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A Sociolinguistic Approach to ELT: Perspectives from English Teachers

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Article Info	ABSTRACT
	The use of English seldom make students have a bad ability to speak and comprehend English as their teacher wants. It caused the students can not understand what their teacher has explained because they just have little vocabulary in English. Besides, the text in the students' book used foreign narratives, and foreign activities so that the students can not understand and comprehend the context of the book itself. Because of the condition, the teacher needs to approach to inform their students about English itself. That is why the sociolinguistic approach is needed in that condition because it can make students understand and comprehend easily the context of their English book. Therefore, this study is the gap to know teachers' perspectives on the use of the sociolinguistic approach in ELT and hindering that the teachers found in the implementation sociolinguistic approach. This study used descriptive qualitative research with 26 participants of English teachers. The findings of this study showed that sociolinguistics gave positive perspectives and benefits to the students.

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1. INTRODUCTION

In Indonesia, English is a popular foreign language. Because every level of school in Indonesia learns English as an additional subject, start kindergarten to university. Susanto (2007) stated that "English is impersonal and one of most notable languages in the whole aspects of life to understand literature. Although English is popular in Indonesia English become a second language so that's why the use of English is hard to use Indonesian. It caused almost of Indonesian to use their mother tongue as their daily language, and Indonesia language as their unifying language. It is caused their mother tongue can understand them more than another language. According to Maryam (2006), Regional languages are very useful for the people who use them,especially as a means of communication between each other to allow mutual understanding, mutual agreement, and mutual needs in life. In other words, the regional language is used as a communication tool between tribes in an informal atmosphere to show appreciation or respect, and a sense of intimacy towards the interlocutor who comes from the same group. That is why the use of foreign languages in Indonesia is seldom, especiallythe use of English

The use of English seldom makes students have a bad ability to speak and comprehend English as their teacher wants. It caused the students can not understand what their teacher has explained because they just have little vocabulary in English. So that to understand a new word in a text they do not know about it because of their lack of English. Besides it, the text in the students' book used foreign narratives, and foreign activities so that the students can not understand and comprehend the context of the book itself. Because of the

condition, the teacher needs to approach to inform their students about English itself. The approachcan help the students understand and more comprehend English. For instance, the sociolinguistic approach.

Holmes (2001) said that "sociolinguistic is a subject toward the relationship between language and society". Sociolinguistics is fascinated in describing why in any different social contexts we can speak differently, and they are focused on understanding the association of language and the ways it is used to transfer social meaning." Besides it, the use of sociolinguistics can extend the educational atmosphere of all universtity students. Thissubject can make the students study more about a variety of languages and the use of language. This study can make them prepare to better participate in our daily life for their benefit and also for other people around them. And the uppermost importance of sociolinguistics in language teaching is to prepare the students with the compatible regulations of speaking and writing and raise their sociolinguistics awareness, that is to say, the awareness of the socio-cultural differences across languages.

That is why the sociolinguistic approach is needed in that condition because it can make students understand and comprehend easily the context of their English book. According to Spolsky (2010), sociolinguistics is the study of the connection between language and society, languagevariation, and language attitudes. Itis supported by Hudson (1996) defined asa study of the relationship between language and social factors such as class, age, gender, and ethnicity. By using the sociolinguistic approach students Will get describing things about the text, about the topic in speaking so that students can understand easily. Because of the problem, the writer wants to know the teachers' perception of the use of the sociolinguistic approach in ELT. Then, this research will be focused on the teachers' perception of the use of the sociolinguistic approach in the teaching and learning process of English subjects.

If "Sociocultural theory or 'cultural-historical psychology is a theory of the development of higher mental pieces of training which assume if social interaction as the base of communication and process of learning. Its provenance is derived from the sociological and economic writings of Marx and Engels in the eighteenth and nineteenth centuries. The theory appeared in the work of psychologists of Russia such as Lev Vygotsky (1978), Leont'ev (1981), and Wertsch (1985). One of the amazing characteristics of sociocultural theory is the consideration of learning as social in a world where meaning is derived through language use within the social context. Different from the theories of cognitive followers who trusted in mediation between stimulus and the response, Vygotsky's (1978) theory investigates the behavioral context or social situation in which the action occurs. The basic assumption in Vygotsky's theory is the idea that psychological structures do not exist in the individual's mind; rather, they are formed as a result of interaction with the social context. In other words, the emergence of mental functions depends on social interaction. According to Mitchell and Myles (2004), sociocultural theory views learners as active constructs of their learning environment. Confirming Mitchell and Myle's viewpoint, Guoxing (2004) states that learners in this sense are responsible for their learning environment and the environment can nurture and scaffold them (Aimin, 2013). Accordingly, teachers are seen as active constructors of their teaching environment.

