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AN INTRODUCTION TO
LINGUISTICS

Jurusan Pendidikan Bahasa dan Seni
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An Introduction to Linguistics

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PREFACE

The book entitled *An Introduction to Linguistics* is intended for providing materials to our students attending the subject of Introduction to Linguistics. Up to the present time, the subject has been lectured by using the handouts as a result of our compilation of some references on language and linguistics. This book is written based on the handouts that have been used since the writers handled the subject.

The materials discussed in this book cover What is a Language, Characteristics of Language, What is Linguistics, Phonetics, Phonology, Morphology, Syntax, Transformational Grammar, Semantics, Sociolinguistics, and Psycholinguistics. In *What is a language*, the writers elaborate on the definition and concept of Human Language and Animal Language. In *Characteristics of the human language*, they explain some concepts on “A language is systematic, A language is arbitrary, A language is social, A language is spoken, A language is used for communication, and A language is complete for its speakers.”

In *Linguistics and Language Teaching*, they present the definition of linguistics and its branches of linguistics, and linguistics in language teaching.

In *Phonetics*, they present the concept of phonetics and organs of speech are used for producing speech sounds, both vowels, and consonants, and will be explained how to differentiate voiced from voiceless sounds. While in classification of consonants, the kinds of consonants based on (a) Manner of Articulation, namely: Plosives/Stops, Fricatives, Affricates, Nasals, Lateral/Liquids, and Semi-vowels/Glides, and (b) Place of Articulation, namely: Bilabial, Labiodental, Interdental, Alveolar, Palatal, Velar, dan Glottal sounds will be explained in detail so that the students understand the mechanism of producing the consonants. In the classification of vowels, the kinds of vowels: (a) Front, Central, Back Vowels, (b) Open, Half-open, Close, Half-close vowels, and (c) Rounded and Unrounded Vowels and (d) Tenses and Lax Vowels will be elaborated.

In *Phonology*, the definition of phonology and the difference between phonetics and phonology will be presented. Also, in this chapter, phonemes, phones, and allophones will be discussed; these sub-topics include the ways to identify phonemes and phones, and also allophonic variation. The minimal pairs and minimal sets are also presented. The other sub-topic contains a brief description of Phonological Rules and its types such as Aspiration, Vowel Lengthening, Vowel Nasalization, Flapping, dan Nasal Deletion. The description is meant to help students to classify sounds in the processes of aspiration, vowel lengthening, vowel nasalization, flapping, and nasal deletion.

In *Morphology*, the definition of morphology, differences between phonemes and morphemes, differences between morphemes dan allomorph, and types of morphemes: Free morphemes and Bound morphemes are presented. This chapter also discusses the Word-formation process to show the students the process of word-formations (inflection and derivation).

In *Syntax*, the definition of syntax, content words and functional words, syntactical construction, and its types and sub-types, syntactic devices, and syntactical analysis are presented and elaborated. In *Transformational-Generative Grammar*, the definition of TG Grammar and its principles, and types of transformation are discussed briefly.

In Semantics, the definition of semantics and its aspects are discussed. While in Pragmatics, the definition of pragmatics and the difference between pragmatics and semantics are elaborated. While in Sociolinguistics, the definition of sociolinguistics, Language in socio-cultural aspects, Language variation, Language use, etc. are explained. And, in Psycholinguistics, the definition of psycholinguistics, the relation of linguistics and psychological aspects, language acquisition and language learning, mastery of two or more languages are presented.

Chapter III

LINGUISTICS AND LANGUAGE TEACHING

By: Fatchul Mu'in

Introduction

Each of the people in the world knows at least one language, spoken or written, or signed. Linguistics is the science of language, studying speech sounds (e.g., the sounds that are produced by using human speech organs), words (e.g., the smallest elements that can be uttered in isolation), and grammar rules (e.g., the rules of arranging words into longer and grammatical utterances). Words in languages are finite, but sentences are not. This is to say that language speaker enables to produce the unlimited number of sentences using the words he/she has mastered.

The rules of a language, also called grammar, are learned as one acquires a language. These rules include phonology, the sound system, morphology, the structure of words, syntax, the combination of words into sentences, semantics, the ways in which sounds and meanings are related, and the lexicon, or mental dictionary of words. When you know a language, you know words in that language, i.e., sound units that are related to specific meanings. However, the sounds and meanings of words are arbitrary. For the most part, there is no relationship between the way a word is pronounced (or signed) and its meaning.

