

LANGUAGE IN SOCIAL CONTEXT

by Fatchul Mu'in

Submission date: 24-May-2023 08:23AM (UTC+0700)

Submission ID: 2100461512

File name: yy_Intro_to_Ling-chapter_2_LANGUAGE_IN_SOCIAL_CONTEXT.pdf (932.51K)

Word count: 3742

Character count: 21188

Nanik Mariani
Fatchul Mu'in & Yusuf Al Arief

AN INTRODUCTION TO
LINGUISTICS

1
Jurusan Pendidikan Bahasa dan Seni
Fakultas Keguruan dan Ilmu Pendidikan
Universitas Lambung Mangkurat

National Library : Catalog in print

An Introduction to Linguistics

Nanik Mariani, Fatchul Mu'in & Yusuf Al Arief

viii + 148 pages, 21 x 29,7 cm

ISBN : 978-602-53643-6-5

Editor :
Fahmi Hidayat
Bayu

Cover desainer:
Galih Rizki Khairul Ulum

Second Printing : November 2019 (Revision)

Published by
Jurusan PBS FKIP Universitas Lambung Mangkurat Banjarmasin, Kalimantan
Selatan, Indonesia

ACKNOWLEDGEMENTS

Alhamdulillah, we have accomplished this learning and teaching material for the subject of Introduction to Linguistics. First, we are indebted to the Rector of and Dean of Faculty of Teacher Training and Education, Lambung Mangkurat University, for providing necessary facilities in accomplishing it.

We are indebted to the Head of UPT Bahasa, Lambung Mangkurat University, Prof. Dr. Fatchul Mu'in, M.Hum., for giving us the opportunity of revising our Teaching Material of Introduction to Linguistics to be adopted and adapted in the form of monograph. Also, to Dean of Faculty of Teacher Training and Education, Lambung Mangkurat University, for providing necessary facilities in accomplishing it. We want to express our sincere gratitude to Dr. Jumariati, M.Pd, and Dr. Sainul Hermawan, M.Hum. as the chairperson and the secretary of the Department of Language and Arts, Faculty of Teacher Training and Education, Lambung Mangkurat University for motivating and providing us the chance to use the office facilities. We want to express our sincere gratitude to Dr. Noor Eka Chandra, M.Pd., the Head of English Language Education Program, Faculty of Teacher Training and Education, Lambung Mangkurat University, motivating and providing us to provide the references for the students of the English Language Education Program.

We would also like to express our appreciation to Prof. Emer. M.P. Lambut, Dra.Nirmala Sari, M.A Drs. Aris Djinal, Dr. H. Ahmad Sofyan, M.A, Prof. Dr. Abdul Muth'im, M.Pd, and Dr. Cayandrawati Sutionom M.A, as well as Dr. Rina Listia, M.Pd, the senior lecturers of English Education Study Program for sharing their ideas and academic experiences with us.

Banjarmasin, November 2019

Nanik Mariani, Fatchul Mu'in & Yusuf Al Arief

Acknowledgments

Contents

Preface

- Chapter I What is Language? / Fatchul Mu'in/1-20
- Chapter II Language in Social Context / Fatchul Mu'in/ 21-26
- Chapter III Linguistics & Language Teaching/ Fatchul Mu'in/ 27-35
- Chapter IV Phonetics /Nanik Mariani/37-48
- Chapter v Phonology /Nanik Mariani/49-57-
- Chapter VI Morphology / 59 - 60
- Chapter VII Syntax / Fatchul Mu'in/ 61 - 69
- Chapter VIII Transformational Generative Grammar// Fatchul Mu'in/ 71-78
- Chapter IX Semantics/ Nanik Mariani/ 79 - 93
- Chapter X Pragmatics / Nanik Mariani/95 - 109
- Chapter XI Discourse Analysis / Yusuf Al Arif/111 – 131
- Chapter XII Sociolinguistics / Fatchul Mu'in/ 135 - 148
- Chapter XIII Psycholinguistics / Fatchul Mu'in/149 - 158

REFERENCES

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 II

LANGUAGE IN SOCIAL CONTEXT

Fatchul Mu'in

Discussion of language in the social context is focussed on language acquisition and language learning, the significance of language in a community, and the relation of language and society. Language acquisition is differentiated from language learning. The former is unconsciously conducted by a language user, whereas a language user consciously performs the latter. The significance of language in a community is viewed from the viewpoint of its importance in a community, and it is discussed with the three integral elements in a community: human being, community, and language.

Human Beings and Language

Man is a social being who always needs another's help. It is hardly imagined that he can live alone in a forest without being accompanied by another. In reality, he lives together and cooperates between one and another. Thus, we may agree that human being is a social creature because he has to live a community.

