CHAPTER II

LITERATURE REVIEWS

A. Theoretical Review

1. Sociolinguistics

a. Definition of sociolinguistics

Sociolinguistics consists of two words, namely sociology and linguistics. Sociology is an objective and scientific study of human beings in society, of institutions and social processes that exist in society. Sociology seeks linguistics as a field of science that studies language or a field of science that takes language as its object of study. In general, sociolinguistics is a field of science that studies language and its use in society (Saraswati Arya, 2017).

Sociolinguistics is an interdisciplinary science. The term itself indicates that it consists of sociology and linguistics. Regarding social-linguistics (sociolinguistics), the word socio is the central aspect of research and is a general characteristic of this field of science. In this case, linguistics also has social characteristics because language also has social characteristics. Language and its structure can only develop in a particular society. The social aspect, in

this case, has special characteristics, for example, specific social characteristics and language sounds about phonemes, morphemes, words, compound words, and sentences (sayama Salebar 2022).

Sociolinguistics is an interdisciplinary science between sociology and linguistics, two fields of empirical science that are closely related. Sociology is an objective and scientific study of human beings in society, institutions, and social processes that exist in society. Sociology tries to discover how society came about, took place, and continues to exist. By studying institutions, social processes, and all social problems, how humans adapt to their environment, socialize, and place themselves in their respective places in society will be known. At the same time, linguistics is a field of science that studies language or science that takes language as its object of study.

According to Jannah, Widayati, & Kusmiyati (2017), sociolinguistics is a branch of linguistics that places the use of language, looking at the position of language speakers in social relations. Sociolinguistics is an interdisciplinary field of science that studies language and the use of that language in society. Sociolinguistics provides guidelines for communicating by showing the language, variety of

language, or language style we use when talking to certain people (Maguna Eliastuti et al., 2023).

According to JA Fishman (in Lukiana 2019: 3), "Sociolinguistics is the study of the characteristics of language variations, the functions of language variations, and language users because these three elements always interact and change one another in a speech community". Sociolinguistics which discusses the sub-fields of linguistics which focuses on speech and examines it in a social context.

Sociolinguistics combines the disciplines of sociology and linguistics with language as the object of study. However, one thing that must be underlined is that language as an object of sociolinguistic study is neither seen nor approached as a language but is seen and approached as a means of interaction or communication in human society. The primary role of sociolinguistics in education is one of the concerns distinguishing between the use of language in the classroom and the use of language in the place of residence/community. Language is a significant focus of attention in the classroom because the language has a crucial role in teaching and learning. All subjects, for example, mathematics, also need language for teaching and learning in the classroom. As an applied

science, sociolinguistics must also deal with language education and teaching issues because language education and teaching must be distinct from the social and cultural problems in which language teaching occurs.

In addition to the language material that must be taught, language education and teaching requires knowledge of how to teach it, to whom the teaching is given, and how to evaluate the results of that teaching. In addition, the implementation of language teaching must also consider the community environment where language teaching takes place. This influence may arise as a reciprocal relationship between the student's mother tongue and the language he teaches. It is equally important to consider the obstacles that may arise due to the influence of the mother tongue and efforts to minimize these obstacles

b. Sociolinguistics in other disciplines

1. Sociolinguistics in linguistics

Sociolinguistics is a science that examines linguistics related to sociological factors. Therefore, sociolinguistics remains in linguistics. Things studied in linguistics (the science that studies language as an independent phenomenon) serve as

the basis for sociolinguistics to show differences in the use of language associated with social factors. Sociolinguistics examines the various forms of language because they are influenced by factors outside the language (social). Thus, the meaning of an utterance is also determined by factors outside the language. Knowledge of pure linguistics (language structure) is needed to reveal the form and meaning of language so that the studies do not leave the language object itself.

2. Sociolinguistics in sociology

Sociolinguistics views language as the basis of study and views social structure as a determinant of variables. What is contained in sociology, in the form of social facts, is transferred to sociolinguistics, so that the belief arises that language is related to social strata. Nevertheless, the relationship between sociolinguistics and sociology is actually reciprocal (mutualism symbiosis).

