

## Feasibility Study of Clinical Psychopragmatic from Philosophical Point of View in Student Creative Writing

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### ABSTRACT

**Background.** The issue in literary appreciation writing for UMM students of Indonesian Language Education needs an appropriate response. There are two causes Involved: technical and psychological Issues.

**Purpose.** Despite adequate writing knowledge and skill, they experience challenges in writing literary appreciation.

**Method.** Thus, it requires a comprehensive reconstruction of a new theory of clinical psycho-pragmatism, originating from psycholinguistics and clinical pragmatics, to address the issue.

**Results.** The clinical psychopragmatic theory can be helpful as a research approach and potentially be the base of a new theory through knowledge reconstruction comprising ontologism, axiology, and epistemology.

**Conclusion.** Thus, this theory, as a transdisciplinary theory, is more specific compared to a combination of psycholinguistics and clinical pragmatics.

### KEYWORDS

Creative Writing, Clinical Psychopragmatics, Language Issues

### INTRODUCTION

There are reasons for people to write; one of the most common is accommodating one's ideas (Sallam, 2023). Nevertheless, not all can express ideas in good writing (Kennedy dkk., 2020). Two factors cause writing difficulty: psychological and technical aspects (Bourhis dkk., 2019). The first occurs related to psychological issues, including language disorders (Mirowski dkk., 2023). At the same time, the technical factor relates to the writing process when one lacks an idea to develop the composition (Ren dkk., 2019). These challenges also occur in students of Indonesian Language Education at Universitas Muhammadiyah Malang, particularly those in semester four of the 2019/2020 academic year who enrolled in a prose course (Singh & Mukhopadhyay, 2021). These challenges also occur in students of Indonesian Language Education at Universitas Muhammadiyah Malang.

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The literary appreciation writing issues experienced by the students of the Indonesian Language Education study program at Universitas Muhammadiyah Malang include both factors, psychological and technical problems. Around 50% of the students did not show interest in writing, expressed less motivation, considered themselves unable to complete the essay, could not organize sentences, chose appropriate words, and needed help composing a good composition.

The technical issues that affect students in writing include the need for intensive and exciting training to address the lack of writing comprehensiveness and the social background that affect students' interest and motivation in writing (Campbell dkk., 2020). Essay writing requires a continuous and intensive. Persevering is significant for the writing process as writers realize that language skill is closely related to thinking skill (Chiang dkk., 2019); language reflects one's thought. Students with high competence scores generally had excellent writing skills, which occurred in students from semester four (Palupi dkk., 2020). Those who got good scores during semesters one to three tended to have a supporting psychological state in essay writing and vice versa.

As a complex issue, problems in literary essay writing need interdisciplinary and trans-disciplinary approaches to achieve a comprehensive solution (Rosenhan & Galloway, 2019). Thus, the appropriate theories to address these issues are psycholinguistics and clinical pragmatics combined as a new trans-disciplinary theory.

The Psycholinguistics approach views the issue in literary appreciation writing as the human ability to learn and process a language for communication purposes, including language barriers and its solution. Simultaneously, clinical pragmatics becomes the foundation for appropriate "therapy" to cope with the issues.

Generating a new valid theory requires revealing philosophical criteria on truth (Çetin, 2021). This research aims at manifesting pragmatism theory on the truth that says a theory is true when it has functional characteristics (Fang, 2021). Thus, it requires ontological, axiological, and epistemological reviews to discover the reviewed issues' nature, functions, and methods to find actual knowledge.

## RESEARCH METHODOLOGY

This paper is a literature review that discusses the urgency of reconstructing new theories in the face of modern challenges (Koskela dkk., 2019). The review also aims to provide an understanding of the significance of testing new theories that are the result of reconstructing several old theories (Coppo dkk., 2020). The testing of these theories is based on a philosophical framework, so that the results can be scientifically justified (Gauthier dkk., 2020). The main literature used in this literature review is philosophy books written by authors such as Richard L. Kirkham, Karl Popper, and Michel Foucault (Lennon dkk., 2020). In addition, the author also refers to books and articles that discuss clinical pragmatics and psycholinguistics (Tarasov & Tarasova, 2020). These readings are used as references that are explained in the form of examples. Meanwhile, secondary literature involves a number of theoretical books and scientific articles that support the writing of this article, as an additional supplement to the literature review according to the list of references included. Although this is a literature review, the author collects a number of field cases related to students' writing constraints, especially in exploring literary appreciation (Hellewell dkk., 2020). This issue has urgency in the discussion because students who experience this difficulty should have been given a theoretical foundation in the field of writing (Li dkk., 2019). From these cases, the author conducts an analysis by referring to theories and articles in clinical pragmatics and psycholinguistics to identify the extent to which these theories can be combined into a new theory that is interdisciplinary (Walker dkk., 2019). The effort to formulate a

