

THE ROLE OF SOCIOLINGUISTICS IN LANGUAGE EDUCATION IN INDONESIA

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ABSTRACT

This research is entitled The Role of Sociolinguistics in Language Education in Indonesia. The method used The observational approach was used in this research to gather the data that would later be used to expound on the findings and draw conclusions. Sociolinguistics and the teaching of languages are intertwined in a variety of ways. Both the teaching of a language and the learning of a language are influenced by a variety of social circumstances. The link between sociolinguistics and language instruction is the topic of investigation in this particular piece of writing. There are a number of social aspects, including the circumstance, the context, and the social environment, which all play roles in language instruction. It demonstrates how effectively current education can take into consideration the primary aspects that impact language choices and discusses the main factors that influence linguistic choices. In addition to this, it studies the clear linguistic differences that exist between persons who belong to different sectors of society.

Keywords: Sociolinguistics, Language and Education

A. INTRODUCTION

Language, regardless of place or historical period, serves as the primary medium through which people communicate with one another in any civilization. The link between language and social contact may be seen of as a two-way street, with language helping to form social interactions and social interactions helping to develop language. Getting through the teaching and learning process, whether it takes place inside or outdoors, formally or informally, is necessary for language acquisition.

Factors such as instruction, learning the language, sociocultural circumstances, and linguistic variance all influence whether or not a language is successfully acquired. When teaching a foreign language, it is inappropriate for the teacher to disregard the influence of the pupils' native languages and other sociocultural influences on their education. This is due to the fact that the roles have been structured to facilitate students' language learning and teaching objectives.(Faizin, 2019).

Sociolinguistics allows scholars to investigate issues like language diversity and the cultural contexts in which language is used. In order to make sense of the phenomenon, it is now more important than ever to have a firm grasp on the fields of second/foreign language education, sociolinguistics, linguistics, and psycholinguistics, as well as the methods for teaching and assessing foreign language proficiency. We now understand that language is crucial not just as a means of communication but also as a generator of social identity. The field of sociolinguistics has just emerged onto the scene, and with it, an increased awareness of the significance of language. Educators may learn a lot from the area of sociolinguistics, which investigates how language is used and conceptualised in daily life (Sankar, 2022).

Because sociolinguistics covers such a broad variety of approaches, teachers need to be well-versed in the discipline to guarantee that language instruction and acquisition are carried out efficiently. Teachers of a foreign language need an awareness of their students' linguistic and cultural backgrounds in order to choose effective teaching strategies. Sociolinguistic approaches to language face a formidable obstacle in the idea of nationhood. Language and culture descriptions have been heavily influenced by the concept of the nation, which is used as a defining framework in both popular

and academic discussions of these topics (Barakos, 2022).

When teaching language, the instructor often ignored the sociolinguistics components of the subject. They place a greater emphasis on teaching the vocabulary, grammar, and pronunciation (speaking) of the language, regardless of whether it is a second or foreign language. Studying sociolinguistics as part of language acquisition may assist native speakers differentiate where, to whom, and when they are speaking. Therefore, it is the responsibility of the instructor to link the information to appropriate social situations (Koutsogiannis & Adampa, 2022).

Based on the background and problems that arise regarding Learning language with sociolinguistics, the author is interested in writing a scientific work entitled **:The Role of Sociolinguistics in Language Education in Indonesia.**

LITERATUR REVIEW

Ofodu discovered that characteristics including gender, age, and religion had no significant influence on pupils' use of English in secondary school, as part of their research on the sociolinguistics input in language learning and the use of English as a Second Language in the classroom. It was shown that the family setting is optimal for learning a new language and remains an important factor in this process. So, it

was suggested that parents pay more attention to their kids' language development at home and provide any necessary encouragement (David, 2022).

Irene Wheritt did the study in order to uncover some concrete instances of sociolinguistic principles and how they impact language education. The circumstances are meant to be applicable to the teaching of foreign languages in general, despite the fact that the examples are derived from Portuguese. The first section of the research focuses on the more logistical aspects of data collection for sociolinguistic studies. The next sections on phonology and syntax demonstrate the mismatch between real language usage and standard learning resources and give solutions for improving the situation. It is intended that the section on interactional norms will reveal that typical teaching materials overlook one important aspect of education. In the concluding part, a summary of some key points about the significance of incorporating research from sociolinguistics into language acquisition is presented (Yiakoumetti, 2022).