Thus, we may agree that the human being is a social creature because he has to live a community.

In the effort to fulfill his daily need, he has to work together between one and another. This cooperation can only be conducted in a community. When he needs rice, for instance, he is not necessary to plant in a field by himself. Rice planting is the farmers' business. Someone who needs rice, he can buy it.

Based on the example above, we have a clear picture that all the members of a community need help from one to another. They cannot live alone and try to fulfill their daily need such as food and clothes by themselves. This is to say that they need working together.

The cooperation among the members of a social group will run well if a means of communication known as *language* is used. By using a word, man can express his ideas and wishes to other people such as when he needs their help. There will be close cooperation among members of the group.

The three elements mentioned above; human beings, community, and language are closely related to each other. When there are human beings in any part of the world, there will be a social community in which the same members of the group use a given language as a means of communication. The existence of a language for the community is fundamental. This is because, in reality, men as social beings always live in a community and need a language as a means of interaction among them.

In the social context, language is not only a means of communication but also it is a means of creating and maintaining the social relationship among speakers of the language. As an illustration, take an example, there are two persons in the waiting room of the railway station. At first, they do not know one and another. They, then, begin to make a talk about avoiding their boredom. They talk about many things. They give information to one and another. This is the function of the language as a means of communication and at the same time as a means of creating social relationship.

If they are from different social and geographical backgrounds, they will use different dialects. Here, we have what we call social dialect and geographical dialect (Trudgill, 1983:14). For instance, if one of them is someone speaking Indonesian language, who is from North

Sumatra, will probably use the Indonesian language with a particular accent spoken by people from that part of the country; and the other will probably use the different dialect (Betawi dialect) if he is from Betawi.

Other than the regional dialect, there is a social dialect. This kind of dialect refers to a variety of language spoken by a group of people belonging to a certain social class (Trudgill, 1983:14). For instance, if someone is a middle-class businessman, he will use the variety of language associated with men of this type.

Based on an illustration, a language may have some varieties. In fact, a language itself can be categorized as one of varieties of whatever human languages. So, it can be said that language varieties may refer to: (a) two or more distinct languages used in a community, (b) distinct varieties of one language, and (c) distinct speech levels of one language.

The facts show that there are more than one language existing and being used in a given speech community. A situation in which there are, at least, two languages are used is known as a diglossic situation; a person having mastery of two languages and using them alternately is known as a bilingual speaker; and the mastery of two (or more) languages by the individual speaker is known as *bilingualism*.

People may use different pronunciation, vocabulary, grammar, or styles of a language for different purposes. They may use different dialects of a language in different contexts. In some communities they will select different languages according to the situation in which and according to the persons to whom they speak; they may use distinct speech levels.

Troike and Blackwell (1986) state that the means of communication used in a community may include different languages, different regional and social dialects of one or more languages, different register, and different channels of communication (oral or written).

Furthermore, Troike and Blackwell explain it in a more detailed description and state that the language use is related to the social organization of the group, which is likely to include differences in age, sex, and social status, as well as differences in the relationship between speakers, their goal of interaction, and the setting in which communication takes place. The communicative repertoire (linguistic repertoire) may also include different occupational code, specialized religious language, secret codes or various kinds, mimicking speech, whistle or drum of language, and varieties used for talking to foreigners, young children, and pets (Troike & Blackwell, 1986: 51).

Language and Society

A society can be seen from its physical environment. Our view of physical environment may be conditioned by our language. In this relation, it can be explained that the physical environment in which a society lives can be reflected in its language, normally in the structure of its lexicon (the way in which distinctions are made by means of single words). For instance, English has only one word for *snow* but Eskimo has several. For English people, it is not necessary to make distinction of *snow* because their physical environment of society does not enable it; there is only one kind of *snow* in the society. For Eskimos, it is essential to distinguish one kind of snow from another in individual words. Their physical environment 'force' them to make some names of *snow* (Trudgill, 1983:26)

If English people have only one word for *rice* to refer what the Javanese people call as *pari*, *gabah*, *beras* dan *sega*. This is because both speaking communities have different interests. It

is obvious that the Javanese people are necessary to create different vocabularies mentioned above.

Other than the physical environment, the social environment can also be reflected in language, and can often have an effect on the structure of the vocabulary (Trudgill, 1983:27). For example, a society's kinship system is generally reflected in its kinship vocabulary. We can say that kin relationship in Banjare society is important so that there are many kinship vocabulary such as *muyang, muning, waring, anggah, datu, kai, abah, anak, cucu, buyut, intah, cicit, muning dan muyang*. Besides, there are some words such as: *una, julak, gulu, paman, and acil*. Also, there are some words such as: *ading, laki, bini, ipar, marui dan warang* (Suryadikara, 1989).