new interdisciplinary theory is an important step, considering that the writing constraints faced by students cannot be explained by using only one theory (Taylor & Barbot, 2021). Therefore, through analytical techniques that include philosophical studies that cover epistemology, axiology, and ontology, the author successfully formulated a new theory that has a solid scientific foundation.

## RESULT AND DISCUSSION

### 1. Clinical-Psychopragmatics Theoretical Review

Language disorder in adults who do not suffer from any brain injury requires further study. According to psycholinguistics theories, how humans deliver an idea or activity depends on their ability to conceptualize space, objects, and events (Fancourt dkk., 2019). Classical theory on language achievement generally considers that students have a set of language acquisition devices which, under any disturbances, will result in communication breakdown, either written or spoken. This finding aligns with Winstanley, Webb, dan Conti-Ramsden (2019), who stated that youth with socio-emotional issues would also experience language disorders.

To most people, language skill to communicate with others is prevalent. Nevertheless, to some children and adults, the daily use of language is a challenging task that will eventually harm daily communication (Golinkoff dkk., 2019). Writing difficulty can result from psychological situations affecting the brain in producing language (Altmann, 2001), which is also a part of pragmatics disorder. Some causes of pragmatics disorders include genetic syndrome (Perovic et al., 2013) and intellectual disability, children with language development disorder, children with emotional and behaviour disorders, and children with autism spectrums (Schaeffer, 2018). Children with mental disorders can encounter language and pragmatics issues, including affective and behavioural problems (Cai dkk., 2020). As children grow, they might achieve ordinary pragmatic language skills, but traumatic experiences and illness during childhood can affect language skills.

Related to the student language disorder, Troia (2011) stated that the pragmatic impairment harmed the student's social welfare and emotion (Götz & Middleton, 2020). Children and youth with language learning problems tend to interact less with their friends. They also consider themselves to have fewer social skills than their peers (Espinoza-Arias dkk., 2018). Their lack of social skills affects their learning motivation for reading and writing. Despite how the social adjustment of children with a pragmatic impairment will affect their writing skills at school, this issue can disrupt their written expression.

Writing skill relates to perception, cognition, and basic language. Therefore, it is common for children to find that producing a written narrative is significantly more challenging than narrative speech (Gillam & Johnston in Dockrell and Connelly, 2009) and that the written type requires more cognitive resources (Talhi dkk., 2019). The spoken language improvement has connectivity with written skills, yet, there has not been any threshold competence of spoken language to support the written skill (Shanahan, 2006). On the contrary, Dockrell et al. (2007) reported that vocabulary was the only language factor significantly contributing to the written text composition (Ma dkk., 2019). Dockrell et al. (2007) also stated that written text production depended on children's reading levels. Children and youth with language learning impairment will need support and additional instruction to produce written text (Pérez-Ramírez dkk., 2021); thus, systematic and sensitive-prone approaches are significant to solve the writing problem and motivation.

Further, Cornell (in Brinton and Craig, 1989) stated that very few researches supported the characterization of children with language disorders as a part of pragmatic impairment (Chen dkk., 2022). Thus, the problem requires a structural approach to prove the disorders by analyzing sentence structures made the children with language disorders.

Language disorder in students requires environmental conditioning or a particular treatment. Barlow and Ellard (2004) stated that internet and multimedia usage could support and facilitate education positively (Liu dkk., 2021). Nevertheless, using these technologies must consider the users for particular cases, such as children with autism. The appropriate media will make treating people with language disorders more effective.

According to Dockrell, Ricketts, Charman, & Lindsay (2014), children who refuse to write resulted in different challenges (Aaij dkk., 2019). The difference in speech or transcription skills cannot describe their disobedience. The social responsiveness relation in this research showed difficulty with the children engaging with the assignment (Cremin dkk., 2020). Some children with writing issues might need explicit instruction on responding to writing tasks and particular assistance when needed (Popyk, 2021). On the other hand, reading skill is more closely related to composition quality than productivity, and non-spoken word reading accuracy is more related to spelling performance.