Knowing a language encompasses this whole system of the language. This such knowledge is called competence, meanwhile, the actual use of language is called performance/behavior. Competence is different from a performance. In this relation, we may know a language, but we may also choose not to speak it. Although we are not speaking the language, we still have the knowledge of it. However, if we do not know a language, we cannot speak it at all.

A grammar of a language can be divided into two types, namely: descriptive and prescriptive grammars. The former (e.g., descriptive grammar) is a grammar that represents the unconscious knowledge of a language. Speaker who is speaking English, for example, knows that "me likes he" is incorrect, and "I like him" is correct, although the speaker may not be able to explain why. Descriptive grammar does not teach the rules of a language but instead describes or regulates that are already known. In contrast, prescriptive grammar dictates what a speaker's grammar should be, and they include teaching grammar, which is written to help teach a foreign language.

Linguistics

Linguistics is defined as the scientific study of language. From different viewpoints, as a science, linguistics can be divided into several branches, among others, descriptive linguistics and historical/comparative linguistics (if it is based on its methodology), synchronic and diachronic linguistics (it is based on its aspect of time), and phonetics, phonology,

morphology, syntax and semantics (if it is based on a language as a system), and sociolinguistics and psycholinguistics (if it is related to or combined with the disciplines (sociology and psychology respectively).

As a science, linguistics must fulfill some scientific prerequisites. First, it must have a subject matter. Language is said to be a subject matter of Linguistics. As a subject matter, a language must be clearly and explicitly defined. Before analyzing a language, some linguists define a language in different ways. Take, for example, Finocchioro who defines a language as a system of arbitrary, vocal symbols that permit all people in a given culture, or other people who have learned the system of that culture, to communicate or to interact. Thus, the scope of analysis is based on the clearly and explicitly defined subject matter. This is to say that everything beyond the scope such as gestures/bodily movement, will be ignored. So explicitness in determining the subject matter must be conducted so that we know what must be studied/analyzed and what must be left.

Second, it must be based on objective observation and/or investigation. This to say that the observation and/or investigation on the subject matter must be conducted objectively. The result of observation and/or investigation must be described objectively too, and any competent observer or investigator can verify it. So objectivity in conducting observation and/or investigation on the subject matter must be fulfilled in any scientific undertaking. Third, the result of observation and/or research must be systematically arranged. This must be conducted as an effort to show the relationship within the subject matter. This is also meant to make the readers easy to read and study. Thus, systematicness is also needed by linguistics.

Language analysis for the sake of developing linguistics is done systematically within the framework of some general theory of language structure. The linguist tries to verify the theory by making objective observations of actual language data and modifies the theory in light of what he perceives to be patterns or regularities underlying the data.

Branches of Linguistics

Some branches of linguistics are as follows:

1. Phonetics
2. Phonology
3. Morphology
4. Syntax
5. Generative Transformational Grammar
6. Semantics
7. Pragmatics

Branches of linguistics in relation to the other fields of study:

8. Sociolinguistics
9. Psycholinguistics

The concepts of the branches of linguistics are presented as follows:

1. Phonetics is the study of speech sounds, which are known more technically as phones. This study highlights, especially how the speech sounds produced by using speech organs. It shows mechanisms of how to produce speech sounds.

Phonetics is the branch of linguistics that deals with studying speech sounds. It focuses on the physical properties and production of sounds used in human languages. The units of analysis in phonetics are called phones, the individual speech sounds that can be distinguished in a particular language.

Phonetics examines how speech sounds are produced, transmitted, and perceived. It explores the physical aspects of speech production, including the movements and positions of the speech organs (such as the lips, tongue, vocal cords, and palate) involved in creating different sounds. By studying these mechanisms, phoneticians aim to understand the range of possible sounds humans can produce and how they vary across different languages.

Phonetics can be divided into several subfields, including articulatory phonetics, acoustic phonetics, and auditory phonetics. Articulatory phonetics focuses on the physical processes involved in producing speech sounds, such as the coordination of the speech organs. Acoustic phonetics investigates the properties of sound waves generated during speech and how they are perceived. Finally, auditory phonetics explores how humans perceive and interpret speech sounds.

2. Phonology, on the other hand, is essentially the description of the systems and patterns of speech sounds in a language. It is, in effect, based on theory of what every speaker of a language unconsciously knows about the sound patterns of that language. This study regards the speech sounds as having functions to differentiate meanings.

Phonology is the branch of linguistics that studies the organization and patterns of sounds in languages. It focuses on how speech sounds function in a particular language to convey meaning and differentiate words.