Stephen Van Vlack examined the usage of language from the perspective of three distinct but overlapping theoretical approaches in order to evaluate some of the fundamental principles that lie behind its functioning. He looked into sociolinguistics, discourse analysis

(only a little bit), and the interlanguage pragmatics. On the basis of this, he anticipated that the students would be shown and be able to provide a complete image of how the use of language develops, as well as how it is to be evaluated and taught, particularly in following language learners. He integrated fundamental ideas in SLA with the results of actual research pertaining to the application of language. Students were encouraged to think of real-world applications of the ideas that were covered in class so that they might employ such applications in their own classrooms (Iroda Izatullaevna Ismatullaeva Liliya, 1967).

RESEARCH METHOD

The observational approach was used in this research to gather the data that would later be used to expound on the findings and draw conclusions. In this particular instance, the researcher carried out firsthand observation of the preparations that the English instructor had made, such as the Lesson plan and the Materials.

The lesson plan was evaluated based on the observations of four English instructors, with a primary emphasis on the stages of the instructional process. The researcher focused their attention on the manner in which the instructor delivered the subject to the pupils. Another thing that was looked at was whether or not the subject matter (the topic) was appropriate for the pupils' age, the

language that they came from in their backgrounds, and their degree of expertise (Sugiyono, 2014).

DISCUSSION

In this particular instance, it defines the phrases that are associated with the subject of the article and describes the connections between those terms.

1. What is Sociolinguistics

a. Definision of Sociolinguistics

Numerous experts and linguists, each with their own unique point of view, have offered their own interpretations of what the term sociolinguistics means.

Sociolinguistics is the study of the goals and purposes of language in society. This field of study is also known as sociolinguistics. It makes an effort to explain how language varies from one context to another across geographical boundaries as well as how individuals communicating in one context may understand others communicating in other settings. It is more likely for him to acquire language depending on the sociocultural circumstances, namely how learners can speak in one situation with another. The relationship that exists between society, culture, and language is the focus of sociolinguistics. A social link is implied in practically every study of language, although the specific emphasis may vary. This is due to the fact that without the human element, language as we know

it today would not exist. The interplay between language and culture, as well as the interaction between language and social phenomena, is connected to the language (Santika et al., 2023).

According to Spolsky, the study of sociolinguistics entails evaluating the relationship between language and society, as well as linguistic variety and societal perspectives on language. It is a study of the interaction between language and social characteristics like as class, age, gender, and ethnicity. It is supported by Defined as an academic discipline. In contrast, Bell said that it is a subfield of anthropological linguistics that investigates the connections between language and culture, as well as the ways in which language is used in a variety of social settings. The analysis of linguistic and cultural differences in style and use. The study of language with regard to the social and cultural environment in which it is used. The field of research known as sociolinguistics investigates the influence of any and all components of society, such as cultural norms, expectations, and context, on the ways in which language is used.

The study of sociolinguistics may broaden our view on how language is connected to the topic being studied. The idea that language is fluid and subject to change through time is central

to the study of sociolinguistics. As a direct consequence of this, the language is neither consistent nor unified. On the contrary, it varies and is inconsistent not just for the individual user but also both inside and among groups of speakers who communicate in the same language.

b. The Subject of Sociolinguistics

When Fishman said that sociolinguistics is "the study of different varieties, functions, and speakers of a language," he meant just that. They may be influenced by other languages and linguistic communities, he says. Grimshaw identifies four distinct types of linguistic and societal interactions. Some of these hypotheses include that language determines culture, that culture determines language, that social realities and language vary together, and that other variables, such as culture, abstract structure, or biological nature, influence both language and culture.

2. What is Language Teaching?

According to the observations of the American psychologist Steven Pinker, the human experience is so intricately intertwined with language that it is almost impossible to conceive of human existence without it. It is a method of communication that is used by humans all around the world. Because of the method in which humans interact with one another, we are able to pass on messages to members of other species in a manner that is not possible for any other species. According to Fasold, one uses

language to make a declaration about one's own identity, about one's self in connection to the listener, and to identify the circumstances in which one is using language itself.

Blundell, Higgens, and Middlemiss argue that every communication is done with some kind of end in mind, whether it be to share information, seek advice, or reach a consensus with the other party. Understanding the context and using language appropriately are more important than any one particular component of language structure or grammatical rules when it comes to the functional use of language. To encompass all of the educational topics that students are expected to learn from a teacher and that teacher will teach them using all of the available teaching techniques and aids, we can say that teaching is an interaction between the teacher and the taught in relation to the imparting of knowledge. Classroom instruction is another definition of teaching. (Wan, 2022).