Cumming (2007) stated that many pragmatic disorders found by clinical researchers did not represent the actual issues. Some cases showed that any non-pragmatic behaviour was inaccurately identified as pragmatic (Wang & Matsumura, 2019). On the other hand, studies on pragmatic disorders in clinical subjects used an unfit conception of the concept; thus, it required sceptical treatment (Wilhoit & Kisselburgh, 2019). The clinical practitioners miss the conceptual and theoretical arguments that support the earlier claim, as their main task is to assess and treat individuals with different pragmatic disorders (Asim dkk., 2019). Nevertheless, none of the practitioners can put aside the importance of this argument as when they were; it will prove their failure in treating their patients.

Further, Cumming (2015) stated that pragmatics believes that capturing rational, intentional, and holistic characteristics of speech interpretation requires cognitive theory built around cognitive modules or other inferential tools (Gable dkk., 2019). Nevertheless, this issue is not merely human cognition. Schaeffer (2020) stated that there was no systematic correlation between cognitive efforts and effects on metaphorical understanding (Machado & Hartman, 2019). Therefore, this study affirmed Cummings' previous statement that pragmatics disorders could result from both pragmatic impairment and psychological factors (Yuan dkk., 2022). Additionally, pragmatics also significantly relates to context. Speech interpretation must include the speaker and listener's knowledge, objectives, social responsibility, and other relevant factors.

Related to clinical pragmatics and writing skill, Botting (2002) stated that narrative skill was one of the most exciting and valid methods to assess communication competence ecologically in normal and clinical populations (Brewis & Williams, 2019). Cain and Oakhill (1996) found that reading comprehension also significantly correlates with narrative speech skills in children with weak or strong comprehension skills (Ludvigsen dkk., 2019). Specifically, the finding shows that children with weak reading comprehension skills produce similar narratives with less story structure.

The above finding becomes an interesting theme to review regarding the Indonesian Language Study Program of UMM. Non-pragmatic causes may occur while the students write the literary appreciation. The above finding becomes an interesting theme regarding UMM's Indonesian Language Study Program. Non-pragmatic causes may occur while the students write the literary appreciation. This assumption is based on Perkins (2002), who stated that for clinical objectives, it was essential to determine what caused the disorders, the cause which included a) non-linguistics, b) linguistics, or c) a combination of the two. A cognitive approach such as relevance theory by Sperber and Wilson (Sperber & Wilson, 2002) and Clark's Mixed Action Theory (Clark, 1996)

provided new insight into this issue, yet, its implementation on communication disorder required further development. For this case, pragmatics theory can help language pathologists to direct their research on pragmatics impairment. Pragmatics is not a coherent entity based on behavioral action; thus, the term "pragmatics impairment" has a weak diagnostic validity due to different conditional ranges. Pragmatics ability and disability are the consequences of interaction among linguistics, cognitive, and sensorimotor systems motivated by requirements within interpersonal communication. Researchers must relate the relative contribution of specific cognitive, linguistic dysfunction, and sensorimotor with atypical communicative behavior to characterize the pragmatics impairment. More importantly, they must realize the complex effect of compensation interaction within and among people.

Based on several experts in psycholinguistics and clinical pragmatics, the writing problem faced by students in the Indonesian Language study program requires an elaboration between the two fields so that there will be a more precise tool to investigate the problems. Sunti (2016) stated that writing is a significant skill for students; the most challenging skill among the four language skills include listening, speaking, reading, and writing.

The common problem in writing is that people, including students, struggle to develop ideas and deliver the message. Additionally, the writing process also requires memorizing and detail attention. (Apperly, 2018; Futrell, Gibson, dan Levy, 2020). Thus, educational institutions must plan and make adequate policies in arranging the curriculum to improve their students' writing skills. (Armstrong, Brown, & Chapman, 2020). They can work with all policymakers to ensure that the students receive qualified education, particularly in providing adequate skills to

One significant effort educational institutions can take is to prepare learning media, including visual media, to help students write. According to Elsner, Clarke, and Rohde (2018), visual complexity can facilitate people in constructing a description. Additionally, the social environment has a significant effect on developing students writing skills as it affects one's communication skills (Lev-Ari & Sebanz, 2020).