A language is used by a man as a means of communication in his effort to interact one with another. In reality, he is not free from rules of using language agreed by speech communities in which he lives and interact with the other members of the community in accordance with the values and the other cultural aspects. The values of a society, for instance, can have an effect on its language. The most interesting way in which this happens is through the phenomenon known as taboo. Taboo can be characterized as being concerned with behaviour which is believed to be supernaturally forbidden, or regarded as immoral or improper; it deals with behaviour which is prohibited in an apparently with behaviour.

Relationship between Language and Society

The relationship between language and society is complex and mutually influential. Language is a fundamental aspect of human social interaction and plays a significant role in shaping and reflecting various social structures, cultural practices, and identities within a society. Here are some key aspects of the relationship between language and society. Language is not solely a means of communication; it is deeply embedded in social contexts. It is learned and used within social groups, and its structure, vocabulary, and usage reflect the cultural and social values of a community. Language is a vital component of cultural identity. It serves as a marker of belonging and solidarity within a particular community or ethnic group. Different languages or dialects often carry cultural nuances, shared experiences, and historical references that contribute to the formation of cultural identities. Language can be a reflection of social stratification and power dynamics within a society. Sociolinguistics studies how language varies based on social factors such as age, gender, social class, and ethnicity. Different social groups may use language in distinct ways, including variations in accent, vocabulary, and grammatical patterns.

Language and social norms: Language is intertwined with social norms, etiquette, and politeness. Linguistic choices, such as formal or informal language, honorifics, or terms of address, reflect and reinforce social hierarchies and norms of politeness and respect within a society. Language both influences and is influenced by social change. Language evolves to adapt to societal shifts, technological advancements, and cultural transformations. New words, phrases, and communication practices emerge as societies evolve, reflecting the changing social dynamics. Language is a powerful tool that can be used to maintain or challenge power structures within society. The control or manipulation of language can influence public opinion, reinforce social norms, and perpetuate or challenge social inequalities. Many societies are multilingual, with individuals using multiple languages in different contexts. Language choice and language policies can have implications for social inclusion, education, and access to opportunities within a society.

Ronald Wardhaugh (1986: 10-11) summarizes the relationship between language and society. According to him, there are some possible relationships between language and society. A first one is that, viewed from the participants, social structure may either influence or determine linguistic structure and/or behaviour. For instance, in relation to the age-grading phenomenon, whereby young children speak differently from older children and, in turn, children speak differently from mature adults. Socially, the participants may have different origins, either regional, social, or ethnic origins; and, they must meet with the particular ways of speaking, choices of words, and even rules for conversing. This relationship will be discussed more detailed in the next chapter.

A second possible relationship between language and society is directly opposed to the first: linguistic structure and/or behaviour may either influence or determine social structure. This is supported by the Basil Bernstein's finding on the use of elaborated and restricted codes.

A third possible relationship between language and society is that language and society may influence each other; this influence is dialectical in nature. This is to say that speech behaviour and social behaviour are in a state of constant interaction and that material living conditions are an important factor in the relationship.

Conclusion

A language is an important thing in a given community, a speech community. Language exists and functions within a speech community, which is a group of people who share a particular language or variety of a language. The speech community provides the social context in which language is learned, used, and evolves. Children acquire language through interactions within their social environment, primarily within their family and broader community. They learn not only the vocabulary and grammar of the language but also the social rules, norms, and cultural practices associated with its use. Language serves as a tool for social interaction and cohesion. It enables individuals to express their thoughts, emotions, and intentions, as well as to understand and respond to others. Through language, people establish and strengthen social bonds, convey identity and belonging, and engage in various social activities. Languages exhibit variation within and across speech communities. Different social groups may use distinct dialects, accents, or registers of a language, reflecting their social identities, affiliations, and cultural backgrounds. Language variation can contribute to the formation of social groups and shape social interactions. Language usage is governed by social norms and conventions. Linguistic choices, such as politeness strategies, appropriate register or tone, and adherence to cultural norms, contribute to effective communication and social integration within a speech community. Language is not static but evolves over time. Language change is influenced by social factors, such as shifts in social structures, technological advancements, contact with other languages, and cultural changes. The social dynamics within a community shape the trajectory of language evolution. Language communities may face challenges related to language maintenance or language shift. Factors such as globalization, migration, and language policies can impact the vitality of a language within a community. Language revitalization efforts aim to preserve endangered languages and maintain linguistic diversity.