Phonology goes beyond the physical properties of individual speech sounds and examines how sounds are organized and combined to form meaningful units, such as words and syllables. It studies the rules and patterns that govern the distribution and sequencing of sounds in a language.

In phonology, sounds are considered distinctive units called phonemes. Phonemes are abstract representations of the sounds that carry meaning in a language. Differentiating one phoneme from another can lead to a change in word meaning. For example, in English, the sounds /p/ and /b/ are phonemes that differentiate words like "pat" and "bat."

Phonologists analyze the phonemic inventory of a language, the rules governing sound combinations, and the processes that occur in the pronunciation of words. In addition, they study various phenomena, such as phonological patterns, syllable structures, phonotactics (allowable sound sequences), and phonological alternations (changes in sound patterns).

By understanding the phonological system of a language, linguists can uncover the underlying principles that govern the sounds and their relationships, providing insights into how meaning is conveyed through speech sounds in specific languages.

3. Morphology is the study of analyzing the expression system of a language that is concerned with the identification of morphemes and the ways in which they are distributed or combined into longer utterances or morphological constructions.

Morphology is the branch of linguistics that deals with the study of words, their internal structure, and how they are formed and combined in a language. It focuses on analyzing the smallest meaningful units of language called morphemes and understanding how they are organized and combined to create words and larger linguistic constructions.

Morphology examines the rules and patterns that govern the formation of words, including processes such as affixation (adding prefixes or suffixes), compounding (combining two or

more words), and derivation (creating new words from existing ones). By identifying and analyzing morphemes, linguists can understand how words are built and how they convey meaning.

Morphemes can be classified into two main types: free morphemes and bound morphemes. Free morphemes can stand alone as independent words with their own meaning, such as "dog" or "book." Bound morphemes, on the other hand, cannot function as separate words and must be attached to other morphemes. Bound morphemes include prefixes (e.g., "un-" in "undo"), suffixes (e.g., "-er" in "teacher"), and infixes (e.g., the inserted "-bloody-" in "fan-bloody-tastic").

Morphological analysis involves identifying the morphemes in a word and determining how they combine to form complex words and phrases. It also explores patterns of inflection, which involve adding grammatical markers to words to indicate tense, number, case, or other grammatical features.

Understanding the principles of morphology is essential for understanding the structure and formation of words in a language, and it provides insights into how meanings are expressed and conveyed through the intricate system of morphemes and their combinations.

4. The syntax is defined as the study of arrangements of words into phrases, clauses, and sentences or syntactical constructions. The smallest units of syntax are words. When two or more words are arranged in a certain way, the result refers to syntactical construction. In other words, it can be said that a syntactical construction is a construction in which its immediate constituents (IC-a) are words (or free morphemes).

Syntax is the branch of linguistics that deals with the study of sentence structure, the arrangement of words into phrases, clauses, and sentences, and the rules governing their formation. It focuses on analyzing how words and phrases combine to form grammatically correct and meaningful sentences in a language.

The basic units of syntax are words, which are combined to create larger units such as phrases and sentences. A phrase is a group of words that functions as a unit within a sentence, while a clause is a combination of phrases that contains a subject and a predicate and can function as a standalone sentence or as part of a larger sentence.

Syntax examines the rules and principles that govern the ordering and arrangement of words and phrases in a language. These rules determine the grammatical structure and word order patterns that are characteristic of a particular language. For example, in English, the usual word order is subject-verb-object (SVO), as in "The cat chased the mouse."

Syntactic constructions are specific arrangements of words or phrases that follow the rules and patterns of a language. These constructions can be simple or complex, and they play a crucial role in conveying meaning and grammatical relationships within a sentence. For example, the syntactic construction of a declarative sentence in English typically consists of a subject followed by a verb and an object, as in "John ate an apple."

The study of syntax involves analyzing the hierarchical structure of sentences, the roles of different constituents, and the rules that govern sentence formation and interpretation. It provides insights into how languages organize and convey meaning through the arrangement of words and phrases.

5. TG Grammar. Grammar includes phrase-structure rules, lexical-insertion rules, and transformational rules. The grammar can be thought of as a machine that generates all the possible sentences of the language. A grammar containing such rules is called a generative grammar. When the rules include transformational rules, we have a transformational-generative grammar. Grammar refers to the set of rules and principles that govern the structure and formation of sentences in a language. It provides a framework for understanding how words, phrases, and clauses combine to create meaningful and grammatically correct sentences.