Therefore, this research problem requires clinical psychopragmatic theories to address the challenges. Thus, this theory must undergo a test to become a valid tool for this research.

## **2. Ontological Study on Clinical Psychopragmatics**

Indonesian Language and Literature Education needs further study on the above theory and research results.

### **(a) Substance**

Based on the clinical psychopragmatic theory, adults should not face writing problems as they have adequate knowledge and language tools. Nevertheless, some people have these language problems. Therefore, the theory offers a solution by providing students with learning media to help them write. So far, the intervention does not show similar results, meaning the solution needs an in-depth investigation before being implemented in a wider area.

No theory or research addresses the writing problems in adults, particularly university students. They have difficulty writing literary appreciation despite the material, media, and learning model they received. It is presumed that the students still have complex mindsets and self-perception, which eventually cause them difficulty in expressing their ideas. The initial observation showed that these students had no physical trauma causing them to have writing problems. Thus, this finding proves that clinical pragmatics and psycholinguistics theories could not address the problem precisely.

There are several groups of students at the Indonesian Language Education study program of UMM for this study's problem: a) students with good writing and speaking competence; they



usually are diligent; b) students with good writing competence but did not dare to speak; c) students with good speaking skill whose writing competence was average; d) students who could speak informally and was less skillful in writing, and e) students who had speaking and writing problems; those of whom usually were lazy to do any assignment.

The writing problems in the student groups reflected the need to find out what caused the issue. The most important study to address this problem is neurolinguistics. Nevertheless, Indonesia cannot access it soon due to lacking tools and expertise. Therefore, the second-best study is to use the clinical psycho-pragmatics theory.

Essentially, the theory is about the positive psychological concept that occurs when human produces language. Thus, it is not only about how people achieve, make a perception, and produce a particular language. Additionally, someone who clinically does not have a language problem should be able to overcome the issue with help from the lecturer to have the right perception.

Based on several pieces of research, psychological conditioning can affect students' brain neurons, eventually allowing them to deliver their ideas. Thus, this action needs further study.

#### **(b) Essence**

Based on the theories mentioned before, clinical pragmatics discusses brain injury and other impairments that affect language pragmatics during the developmental and adulthood stages. Thus, it requires in-depth knowledge to assimilate the finding and investigate its implication for a wider communication function. While at the same time, psycholinguistics discusses how humans produce language, including how they produce perception, understanding, and language, and how the brain stores memories and supports the language process.

Based on the explanation, a new essence emerged as a theory of clinical psychopragmatic. The theory refers to the fact that there are other factors causing students' difficulty in writing other than brain injury or trauma. Students might feel unconfident as it is not suitable for their interests and worry that they cannot apply the language theories they receive; these reasons can cause them to have difficulty writing. This condition requires an approach focusing on coping with fear and uncomfortable feeling within the students so that they can write properly. Thus, it requires further study to investigate the appropriate "tranquillity model" to make students more calm and can write better.

Therefore, the essence of clinical psychopragmatic theory discusses the mental process to produce language, how humans explain and deliver solutions to solve language barriers, mental situations, brain work, and self-perception that might also affect language skills.

#### **(c) Existence**

The clinical psychopragmatic theory provides a new opportunity for the educational field, especially in writing skills as a general theory. Unlike the language ecology theory, this theory prepares an environment to support students writing better.

The clinical psychopragmatic correlates with quantum learning as the theory focuses on how to make students relax. The primary difference is that quantum learning uses music but does not relate it with how it might stimulate brain work to produce coherent words in written form.

Despite the correlation with other theories, the clinical psychopragmatic focuses more on how psychological conditions affect language production, including how an individual can fluently speak when receiving a positive perception, as long as there is no brain injury is involved. The learning model is not the only tool to help students with their problems. Similar to a teacher or

lecturer whose primary role is to make the class situation conducive and help students solve the problems themselves.

(d) Actualization

Students' writing problems mostly related to their psychological situation confirms that the clinical psychopragmatic, as a new theory, is relevant. It proves that language production not only depends on brain injury, genetic disorders, and language learning problems but also the fact that students do not feel comfortable; thus, that might affect the wrong perception of themselves. The uncomfortable feeling will eventually affect students' memory. This situation will make the brain do negative actions. On the contrary, the brain will work positively when the student is in a good mental situation, which makes the student easier in writing.

