemics, student B shows one of the symptoms, namely "Apocope." Apocope is a morphographic phenomenon where there is a reduction in letters at the end of a word. Student B wrote the word CORN by applying the "apocope" symptom. Because it shouldn't be COR but should be written CORN. This can be seen in the first syllable, precisely in the onset part where the onset (O) in the second syllable consists of two consonant letters so that the reduction letter comes after the letter R. The reduction letter after the letter R is the letter N. In The rhyme part (R) at the syllable constituents level appears to have changed because one letter was removed, thereby changing the structure of the syllable constituents, namely the letter N. Therefore, the author has the assumption that The 'Apocope' symptom process had occurred when student B wrote the word.

Data 4

The spelling of the word grape in English is G-R-A-P-E. Below, Diagram 5.1 is a constituent model of written word from the word GRAPE according to Weingarten et al. in the book "Language Production" edited by Pechmann et al. (2004: 20):

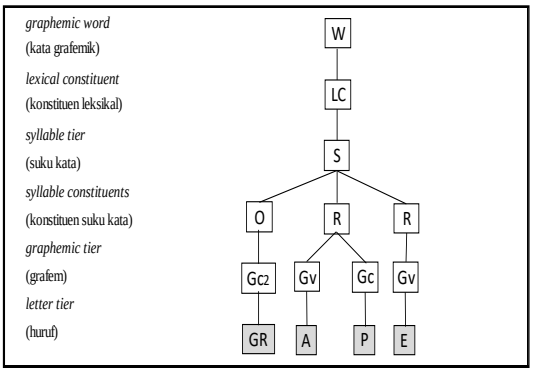


Diagram 5.1. Constituent models of the written word. W = graphemic word, LC = lexical constituent, S = syllable, O = onset, R = rhyme, GC = consonant grapheme, GCn = consonant grapheme with letter n, GV = vocal grapheme

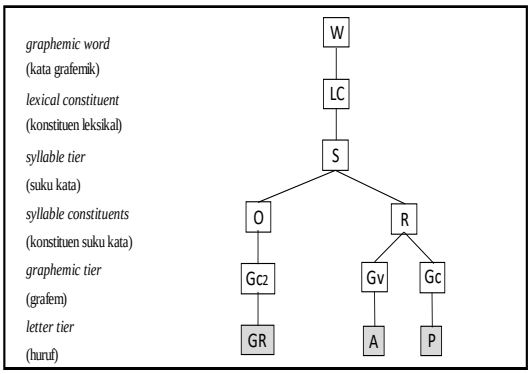


Diagram 5.2. Constituent models of the written word. W = graphemic word, LC = lexical constituent, S = syllable, O = onset, R = rhyme, GC = consonant grapheme, GCn = consonant grapheme with letter n, GV = vocal grapheme

It can be seen in the Figure above that Student B wrote the word GRAPE as GRAP. If a written word constituent model is created according to Weingarten et al., then the written word constituent model of the word GRAP is as in Diagram 5.2

The written word model of the word GRAPE and the written word model of the word GRAP written by student B show similarities and differences. Both have similar patterns from the graphemic word level to the syllable level. However, from the level of syllable constituents to the lowest level, there is something different. The grapheme in the word GRAPE is GC2+GV+GC+GV with the syllable constituent O+R+R. Then the grapheme in the word GRAP is GC2+GV+GC with the syllable constituent O+R. So the word that should consist of the letters G, R, A, P, and E instead becomes the letters G, R, A, and P. These two words have a difference in the number of letters because the word GRAPE consists of five letters, whereas The word GRAP consists of four letters. Thus, student B has omitted a letter in the word.

Morphographically, a symptom was found in student B's writing in the word GRAP. A morphographic symptom that shows the deletion of letters at the end of words. These symptoms are called “Apocope” symptoms.

A symptom of apocope can be recognized after we see student B's writing on the word GRAP. Student B omits one letter at the end of the word. The missing letter is the letter E. So words that should end in the letter E instead become words ending in the letter P. Because of this, the author assumes that student B has experienced the 'Apocope' symptom process.