A generative grammar is a type of grammar that aims to generate or produce all the possible sentences of a language. It includes three main types of rules: phrase-structure rules, lexical-insertion rules, and transformational rules.

Phrase-structure rules: These rules describe how words combine to form phrases and how phrases combine to form larger structures such as clauses and sentences. They specify the hierarchical structure of a sentence and determine the relationships between different constituents.

Lexical-insertion rules: These rules govern the assignment of specific words (lexical items) to the appropriate positions within a sentence structure. They determine which words can be used in which syntactic contexts.

Transformational rules: These rules operate on already-generated structures and allow for the transformation or movement of constituents within a sentence. They account for various grammatical processes such as question formation, passive voice, and relative clause formation.

By combining these rules, a generative grammar functions as a "machine" that can generate or produce all the possible sentences of a language, capturing its syntactic patterns and structures. When a generative grammar includes transformational rules, it is called a transformational-generative grammar. Transformational rules enable the generation of different sentence structures and transformations of existing structures to create new sentences. This approach, associated with Noam Chomsky's work, emphasizes the idea that the underlying structure of a sentence can be transformed into various surface structures through rule-based operations. Overall, generative grammars, including transformational-generative grammars, provide a formal and systematic framework for understanding the structure and generation of sentences in a language.

6. Pragmatics. A significant factor in sentence interpretation involves a body of knowledge that is often called pragmatics. This consists of the speaker's and addressee's background attitudes and beliefs, their understanding of the context in which a sentence is uttered, and their knowledge of the way in which language is used to communicate information. Pragmatics is a branch of linguistics that deals with the study of how context influences the interpretation and use of language. It focuses on the speaker's and addressee's background attitudes, beliefs, and knowledge, as well as the situational and cultural context in which communication takes place.

Pragmatics goes beyond the literal meaning of words and sentences and examines how meaning is constructed and conveyed through context, implicature, and inference. It explores how speakers use language to achieve their communicative goals and how listeners interpret and understand the intended meaning.

Pragmatics covers (1) Speaker's background attitudes and beliefs, (2) Addressee's understanding of context, and (3) Knowledge of language use.

The speaker's personal experiences, beliefs, and cultural background shape their language use. Pragmatics considers how these factors influence the way speakers express themselves and how they interpret the meaning of others' utterances. Pragmatics is concerned with how various factors influence both the production and interpretation of language in communication. On the production side, pragmatics examines how speakers express themselves by taking into account their background attitudes, beliefs, intentions, and goals. Speakers make choices in their language use based on their knowledge of the listener's beliefs, assumptions, and expectations. They adapt their communication style, tone, and choice of words to convey their intended meaning effectively. On the interpretation side, pragmatics focuses on how listeners understand and interpret the meaning of others' utterances. Listeners rely on their understanding of the speaker's background, context, and shared knowledge to infer meaning beyond the literal content of the words. They take into consideration the speaker's intentions, implied meanings, and the context in which the communication is taking place to arrive at the intended interpretation.

Pragmatics recognizes that language is not used in isolation but is a tool for social interaction. It acknowledges that effective communication involves more than just the words themselves and takes into account the speaker's and listener's perspectives, as well as the shared knowledge and context in which the communication occurs. By considering these factors, pragmatics provides insights into how meaning is negotiated, conveyed, and interpreted in real-life communication, enhancing our understanding of the complex nature of language use.

The addressee's interpretation of language relies on their understanding of the situational and cultural context in which the communication takes place. Pragmatics examines how listeners infer meaning based on contextual cues, shared knowledge, and their assumptions about the speaker's intentions.

Pragmatics investigates how listeners infer meaning from linguistic utterances by considering contextual cues, shared knowledge, and their assumptions about the speaker's intentions. It relates to contextual cues, Pragmatics recognizes that the interpretation of language heavily relies on the context in which communication takes place. Listeners pay attention to various contextual cues, such as the physical setting, the participants involved, their roles and relationships, and the preceding discourse. These cues provide important information for understanding the intended meaning behind an utterance.

Related to shared knowledge, Pragmatics acknowledges that communication is a cooperative activity that relies on shared knowledge between speakers and listeners. Listeners draw upon their shared knowledge, including cultural, social, and linguistic knowledge, to interpret utterances. They rely on their understanding of common conventions, norms, and assumptions to grasp the intended meaning conveyed by the speaker.