When it comes to teaching a foreign language, however, many elementary, middle, and high school language instructors ignore the sociolinguistic field altogether. They tend to focus more on the students' ability to utilise the grammar and vocabulary in their own culture than in the society of the target language while instructing them. The upshot is that students learn to talk with a local accent and put more emphasis on sentence structure than they should, which may be problematic when

communicating in the target language. When instructing a class of students in a foreign language, teachers must consider numerous factors, such as the students' ages, backgrounds, and educational and social environments.

a. Age

A person's ability to communicate in a second language is often thought to be affected by how young they were when they first started studying it. According to Lenneberg, the best time to learn a new language is before reaching adolescence, since beyond that moment, everyone hits a wall in terms of their linguistic development. Even though Stephen Crashmore is all for starting early, he suggests that children and adults may use distinct mechanisms while learning a second language. Unlike the latter, which makes use of more broad problem-solving skills, the former makes use of the same intrinsic qualities of language acquisition as in learning a first language. This explains why the procedure has varying results for people of different ages. On the other hand, some individuals think that older pupils have an advantage when it comes to learning a new language because of their more developed cognitive and reading skills.

b. Social Context.

Family, community, school, and wider society are all examples of social contexts that might have a role in a

child's language acquisition. Academics like Pavlenko, Hall, and Siegel have recently led researchers to hypothesise that historical, political, and social factors are just as important as psycholinguistic talents when it comes to making the switch from one's native language to a second or foreign language. This result is consistent with the findings of the presented in the, which concluded that the study of the social environment is an important part of any investigation into the acquisition of a second or foreign language.

The social context affects both the nature of the linguistic resources available to students and the role that the language of study plays within a given community of speakers. By contrasting the sociolinguistic profiles of English language acquisition and use in India, West Germany, and Japan, Berns demonstrated how the three varied social settings lead to the creation of different communicative competences and functions in these nations. This has far-reaching implications for the sociolinguistic characteristics of learners and users of second/foreign languages.

c. Educational Context

The social environment and the educational setting are intertwined. Educational psychology-based research examines educational environments, with a focus on the interdependence and

mutual influence of the many educational institutions and settings. Language policy, language planning, and most importantly, the learning possibilities available to a person learning a second language are all defined by the educational context. In the process of learning a second language, this holds true.

Kamaravadivelu argues that the dynamics of political, pedagogical, and social institutions permeate every aspect of school life. This is because the larger social, economic, educational, and political milieu in which individuals grow up also shapes the experiences they bring into the classroom, along with the specific learning and teaching episodes they have experienced.

3. The Relationship Sociolinguistics and

The Teaching of a Language When a nation, people, or other distinct group uses a particular system of subjective signals to convey ideas and feelings, they are said to be using that group's language. This might be in the form of words, symbols, or a hybrid of the two. However, society may also be thought of as a group of people who have strong ties to one another through time, or as a sizable group of people who live in the same area and are therefore subject to the same government and cultural standards. Sociolinguistics is an integral part of both linguistics and sociolinguistics, the study of the social impact of language. For this reason, it is of crucial importance

to linguists everywhere. Thus, the field of study known as sociolinguistics focuses on the interplay between language and society, namely how various aspects of culture impact linguistics and vice versa. From a sociolinguistics perspective, M. Rasel Howlader identifies many social factors that are relevant to language instruction :

a. Ethnicity

Significant language differences might arise from a person's ethnic background. The language of many ethnic minorities is characterised by the incorporation of words and grammatical constructions from a second language into the original language. Studies of language variation as a result of colonisation have led to the general acceptance of the theory that in areas where two languages blend to form pidgin, the vocabulary is where the language of the dominant group is most evident, while the grammar is where the language of the subordinated group is most evident. This theory has resulted in the general acceptance of the theory.

b. Gender

There have been observations that show men and women utilise language differently than one another. These discrepancies may be seen across a large host of language categories and categories of data. In the section of their book devoted to sociolinguistics devoted to the topic, Llamas and Stockwell use the term

genderlect to characterise the concept. The findings made by Lakoff were used as evidence to support the claim that women had less linguistic power.

c. Geography

There is geographical variance in each and every language. Regional differences might be pronounced or understated, depending on the region. The situation becomes much more problematic in industrialised countries since it is typical for people to move about geographically. There are certain languages that have so significant regional variance (Northern German and Bavarian German, for example) that it may be difficult to understand what someone is saying. It is essential to make a distinction between a regional variation known as dialect, which relates to lexical and grammatical deviations from standard English, and accent, which refers to the pattern of pronunciation. Dialect refers to variances in vocabulary and grammar. Accent refers to how words are spoken.

d. Social Class

Language may be used to differentiate social status in a community, and these distinctions can be seen. Some subcultures purposefully adopt more backward forms of expression in order to distance themselves from the values and norms of mainstream society. This is analogous to how higher social groups use language to differentiate

themselves from lower social groupings.

e. Occupation and Role

It is believed that, of all the variations in language that take place on a regular basis, the ones that are most likely to go unnoticed by us are those that arise as a result of the writer's or speaker's occupation or the connection they have with others. Whether they are a preacher, an advertisement, a newsreader, a journalist, a doctor, a politician, or a cab driver, thousands of individuals mould their language to reflect the function that they are paid to play.