Data 5

Below, diagram 6.1 is a constituent model of written word from the word ORANGE according to Weingarten et al. in the book "Language Production" edited by Pechmann et al. (2004: 20):

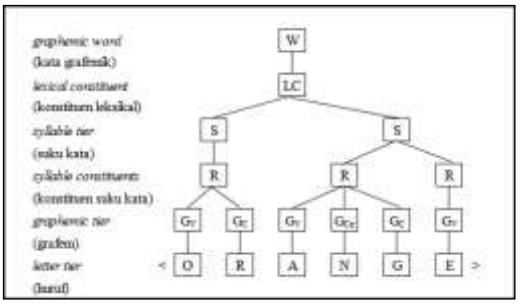


Diagram 6.1. Constituent models of the written word. W = graphemic word, LC = lexical constituent, S = syllable, O = onset, R = rhyme, GC = consonant grapheme, GCn = consonant grapheme with letter n, GV = vocal grapheme

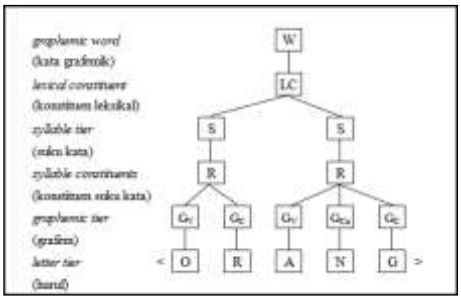


Diagram 6.2. Constituent models of the written word. W = graphemic word, LC = lexical constituent, S = syllable, O = onset, R = rhyme, GC = consonant grapheme, GCn = consonant grapheme with letter n, GV = vocal grapheme

Student B wrote the word ORANGE in English as the word ORANG. If a written word constituent model is created according to Weingarten et al., then the written word constituent model of the word ORANG is like diagram 6.2.

The written word model of the word ORANGE and the written word model of the word ORANG written by student B show similarities and differences. Both have similar patterns from the graphemic word level to the syllable level. However, from the level of syllable constituents to the lowest level, there is something different. The grapheme in the word ORANGE is GV +GC+GV+GCn+GC+GV with the syllable constituent O+R+R. Then the grapheme in the word ORANG is GV +GC+GV+GCn+GC with the syllable constituent O+R. So the word that should consist of the letters O, R, A, N, G, and E instead becomes the letters O, R, A, N, and G. These two words have a difference in the number of letters because the word ORANGE consists of six letters, while the word ORANG consists of five letters. Thus, student B has omitted a letter in the word.

In morphographemics, student B shows one of the symptoms, namely "Apocope." Apocope is a morphographic phenomenon where there is a reduction in letters at the end of a word.

The word ORANG written by student B contains the symptom of "Apocope". At the end of the word ORANGE. Student B reduces a vowel. The word ORANGE itself has six letters. Meanwhile, the number of student B's writings does not match as it should because it consists of five letters. Therefore, the author has the assumption that the 'Apocope' symptom process has occurred when student B wrote the word.

Data 6

Diagram 7.1 is a constituent model of written word from the word TIE according to Weingarten et al. in the book "Language Production" edited by Pechmann et al. (2004: 20):

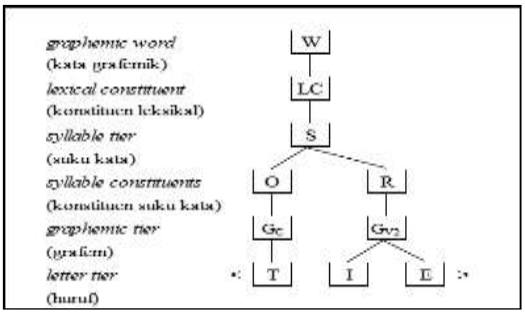


Diagram 7.1. Constituent models of the written word. W = graphemic word, LC = lexical constituent, S = syllable, O = onset, R = rhyme, GC = consonant grapheme, GCn = consonant grapheme with letter n, GV = vocal grapheme

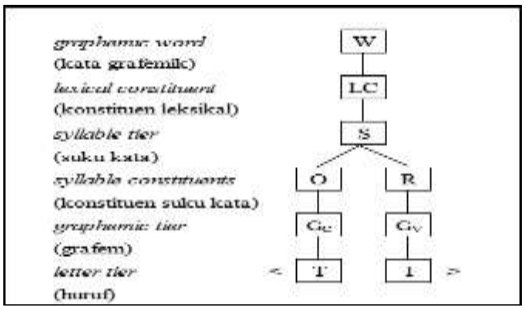


Diagram 7.2. Constituent models of the written word. W = graphemic word, LC = lexical constituent, S = syllable, O = onset, R = rhyme, GC = consonant grapheme, GCn = consonant grapheme with letter n, GV = vocal grapheme

Student D wrote the word TIE in English as the word TI. If a written word constituent model is created according to Weingarten et al., then the written word constituent model of the word TI is as in diagram 7.2.