### 3. Axiological Study on Clinical psychopragmatic

The truth value in this study is pragmatic, which means the theory must be able to explain the symptoms of students' difficulty while writing literary appreciation. The practical objective of this usage is to develop a learning model and fill the missing gap of the previous theories.

According to moral values, this theory is valid and accountable. This theory is based on individual and social ethics. The individual ethic refers to the writer's sense of responsibility as a lecturer to contribute to the problem by making a sound solution. On the other hand, as a society member, the writer is also responsible for producing a useful product for the public.

Based on the usefulness value, this theory has a practical benefit. It can answer writing problems and be useful for students and the educational sector. Writing skill is difficult to master; therefore, this new theory provides a new opportunity to be based on future research on writing difficulty.

The ascetic value becomes the fourth value in this sub-chapter. Compared to previous theories and results of the study, this theory focuses on psychological factors that affect the writing process, which covers a wider area than just brain function in the language process, such as in psycholinguistics study. Considering that there is little interest in investigating the causes of writing difficulty in people who did not suffer from any brain injury or language disorder, there is a high chance for this new theory of clinical psychopragmatic to develop and enrich the existing theories and study.

### 4. Epistemology Study on Clinical Psychopragmatic

Based on epistemology, the clinical psychopragmatic meets the five requirements of the philosophy of science as follows:

(a) Reasoning (logics); this theory develops from previous theories and studies. It reconstructed them into a new theory to address the writing problem of the students. Logically, this study is accountable as the result of previous studies became the basis to support or refute the existing psycholinguistics and clinical pragmatics theories.

(b) Scientific point of view. This theory used the previous theories and research results on the written disorder as a language skill. The disorders can refer to several causes. Thus, the writer tried reconstructing the theory based on the initial problems. From a scientific point of view, this theory strongly correlates with the real situation and theoretical reconstruction pattern based on the prevailing reconstruction method in philosophical science, which addresses generality, rationality, objectivity, variability, and public-use possibility.

(3) Validity point of view. This theory has undergone a reconstruction that included triangulation with previous studies. The reconstruction also applied to the other lecturers of the same field and colleagues who had more insight into the scientific reconstruction process.

(4) Systemic point of view. In this point of view, the reconstruction process must be on the correct flow. The intended flow includes studying the existing theories and studies and relating them with the initial observation result. This thinking system is accountable as it uses psycholinguistics and pragmatic clinical theories as the reconstruction basis. Studies on both existing theories would then be considered an effort to enrich the reconstruction process of the new theory.

(5) Methodology. From this point of view, the reconstruction has undergone a precise procedure, including accountable ontology, axiology, and epistemology.

### 5. Falsifiability and Falcification

From this point of view, the reconstruction has undergone a precise procedure, including accountable ontology, axiology, and epistemology.

Writing problems for students of Indonesian Language Education of UMM did not occur due to brain injury, genetic impairment, not language learning barriers. From a linguistics point of view, they had adequate resources to write well. Nevertheless, there is an urge to investigate their psychological condition. The initial observation result can be correlated to the existing theories, which did not discuss students' psychological condition. Therefore, there is room for further study on how to condition students' psychological statements before conducting writing tasks. The development of the existing theories into a new one can solve the problem accordingly.

Compared to quantum learning, the clinical psychopragmatic is different in the way that the earlier used music as a means of conditioning students. At the same time, the latter tried to eliminate any psychological burden on students to make them stressed-free in completing the writing task.

## CONCLUSION

The construction of a new theory from the existing one is definite. The complex problem of students in writing literary appreciation requires transdisciplinary study and the construction of a new theory of clinical psychopragmatic. Nevertheless, the new theory must undergo a validity test for scientific accountability. The validity test included ontology, axiology, and epistemology.

The reconstruction generated a new clinical psychopragmatic theory that is different from the existing psycholinguistics and pragmatic clinical. The new theory can explain students' difficulties from a psychological and social point of view and also how to solve the problem accordingly. Therefore, this theory can address complex issues and become the basis for developing new theories.

## AUTHORS' CONTRIBUTION

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; In-vestigation.

Author 3: Data curation; Investigation, Formal analysis; Methodology; Writing - original draft.

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