Richards (1985) stated that language teaching is hence a complex issue, encompassing socio-cultural linguistics, psycholinguistics, as well as curricula, and instructional dimensions. Concerning foreign language teaching, there are some experts point out that second or foreign language teaching is any activity on the part of one person intended to facilitate the learning by another person of a language which is not his native one. In foreign language teaching, the teacher must provide exposure to the language and opportunities for learning through classroom activities (Cameron, 2001). Teachers are expected to be able to provide a good classroom atmosphere for the learning process. Then, it should be followed by designing the appropriate learning materials which can enhance the teaching and learning process.

In several studies related to sociolinguistic approach such as Da costa & Arias (2021) in that research, the writer focuses on what sociolinguistic approaches in the EFL language teaching/learning process are, besides the writer also want to find Which Teaching Approaches, Methods, and Strategies found in the Foreign Language Classrooms, and last how those approaches give impacts in Teaching/Learning Process at UASD University. But different from this study, the writer wants to find teachers' perception of the use of the sociolinguistic approach in ELT and What hindering teachers found when they were using the sociolinguistic approach. Because of that, The subsequent research questions were used to address the issue of this study :

1. What is the teachers' perception of the use of the sociolinguistic approach?
2. What is hindering the implementation of the sociolinguistic approach?

2. METHOD

This study is a survey research in conducting the research exactly cross-sectional survey. According to Frankel and Wallen (2008), survey research was describing the population characteristic. In essence, what writer wanted to find out how the members of a population distribute themselves on more variables. The

collection of information typically involves one or more of the ensuing data collecting techniques: structured or semi-structured interviews,self-completion or postal questionnaires,standardized test of achievements or performances, and attitude scales.

In this study, the participants involved 26 English teachers in junior high school in Lubuklinggau. They were chosen by using purposive sampling. Purposive sampling is a technique for making sure research samples with certain judgments aimed at making the data obtained later more delivered (Sugiyono, 2010).

Table 1. Participants of the Research

No	Gender	Participants	%
1	Male	5	19
2	Female	21	81
Total		26	100

For collecting the data, the researcher used a questionnaire. Cohen *et. al.* (2005) viewed that the questionnaire will always be an instruction into the life of the respondent in a period taken to equip the questionnaire, the grade of threat or susceptibility of the questions, or thepossible invasion of privacy. Questionnaires are not passive data providers for researchers they are subjects not the objects of research. The writer used a closed-ended question type of question that contains multiple-choice questions which allows a respondent to select respondents' answers from several options used to measure opinions, attitudes, or knowledge (Fraenkel & Wallen,2009).

Table 2. Questionnaire Drill

No	Variable	Indicator variable	Item numbers
1	The perceptions toward the use of the sociolinguistic approach in ELT?	1. The positive aspect of the sociolinguistic approach	1-5
		2. The negative aspect of the sociolinguistic approach	6-10

Adapted by Zubkovic, et.al journal (2016:41)

3. RESULT(S) AND DISCUSSION

The writer has stated that the data is taken from teachers' questionnaires (cohen, et al., 2005). Below is a table of questionnaire responses by the teachers :

3.1 Teacher's Perception of the Use of Sociolinguistic Approach in ELT

a. Positive Aspect

Table 3. Teachers' Responses to Positive Aspects

No	Statements	SD	D	N	A	SA	N
1	The use of the sociolinguistic approach in teaching English can increase students' skills in English.	0	0	2	16	8	26
		0	0	8%	62%	30%	100%
2	The use of a sociolinguistic approach makes students more enthusiastic to review lessons at home.	0	0	7	10	9	26
		0	0	27%	38%	35%	100%
3	The use of the sociolinguistic approach makes students like to use English.	0	0	12	6	8	26
		0	0	47%	23%	30%	100%
4	The use of sociolinguistics helps memory students when doing an exercise	0	0		15	11	26
		0	0		57%	43%	100%
5	The use of a sociolinguistic approach in class changes the learning style of students more enthusiastically	0	0	3	16	7	26
		0	0	12%	64%	24%	100%

b. Negative Aspect

Table 4. Teachers' Responses to Negative Aspects

No	Statements	SD	D	N	A	SA	N
1	The use of the sociolinguistic approach leads to neglect of some of the students' skill	18	8	0	0	0	26
		69%	31%	0	0	0	100%
2	The use of a sociolinguistic approach makes students lazy to review lessons	16	8	2	0	0	26
		62%	31%	7%	0	0	100%
3	The use of a sociolinguistic approach in class makes students prefer to do tasks orally than by writing	0	13	2	11	0	26
		0	50%	8%	42%	0	100%
4	The use of the sociolinguistic approach makes it difficult for students to concentrate while studying	17	9	0	0	0	26
		65%	35%	0	0	0	100%
5	The use of a sociolinguistic approach in class makes students lazy in writing	12	8	6	0	0	26
		47%	31%	23%	0	0	100%