In relation to assumptions about speaker's intentions, Pragmatics recognizes that listeners make assumptions about the speaker's intentions when interpreting an utterance. Listeners consider what the speaker aims to achieve through their language use, such as informing, requesting, persuading, or expressing emotions. By making inferences about the speaker's intentions, listeners can arrive at a more nuanced understanding of the intended meaning. Pragmatics also examines various pragmatic phenomena that affect interpretation, such as implicature, presupposition, reference resolution, politeness strategies, and the interpretation of figurative language. These phenomena involve understanding meaning that goes beyond the literal content of the words and relies on contextual information and pragmatic principles. Overall, pragmatics highlights how listeners utilize contextual cues, shared knowledge, and assumptions about the speaker's intentions to infer meaning from linguistic utterances. It sheds light on the complex interplay between language, context, and human cognition in the process of communication.

Pragmatics considers the social conventions, norms, and rules that govern language use in different contexts. It investigates how speakers employ strategies such as politeness, indirectness, or figurative language to convey meaning effectively. Pragmatics also encompasses speech acts, implicature, presupposition, reference, and deixis, among other pragmatic phenomena. It explores how speakers convey meaning beyond the literal content of their words and how listeners interpret and make inferences based on this additional information.

7. Sociolinguistics. Term sociolinguistics is a derivational word. Two words that form it are sociology and linguistics. Sociology refers to a science of society, and linguistics refers to a science of language. A study of language from the perspective of society may be thought of as linguistics plus sociology. Some investigators have found it to introduce a distinction between sociolinguistics and sociology of language.

Some others regard sociolinguistics is often referred to as the sociology of language. The study is concerned with the relationship between language and the context in which it is used. In other words, it studies the relationship between language and society. It explains we people speak differently in different social settings. It discusses the social functions of language and the ways it is used to convey social meaning. All of the topics provide a lot of information about the language works, as well as about the social relationships in a community, and the way people signal aspects of their social identity through their language (Jenet Holmes, 2001).

Sociolinguistics also refers to the study that is concerned with the interaction of language and setting (Carol M. Eastman, 1975; 113). The other expert defines it as the study that is concerned with investigating the relationship between language and society with the goal of a better understanding of the structure of language and of how languages function in communication (Ronald Wardhaugh, 1986: 12).

8. Psycholinguistics. Term 'psycholinguistics' is a combination of psychology and linguistics. Both are the branches of sciences. Psychology is defined as the systematic study of human experience and behavior or as the science that studies the behavior of men and other animals Knight and Hilgert in Abu Ahmadi, 1992). There are several branches of psychology, among others, social psychology, the psychology of communication, developmental psychology, educational psychology, and psychology of

language.

The last branches of psychology are often called as psycholinguistics. It is defined as a field of study that combines psychology and linguistics. It covers language development. (Lim Kiat Boey). The other definition of psycholinguistics is that it is the study of human language –language comprehension, language production, and language acquisition (E.M. Hatch).

English Language Teaching

English teaching in Indonesia has gone on in a very long time. English has been taught in Indonesia since the proclamation of Indonesia as a first foreign language. It has been taught at the first-year junior high schools up to the third-year senior high schools, and at the university for several semesters. Even, nowadays, English is taught at elementary schools as the local content subject.

All of us may have known that the various efforts for improving approaches, methods, and techniques have been done. The English Teaching Curriculum has been changed or upgraded from time to time. Many writers have written the various publishers publish the numerous supporting books and textbooks and those. Now, we can ask ourselves: “How is the result of English teaching in our schools?”, or “Does it make us our school students have good competence and performance in using the language?” Our practical experience shows that many students fail in their English learning and that they regard the language as a difficult subject to learn.

Starting from the assumption, the students are not motivated in learning- ing English until they have a good mastery of the language. They tend to be apathetic in attending the English subject. As a consequence, their learn- ing achievement is not satisfactory.

Who is wrong in our English teaching, our students, our teachers or others?. Of course, we will not find “who is wrong and what is wrong” in the failure of our English teaching. Because when we want to evaluate an educational undertaking, many factors or variables have to be considered. In English teaching, there are teacher, learner, and socio-cultural factors.

Linguistics in Language Teaching

Linguistics is essential for language teaching because linguistics and language teaching can be likened to the relationship of knowledge about the engine and the skill in driving a car. It will be better for the driver to supported with some knowledge about the vehicle or the engine so that he can drive it well and know how to overcome some engine trouble in case he has to face it. In the same way, it will be better if a language teacher has some knowledge about, for instance, the characteristics of the language in general and the specific language he is teaching in particular. In this relation, he should know how language works and express meaning, and what structures are used in the particular language he is teaching. He should get familiar, for instance, with the theory about the general mechanism of producing speech sounds, so that he will be able to tackle any pronunciation problem his students may encounter.