Sociology – sociolinguistic relations:

1. Advances in sociological theory such as political groups, mass mobilization, intergroup interference are used in sociolinguistics

2. Methodologies in sociology such as questionnaires, interviews, involved observation are also used as a strategy in sociolinguistics;

3. Sociological terms such as function, role, and social dimension are also used in sociolinguistics;

4. Social facts in sociology are transferred to sociolinguistics which includes the transfer to the function of language as a whole and to the structure of the language itself.

By paying attention to these social facts, sociolinguistics also considers the language situation, who is speaking, where, and so on, because after all sociolinguistics emerged because of the help of sociology.

Sociolinguistic relations – sociology

1. Sociolinguistic data which characterizes social life, serves as a barometer for sociology;

2. Aspects of language attitudes affect the material and spiritual culture of a society;

3. The language studied sociolinguistically is the main tool of the development of knowledge about sociology.

3. Sociolinguistics in pragmatics

Pragmatics is the science of language that discusses the purpose and impact of language related to context or language adapted to conversation, objectives, participants, places and means. Pragmatics views language as a communication tool whose existence (both form and meaning) is determined by speakers. It is determined, and its diversity is determined by topic, place, medium, and time. These facts are used by sociolinguistics to explain language variations or varieties of languages. In pragmatics' view, the differences are caused by factors of place, purpose, and speakers. Sociolinguistics looks at it from the point of register. Both require "shared knowledge" or common ground to arrive at a proper understanding.

4. Sociolinguistics in psychology

Linguistics is part of psychology in the way of human thinking. Chomsky sees language as two unified elements, namely competence and performance. competence is an element in language (deep structure) in placing language from a speaker's psychological point of view, while competence is an element seen in parole. Thus

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Chomsky views that language is not a symptom. People are said to have good competence and performance if they can use various language variations according to the situation. People who perform well certainly have good competence, and allow the use of extensive code (elaborated code).

Conversely, people with low competence will appear restricted code. In developmental psychology there are developmental phases that start crying, lying on their stomach, sitting, crawling, and walking. All of them are followed or in line with the development of their language. In sociolinguistics, this is adopted as a variety of languages in terms of the age of the speakers, (people learn languages according to their level of development). Because of that, it is also known that the language variations of teenagers and seniors are single. But influenced by psychological factors.

c. **Sociolinguistic uses**

Every field of science certainly has uses in practical life. Likewise with sociolinguistics. There are many uses of sociolinguistics for practical life, because language as a means of human verbal communication, of course, has certain rules. In its use, sociolinguistics provides

knowledge on how to use language. Sociolinguistics explains how to use the language in certain social aspects or aspects. First of all we can use sociolinguistic knowledge in communicating or interacting. Sociolinguistics will guide us in communicating by showing what language, variety of language or style of language we should use when we talk to certain people. If we are children in a family, of course we have to use a different style of language if the other person is our father, mother, brother or sister. If we are students, of course we have to use a variety or style of language that is different to the teacher, to classmates, or to fellow students whose grades are higher. Sociolinguistics will also show how we should speak when we are in the mosque, in the library, in the park, in the market, or even on the football field.

In teaching language in schools, sociolinguistics also has a big role. Let's see. Internal language studies, as discussed above, will produce objective descriptive language descriptions, in the form of an open grammar. If the internal study is carried out descriptively, he will produce a descriptive grammar book. If the

study is done normatively, he will produce a normative grammar book. The two grammar books have different results. Then, if it is used in the use of language, it will also have different problems. If a descriptive grammar book is used in teaching, then the difficulty is that the variety of languages that must be taught is a variety of standard languages, even though the results of the non-standard variety are also recorded in the book.

d. Macro sociolinguistics with micro sociolinguistics

Macro and Micro refer to broad and narrow coverage. Sociolinguistics discusses "big and broad" issues, he enters Macro sociolinguistics. conversely, if what is being discussed is "small and narrow" problems, he enters micro sociolinguistics. Micro sociolinguistics related to small groups, for example the greeting system. Macro sociolinguistics related to language behavior and social structure problems.

e. Sociolinguistic problems

In every field of science there will always be problems encountered, as well as in sociolinguistics, here are some of the problems found in sociolinguistics:

1. The speaker's social identity

   It can be known from the question what and who the speaker is and how his relationship with the interlocutor. The speaker's social identity consists of family members (father, mother, brother, sister, uncle, and so on), close friends, superiors and subordinates (place of work), teachers, students, neighbors, officials and so on. The identity of this speaker influences the choice of code in speaking.