The written word model of the word TIE and the written word model of the word TI written by student B show similarities and differences. Both have similar patterns from the graphemic word level to the syllable constituent level. However, from the grapheme level to the lowest level, there is something different. The grapheme in the word TIE is GC+GV2. Then the grapheme in the word TI is GC+GV. So the word that should consist of the letters T, I and E instead becomes the letters T and I. The two words have a difference in the number of letters because the word TIE consists of three letters, while the word TI consists of two letters. Thus, student B has omitted a letter in the word.

In morphographemics, student B shows one of the symptoms, namely "Apocope." Apocope is a morphographic phenomenon where there is a reduction in letters at the end of a word.

Student B wrote the word TIE by applying the "apocope" symptom. Because it shouldn't be TI but should be written TIE. This can be seen in the first syllable, precisely in the onset part where the onset (O) in the second syllable consists of two vowels so that the reduction letter comes after the letter I. The reduction letter after the letter I is the letter E. In The rhyme part (R) at the syllable constituents level appears to have changed because one letter was removed, thereby changing the structure of the syllable constituents, namely the letter E. Therefore, the author has the assumption that The 'Apocope' symptom process had occurred when student B wrote the word.

Data 7

Below, Diagram 8.1 is a constituent model of written word from the word ELEPHANT according to Weingarten et al. in the book "Language Production" edited by Pechmann et al. (2004: 20):

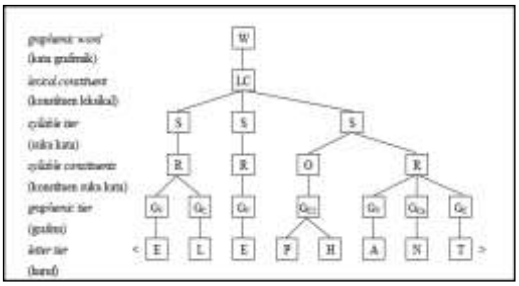


Diagram 8.1. Constituent models of the written word. W = graphemic word, LC = lexical constituent, S = syllable, O = onset, R = rhyme, GC = consonant grapheme, GCn = consonant grapheme with letter n, GV = vocal grapheme

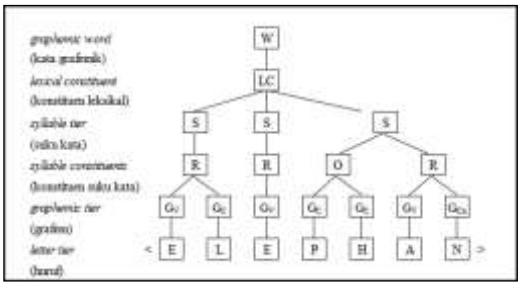


Diagram 8.2. Constituent models of the written word. W = graphemic word, LC = lexical constituent, S = syllable, O = onset, R = rhyme, GC = consonant grapheme, GCn = consonant grapheme with letter n, GV = vocal grapheme

Student C wrote the word ELEPHANT in English as the word ELEPHAN. If a written word constituent model is created according to Weingarten et al., then the written word constituent model of the word ELEPHAN is like Diagram 8.2. The written word model of the word ELEPHANT and the written word model of the word ELEPHAN written by student C show similarities and differences. Both have similar patterns from the graphemic word level to the syllable constituent level. However, from the grapheme level to the lowest level, there is something different. The grapheme in the word ELEPHANT is GV+GC+GV+GC2+GV2 +GCn+GC. Then the grapheme in the word ELEPHAN is GV+GC+GV+GC2+GV2 +GCn. So the word that should consist of the letters E, L, E, P, H, A, N and T instead becomes the letters E, L, E, P, H, A, and N. The two words have different numbers. letters because the word ELEPHANT consists of eight letters, while the word ELEPHAN consists of seven letters. Thus, student C has omitted a letter in the word.