By studying linguistics, he will have more in-depth insights into the nature of language and act accordingly in teaching the language. For instance, when he agrees that the use of language is a matter of habits and practice, in explaining it to his students, he must implant the habit of using it for communication until it becomes deeply established.

Roles of phonetics in the language teaching

Phonetics plays important roles in language learning and teaching, particularly in relation to pronunciation and oral communication skills. Here are some key roles of phonetics in language learning and teaching.

Phonetics helps learners understand and produce the accurate sounds and sound patterns of a language. It enables learners to develop proper pronunciation by focusing on the articulatory mechanisms and phonetic features of individual sounds, stress patterns, intonation, and rhythm.

Phonetics helps learners improve their ability to distinguish and recognize different sounds in a language. By studying phonetics, learners become more attuned to the subtle variations in sounds and gain better listening comprehension skills.

Phonetics provides learners with tools to reduce or modify their accent in order to sound more like native speakers. By studying the specific pronunciation features of a target language, learners can work on minimizing the influence of their native language's phonetic patterns and develop a more authentic accent.

Phonetics contributes to effective communication by enhancing the clarity and intelligibility of learners' speech. By understanding the production and perception of speech sounds, learners can communicate more effectively, ensuring that their messages are understood by others.

Phonetics helps teachers identify and address pronunciation errors made by learners. By analyzing the phonetic features and patterns that learners struggle with, teachers can provide targeted feedback and guidance for improvement.

Phonemic awareness: Phonetics develops learners' phonemic awareness, which is the ability to recognize and manipulate individual sounds (phonemes) in a language. This awareness is crucial for developing reading and spelling skills, particularly in languages with complex phonemic systems.

Phonetics exposes learners to the variations in pronunciation across different dialects and accents within a language. This understanding helps learners develop flexibility and adaptability in their language use, allowing them to understand and be understood by speakers from diverse linguistic backgrounds.

In language teaching, incorporating phonetics can involve activities such as practicing specific sounds, drills for stress and intonation patterns, using authentic listening materials, and providing explicit instruction on the phonetic aspects of the language.

Roles of phonology in the language learning and teaching

Phonology also plays important roles in language learning and teaching. Phonology helps learners develop phonemic awareness, which is the ability to recognize and manipulate the phonemes (distinctive sounds) of a language. This awareness is essential for accurate pronunciation, spelling, and reading skills.

Phonology provides learners with an understanding of the sound system of a language, including its phonemic inventory, phonotactics (allowable sound sequences), and phonological processes (sound changes that occur in specific linguistic contexts). This knowledge enables learners to grasp the systematic patterns and rules that govern the pronunciation of words and sentences.

Phonology allows learners to compare and contrast the sound systems of their native language and the target language. By identifying the similarities and differences, learners can better understand and anticipate the challenges they may face in pronunciation and overcome potential interference from their native language.

Phonology helps teachers identify and address pronunciation errors made by learners. By analyzing the phonological patterns and processes that learners struggle with, teachers can provide targeted feedback and instruction to improve accuracy.

Phonology plays a crucial role in ensuring learners' speech is intelligible and communicatively effective. By understanding the phonological features, stress patterns, and intonation of a language, learners can convey their messages clearly and be understood by native speakers.

Phonology provides learners with tools to reduce or modify their accent. By studying the target language's phonological patterns and practicing specific sounds, stress, and intonation, learners can work towards sounding more like native speakers and enhancing their overall communication skills.

Phonology is closely linked to reading and spelling skills. Understanding the relationship between sounds and letters (grapheme-phoneme correspondence) helps learners develop accurate spelling and decoding abilities, which in turn supports their reading comprehension.

In language teaching, incorporating phonology can involve activities such as minimal pair exercises (contrasting words that differ by only one sound), practicing stress and intonation patterns, using phonemic symbols, and providing explicit instruction on phonological processes.

Conclusion

Linguistics is the scientific study of language. As a scientific study, linguistics can be applied in language teaching. Some branches of linguistics discuss some aspects of a language such as phones, phonemes, morphemes, words, meanings, and language in relation to socio-cultural and psychological perspectives. All of the aspects are of course, useful for language teaching.

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