2. The social identity of the listeners involved in the communication process

   The social identity of the listener needs to be reviewed from the speaker's side. The speaker's social identity consists of family members (father, mother, brother, sister, uncle, and so on), close friends, superiors and subordinates (place of work), teachers, students, neighbors, officials and so on. The identity of this speaker influences the choice of code in speaking.

3. The social environment where the speech event occurs

Happens in the family room in a household, in a mosque, on a soccer field, in a college council, in a library, and so on. The place where the communication takes place can affect the choice of code and style of speaking. For example, if we are in the library, we need to brag in silence, while in the soccer field we can talk loudly.

4. Synchronic and diachronic analysis of social dialects

It is in the form of a description of the social dialect patterns, either those that apply at a certain time or that apply at an indefinite period. This social dialect is used by speakers in connection with their position as members of a certain social class in society.

5. Different social assessments by speakers of the behavior of speech forms

Every speaker certainly has a certain social class in society. So, based on his social class, he has his own assessment, which of course is the same or if different will not be too far from his social class for the forms of speech behavior that take place.

6. The level of linguistic variation and variety

In connection with the heterogeneity of the members of a speech community, the existence of various social and political functions of language and the level of perfection of the code, the means of human communication which is called language becomes very varied. Each variation, whether dialect, variety or variety has its own social function.

7. Practical application of sociolinguistic research

Discusses the function of sociolinguistic research to address practical problems in society. For example, problems teaching language, standardizing language, translation, overcoming social conflicts due to language conflicts and so on.

2. Reading skills

a. Definition Reading Skills

In the process of national development, education is one of the essential things that determines improvements in the quality of social life in various aspects. Through education, skills and expertise can be increased in dealing with life. As an educational institution, the school plays an essential role in creating the quality of the next

generation, one of which is developed at the school is the language skills that exist in learning Indonesian. The goal is for students to have excellent and precise abilities in Indonesian, both orally and in writing. There are four language skills: listening, reading, speaking, and writing. These four skills are a capital of student interaction in everyday life (Almadiliana et al., 2021).

Reading is one of the language skills, and reading is also one of the complex abilities and processes. The complex can be interpreted as a reading process involving the reader's various internal and external factors. Internal factors include intelligence, interests, attitudes, talents, motivation, reading goals, etc. External factors can be in the form of reading facilities, social and economic background, and reading traditions.

Complicated means that external and internal factors are interconnected, forming complex coordination to support reading comprehension. Reading activities include three basic skills, namely recording, decoding, and meaning. Recording refers to words and sentences, then associating them with their sounds according to the writing system. The decoding process refers

to translating a series of graphics into words. Meanwhile, meaning is a process of understanding meaning that progresses from the level of understanding interpretive, creative, and evaluative understanding (Aulia Puspita et al., 2021).

Knowledge can be obtained from various activities, one of which is reading. Therefore, reading skills should be developed in students. Skills in reading are essential because they play many roles in life, one of which is to create students' habits in reading (Anjani et al., 2019). Reading is a skill that every student must possess. Reading activities are, of course, not just reading. Types of reading are usually based on the goal itself; therefore, many types depend on the reader's purpose.

The ability to read is an essential skill that students should have to be able to participate in all learning processes. The ability to read is crucial for students because many learning activities involve reading (Fahrurrozi et al., 2020). There are also other things, namely being able to convey the results of reading it orally and in writing. So, reading is a linguistic skill related to other language skills. (Mardiani et al., 2018).