Teachers' Hinderings in Implementation Sociolinguistic Approach. Based on the writer's interview with the teachers, the hindering found in this study are :
1. The teachers had difficulties determining the social context related to the material being taught.
2. Limited time in teaching English.
3. learning resources owned by students are still minimal

The questions were divided into three aspects they are positive aspects, negative aspects, and teachers' attitudes, in teachers' perceptions toward the use of the sociolinguistic approach in ELT. Almost of teachers agree that the use of the sociolinguistic approach gives a positive impact on the learning process of students. For instance, in statement number 5 in the positive aspect "The use of the sociolinguistic approach in class changes the learning style of students more enthusiastically" there are 64% of teachers agree that students be more enthusiastic in learning English when the teachers use the sociolinguistic approach in the teaching process. It means that students be more active. Besides it, in statement number 4 in the negative aspect "The use of sociolinguistic approach makes it difficult for students to concentrate while studying" there are 65% of teachers strongly disagree with that statement. It means that the use of a sociolinguistic approach make student can concentrate while studying.

Then, in applying the sociolinguistic approach to teaching, there are some hindering that the teacher found in the teaching process. First, sometimes to make students comprehend the material, the teacher related the material to social aspects or something related to students' experience. So that, students can comprehend the material as well. But, determining the social context is difficult for the teacher. So, the teacher should think hard about that. Second, the limited time in teaching English also became teachers' hindering. Caused, the limited time in teaching makes it teachers hard to manage their time. So, many materials can not be transferred well by the teachers. Last, some of the students did not have a handbook, so they can not join the process well it.

Savignon (2002) and Street & Leung (2010) argue that the goal of learning and teaching a second language should be communication skills. It is demonstrated by the development of sub-communicative skills such as grammatical, sociolinguistic, discourse, and strategic abilities. Therefore, in addition to the necessary language focuses employed within the genre of texts being acquired, sociolinguistic skills should be represented in the learning materials. The development of full English communicative ability will be supported by the achievement of sociolinguistic competence. Sociolinguistic competency indicates that sociolinguistic circumstances must be taken into account while creating text materials and language learning exercises. The values of appropriateness or acceptability of language usage in terms of politeness and formality of the language style being used in the conversation are also implied by sociolinguistic competence. It ought to be given equal weight with discourse, linguistic, and strategic competences.

As a result, developing sociolinguistic competence in the English language should begin with exposing language learners to different forms of the language, such as standard English, dialects, registers, styles, oral, and written, as these forms of the language can expand their communicative repertoire. The variants could also include numerous occupational codes, specialist religious language, secret codes of various kinds, imitative speech, whistle or drum language, and varieties used to communicate with outsiders, young children, and animals (Holmes, 2013; Saville-Troike, 2008; Wardhaugh, 2006). Davies (2014) suggested to use examples of language code modifications based on their objectives or functions. For instance, the language used in

emails, brevity messages, social media, and so forth. The learners will be exposed to varied settings and goals of such language uses as a result of the introduction of those language variants.

It is clear that effective communication requires more than just linguistic coding; it also entails understanding who to say what to when and in what circumstances (Saville-Troike, 2009). The term "appropriateness" in this case refers to how well and to what extent the linguistic code fits the situation. The speaker's sociolinguistic proficiency will be demonstrated by their knowledge of appropriateness. Because of this, it's important to expose a language learner to examples of how the language should be used according to the context in addition to its fluency and accuracy. The ability to use a language in a variety of ways that correspond to the context in which it is used is a sign of sociolinguistic competence.

4. CONCLUSION

As argued in the result section, the use of the sociolinguistic approach in ELT has been agreed upon by the teachers because give many benefits such as an increase in students' skill in English, making students more enthusiastic to review lessons at home, making students like to use English, helps memory students when doing an exercise, and change students learning style more enthusiastically.

Besides it, although the use of a sociolinguistic approach can give many benefits in ELT and has been agreed upon by the teachers. The implementation of the sociolinguistic approach has some hindering such as determining social context related to material, limited time in teaching English, and learning resources owned by students are still minimal.

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