Based on the geographical area, one community may be different from one to another. This results in the different varieties of language: dialects. These kinds of dialects are known as geographical or regional dialects. The fact also shows us that the members of a community or speech community are in the same social hierarchy. Consequently, there are also varieties of the same language used by the different types of the language users. These kinds of language varieties are known as social dialects.

READING MATERIALS

- Abdul Chaer and Leonie Agustina. 1995. *Sosiolinguistik: Perkenalan Awal*. Jakarta: Rineka Cipta.
- Asril Marjohan. 1988. *An Introduction to Sociolinguistics*. Jakarta: Proyek Pengembangan Lembaga Pendidikan Tenaga Kependidikan, Dikti, Depdikbud.
- Bell, Roger T. 1976. *Sociolinguistics, Goals, Approaches, and Problems*. London: B.T. Batsford Ltd.
- Brown, H. Douglas. 1982. *Principles of Language Teaching and Learning*. New York: Addison Wesley Longman, Inc.
- Brown Gillian & George Yule. 1983. *Discourse Analysis*. Cambridge: Cambridge University Press
- Carol M. Eastman, 1975. *Aspects of Language and Culture*. San Francisco: Chandler & Sharp Publishers, Inc
- Coulthard, Malcolm. 1977. *An Introduction to Discourse Analysis*. Longman: Longman Group
- Dauer, Rebecca M. 1993. *Accurate English*. New Jersey: Prentice-Hall Regents.
- Dowty, David R., 1981. *Language Files*. USA: Department of Linguistics / The Ohio State University
- Fatchul Mu'in, 2019. *Sociolinguistics: A Study of Language from Sociocultural Perspective*. Banjarbaru : Cipta Cendekia.
- Fatchul Mu'in, Jumadi and Rusma Noortyani. 2023. *Antropolinguistik Kajian Bahasa Dalam Perspektif Budaya*. Purbalingga : Eureka Media Aksara.
- Finch, Geoffrey. 1998. *How to Study Linguistics*. London: Macmillan Press Ltd
- Finocchiaro, Mary. 1989. *English as a Second/Foreign Language From Theory to Practice*. Fourth Edition. Englewood Cliffs, New Jersey: Prentice-Hall Regents
- Fishman, J.A. 1972. *Language in Sociocultural Change*. California: Stanford University Press.
- Fraser, Bruce. 1983. *The Domain of Pragmatics in Richards and Schmidt (eds.)*. *Language and Communication*. London: Longman.
- Fromkin, Victoria, Robert Rodman. 1988. *An Introduction to Language*. Los Angeles: California University Press.
- Geertz, Clifford. 1960. "Linguistic Etiquette" in *The Religion of Java*. Free Press
- Holmes, Janet. 2001. *An Introduction to Sociolinguistics*. Essex, London: Pearson Education Limited.
- Hope C. Dawson & Michael Phelan. (2016). *Language Files, Materials for an Introduction to Language and Linguistics*. Twelfth Edition. Columbus: The Ohio State University Press.
- Jufrizal, K.A. (2021). *Tipologi Linguistik, Konsep Dasar dan Aplikasinya. (Edisi Revisi)*. Denpasar-Bali : Pustaka Larasan.
- Leech, Geoffrey. 1983. *Principles of Pragmatics*. London: Longman Group.
- Ramelan. 1979. *Phonetics. Part 1*. Semarang: IKIP Semarang Press.
- Ramelan, 1984. *Introduction to Linguistics*. Semarang: FPBS IKIP Semarang
- Steinberg, Danny D. 1997. *An Introduction to Psycholinguistics*. London: Longman
- Taylor, Insup. 1990. *Psycholinguistics*. Englewood, NJ: Prentice-Hall International, Inc.
- Traugott, Elizabeth Closs & Marry Louise Pratt. 1990. *Linguistics; For Students of Literature*. San Diego: Harcourt Brace Jovanovich Publishers.
- Trudgill, Peter. 1974. *Sociolinguistics: An Introduction*. Middlesex, England: Penguin Books.
- Wardhaugh, Ronald, 1986. *An Introduction to Sociolinguistics*. Oxford: Basil Blackwell Ltd.
- Weinreich, Uriel. 1967. *Languages in Contact. (The fifth edition)*. The Hague: Mouton & Co.

LANGUAGE IN SOCIAL CONTEXT

ORIGINALITY REPORT

5%

SIMILARITY INDEX

5%

INTERNET SOURCES

2%

PUBLICATIONS

%

STUDENT PAPERS

PRIMARY SOURCES

1

ejournal.unp.ac.id

Internet Source

3%

2

eprints.iain-surakarta.ac.id

Internet Source

2%

Exclude quotes On

Exclude matches < 1%

Exclude bibliography On