Based on the definitions that have been explained, it can be concluded that reading ability is the ability of a student to understand the various words and letters being taught, then be able to relate them to sounds or sounds and be able to understand the meaning of a text that is read which begins with the ability to listen to the sound of letters correctly and appropriate. Reading is a process that involves visual abilities and cognitive abilities. Both of these abilities are needed to provide letter symbols to be understood and meaningful for the reader. Reading is a process that means information from text and knowledge the reader possesses and has a significant role in forming meaning.

The author hopes this sociolinguistic teaching method can improve students' reading skills. However, the factors that affect reading skills in English are students' need to understand the pronunciation of English letters and students rarely reading in English in class. Interest in reading English among students is still low, and the approach to reading in class is carried out systematically. Monotony and the students' lack of interest in reading in English. The authors hope

that research on sociolinguistic teaching methods in improving reading skills will attract students' interest in learning English, especially in reading skills.

b. Reading Ability Goals

In every lesson, of course, it has a goal. The purpose of learning reading skills is divided into behavioral and expressive goals. Behavioral goals are closed or only focused on instructional, while expressive goals are open goals. In discussing reading skills, of course there are goals or expectations that want to be realized, while the goals of reading skills are as follows:

1. Passion for reading in English
2. Perfect reading aloud according to the pronunciation
3. Apply good steps when reading
4. Update their knowledge of a topic to be read
5. Involve modern explanations on known explanations
6. Get an explanation for oral or written news
7. Displaying an experiment or applying information

8. Performing an experiment or applying information obtained from a text in some other way and learning about the text

9. Answer specific questions

It can be concluded that the purpose of reading will be able to influence a person's purpose in reading, the higher the person's ability to understand what he reads. Therefore, learning to read must focus on reading comprehension of the contents of the reading. Thus, students are expected to be skilled in reading, with this educators make new innovations by increasing students' reading skills through word-composing game techniques, with this it is hoped that students will be even more skilled in learning.

c. Factors That Affect Reading Ability

Many factors influence students in reading ability, the factors are as follows:

1. Physiological factors

This factor is a factor that comes from within which can be said to be a factor that is found in the physical, psychological and mental health factors of students, this factor is one of the important things for students in learning to read. Experts say that if a child's physiology is

affected, his reading comprehension will also decrease.

2. Intellectual factor

This factor is a factor related to the way of thinking or reasoning of a student. In general, a child's intelligence does not fully influence the success or failure of a student in reading ability, but the factor of how to educate a teacher is also important so that students get perfect results. Intellectual Parts:

a. Encouragement is the power part when practicing reading. Then the secret of motivation is ordinary, but not simple for the goal. Encouragement, that is, students need to set an example for students in the application of education, which is important by using the desire with the knowledge of students so that students understand that self-training is important.

b. The desire to recite is the desire that can be accompanied by one's efforts to read. Individuals who have a willingness to get reading material and then read it on their own accord.

c. There are three aspects of social and emotional maturity and self-adjustment, namely emotional stability, self-confidence, and the ability to participate in groups. A learner must have emotional control at a certain level

3. Environmental factors

    Environmental factors also affect the progress of students' reading skills. Environmental factors include the background and experience of students at home and the socio-economic status of the students' families:

1. The background and experience of students at home can affect their ability to read. The environment and residence conditions of the participants are the main factors in terms of improving abilities, if a child lives in a family or environment that does not provide harmony for children and an environment that is toxic, it will have an impact on their level of ability to read. Therefore, parents must be able to provide an understanding of the child's environment so that they can improve their abilities.