In morphographemics, student C shows one of these symptoms, namely "Apocope." Apocope is a morphographic phenomenon where there is a reduction in letters at the end of a word.

The word ELEPHAN written by student C contains the symptom of "Apocope". At the end of the word ELEPHANT. Student C reduces a consonant letter. The word ELEPHANT itself has eight letters. Meanwhile, the number of student C's writings does not match as it should because it consists of seven letters. Therefore, the author has the assumption that the 'Apocope' symptom process has occurred when student C wrote the word.

Data 8

Below, Diagram 9.1 constituent model of written word from the word PANTS according to Weingarten et al. in the book "Language Production" edited by Pechmann et al. (2004: 20):

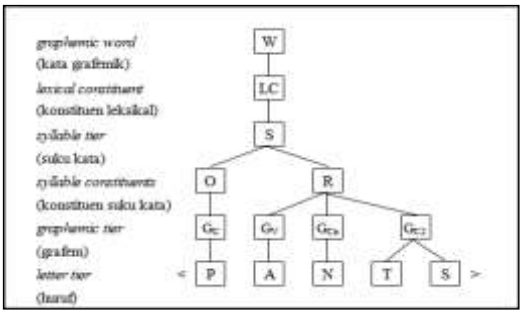


Diagram 9.1. Constituent models of the written word. W = graphemic word, LC = lexical constituent, S = syllable, O = onset, R = rhyme, GC = consonant grapheme, GCn = consonant grapheme with letter n, GV = vocal grapheme

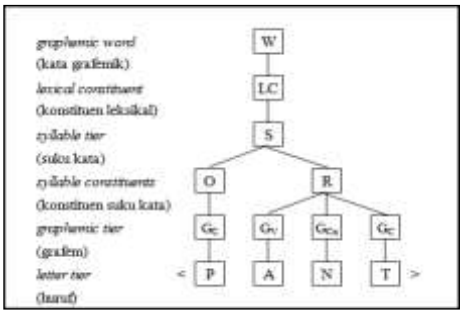


Diagram 9.2. Constituent models of the written word. W = graphemic word, LC = lexical constituent, S = syllable, O = onset, R = rhyme, GC = consonant grapheme, GCn = consonant grapheme with letter n, GV = vocal grapheme

Student D wrote the word PANTS in English as the word PANT. If a written word constituent model is created according to Weingarten et al., then the written word constituent model of the word PANT is as in Diagram 9.2.

The written word model of the word PANTS and the written word model of the word PANT written by student C show similarities and differences. Both have similar patterns from the graphemic word level to the syllable constituent level. However, from the grapheme level to the lowest level, there is something different. The grapheme in the word PANTS is GC+GV+GCn+GC2. Then the grapheme in the word PANT is GC+GV+GCn+GC. So the word that should consist of the letters P, A, N, T and S instead becomes the letters P, A, N and T. The two words have a difference in the number of letters because the word PANTS consists of five letters, whereas in the word PANT consists of four letters. Thus, student C has omitted a letter in the word.

In morphographemics, student C shows one of these symptoms, namely "Apocope." Apocope is a morphographic phenomenon where there is a reduction in letters at the end of a word.

The word PANT written by student C contains the symptom of "Apocope". At the end of the word PANTS, student C reduces a consonant letter. The word PANTS itself has five letters. Meanwhile, the number of student C's writings does not match as it should because it consists of four letters. Therefore, the author has the assumption that the 'Apocope' symptom process has occurred when student C wrote the word.

Conclusion

After analysing the data, the author was able to determine the style of apocope used by students as well as the grapheme that is most likely to be added to written words. [1] Based on the data, the author discovered a method that caused the written word to become remarkably similar. [2] According to the study's findings, students developed apocope when they added words like "ANT," "CAMEL," "CORN," "GRAPE,", “ORANGE”, “TIE”, “ELEPHANT” and "PANTS" They changed parts of the apocope in those nouns to become "AN," "CAME," "COR," "GRAP,", “ORANG”, “TI”, “ELEPHAN” and "PANTS". In consonant graphemes, apocope is occured most commonly. Since there are numerous factors that can affect students' writing errors, the author recommends reexamining this finding. The author also hopes that this research can add to the body of knowledge for other

psycholinguistics researchers and serve as a resource for other linguistic studies researchers.

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