4. Teaching English as a Foreign Language Associated with Sociolinguistics

In this day and age, learning a language other than one's own has developed into a big phenomena. People study a foreign language for a variety of reasons, including to fulfil requirements for receiving an education in a foreign country, to interact with coworkers working for multinational organisations, or to better prepare oneself for international travel and employment. A comprehensive understanding of the process of language acquisition, second or foreign language education, sociolinguistics, linguistics, and psycholinguistics, as well as specific knowledge of techniques for teaching foreign languages and methods for measurement and evaluation, have become

especially important in order to comprehend the phenomenon.

Teaching English to students whose native tongue is not English is an aspect of a field of study known as teaching English as a foreign language (TEFL), which is often referred to as teaching English to speakers of other languages (TESOL). This might be the case in Indonesia, where the vernacular is used as the primary language while Indonesian is used as the secondary language.

Learners might be either youngsters or adults, and they could have varied degrees of skill. According to Yasemin Bayyut, the significance of sociolinguistics in the education of foreign languages is examined along three dimensions: attitudes towards learning a foreign language, the inclusion of culture in the instruction of foreign languages, and the contribution of language planning to the instruction of foreign languages. The curriculum and the teaching may be organised in such a way as to encourage favourable attitudes towards the foreign language that is going to be taught as well as the nations that are linked with the language. Learners of a foreign language benefit from having new language ideas made easier to comprehend and from having a context in which to employ those concepts when the curriculum includes cultural components.

The substantial social substance of second language instruction may be attributed to the fundamental theoretical

aspects of sociolinguistics as well as the environment in which it is practised. To provide an example, when one studies language instruction in the setting of a school, making note of student-teacher relationships alongside educational components of teaching and learning, the relevance of social connections is immediately apparent.

When it comes to the many functions of communication, the use of sociolinguistics in a classroom setting may make a significant contribution to the creation of various methods for teaching foreign languages. In the process of learning English as a second language, students should also be introduced to the correct ways in which English may be used in social situations. They are not only able to express it, but they also have the capacity to select the suitable expression for the given circumstance, class, time, age, gender, and other social contexts. They are not only able to express it, but they also have the capability to determine the appropriate expression.

CONCLUSION

In light of what has been said above, I believe it is fair to say that sociolinguistics plays an essential part in the teaching of languages. This is because sociolinguistics involves the investigation of the relationship between language and society, as well as the analysis of linguistic diversity and linguistic attitudes. It is important in the process of learning a language since it may provide the appropriate viewpoint on the language being

learned. According to Broersma, having a strong sociolinguistics competency entails having the ability to "give every person his or her due."

Means when someone is silent, when someone is talking, when someone gives praises to others, and when someone apologises. It is extremely essential for instructors to introduce sociolinguistics via the teaching of language materials in order for students to have understanding of the link between language and social context. Sociolinguistics may also effectively encourage students to talk in an acceptable social context. They could simply not put enough emphasis on learning how to talk fluently, but it is also necessary to learn how to communicate correctly. Without taking into account communication in its totality, students of a second language can never achieve true fluency in that language.

There is a significant amount of genuine communication that goes beyond just understanding vocabulary and syntax. When learning a language, it is essential to take into account the many circumstances in which the language is used, as well as the people who use it and the reasons for which it is employed. This enables individuals to more successfully interact with one another. Therefore, in order to effectively teach a language, instructors need to investigate all aspects associated with the usage of a language, whether it be verbally or in writing. However, by contextualising the presentation of language, regularly reviewing the impact of social and cultural factors on language, and including lessons with a functional approach, teachers can hope to increase their students'

sociolinguistic awareness. Although the teachers cannot hope to transform their students' sociolinguistic competence overnight, they can hope to increase their students' sociolinguistic competence over time. These concepts do not need to be presented in the form of stand-alone tasks; rather, a context and a social component might be integrated into the majority of the exercises and examples.

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