2. In the economic aspect of society, there is a tendency for parents who are economically in

the upper class to think that children can predict early readiness for reading skills. But parents should not stop at just beginning to read. Parents must continue their students' reading activities continuously.

d. The Steps of Learning to Read

To achieve and have the skills students must have an understanding of learning and reading techniques and understand the content of the reading that will be taught, below are the stages in learning to read:

1. Beginning Reading.

Students who will learn to read first enter the reading stage such as skills that underlie skills and so on reading skills really need the guidance of educators, because if the rules are not implemented properly then at the advanced reading stage children will experience difficulties in being able to have adequate reading skills. Initial reading includes:

a) Recognition of letter shapes

b) Introduction of intrinsic elements

c) Introduction to the relationship/correspondence of spelling and sound patterns

2. Reading Comprehension.

Reading comprehension is a continuation of preliminary reading. If students have gone through the initial reading stage, they have the right to enter the reading comprehension or advanced reading stages. A good reader needs to have four levels of understanding in reading. Students are required to be able to analyze or assess the goodness of a reading.

In fact, students can continue the results of reading comprehension of messages or information to others both in writing and orally, able to convey back the contents of the reading they read, and develop the main ideas of reading with their creativity both orally and in writing, this shows that students really understand the contents of the reading.

B. The Role of Sosiolinguistic Learning In Reading Teaching

Paramita (2017) states that there are factors needed in language learning through a sociolinguistic approach, which are as follows.

1. Objectives (knowledge, skills, and attitudes to be achieved in the learning process.

2. learners (age, ability, background, motivation, needs, difficulties, and others.

3. Teaching (philosophy of education, teaching, and competence selection).

4. Class size, number of students, and time available.

5. Availability of tools and funds.

6. Learning resources (which are relevant, appropriate, up-to-date, and selected.

7. Study materials (theory-practice, scope and sequence, level of difficulty).

8. Other factors. In a multilingual, multiracial, and multicultural society, linguistic, cultural, social, and ethnic factors are variables that can influence the success of language learning. In the process of teaching and learning languages there are a number of variables, both linguistic and non-linguistic in nature.

Based on this discussion, the factors and variables of learning English related to sociolinguistics are interrelated to developing English learning in schools. The environment is the main variable for developing students in

learning Indonesian. In its application, it is hoped that students can think critically and be responsive in understanding other people's speech, be able to convey thoughts, feelings, and abilities in an orderly language, be able to understand the rules of the language, and have a positive attitude towards the language being studied. Means of being a complementary variable to achieve the development of learning English. Language learning factors also contribute to being an important support for the achievement of learning English. There are several approaches to language learning which are based on sociolinguistic theory, namely as follows.

a. Competency-based Language Teaching

This approach is based on language learning on language skills that are work-oriented and one's survival. The CBLT approach is based on the functional and interactional perspectives of language. This language learning approach seeks to develop language skills functionally (a linguistic approach that aims to understand the process of a text forming its meaning in a context).

b. Communicative Language Teaching

According to Chomsky (1957), this approach mentions the existence of "creativity" in the use of language by the wearer. This approach arose because many opinions emerged that structural linguistic theory as its philosophical foundation was no longer feasible to be continued as a language teaching method.

c. Natural Approaches

This approach sees language as a natural communication tool. In its application, as a learning method, this approach emphasizes naturalistic principles that emphasize more involvement in the target language. Direct involvement in the use of the target language will naturally enable language acquisition to occur. The principle of this approach is the development of target language competence by natural language "acquisition".

d. Cooperative Language Learning

This approach explains that language as an object of learning becomes a tool for social interaction in society. In everyday life, humans are mostly involved in language interactions within

the framework of social interaction, while conversations between members of society are bound by an order (rules/values) agreed between them. The formation of language will depend a lot on the values of a society at a certain time and at a certain place.

This approach is applied in learning English at school. Competency based Language Teaching can be used by teachers to teach English learning to their students by teaching context in language. This can help students to write a work or essay in English so that it fits the context (part of a description or sentence that can support or add clarity to meaning), as well as help students determine ideas and content in writing a text.

Communicative Language Teaching is used by teachers to find out the communication process spoken by their students, then it can be readjusted to determine how to convey English learning in accordance with the communication used by students. This can be done to find out language deficiencies from the way students communicate and then given improvements for learning English with students. The Natural Approach is an approach that is almost the same as

CLT, it's just that this approach helps the teacher to also know the language environment of the students. Cooperative Language Learning can help teachers to direct their students to use English as a way to interact both in terms of writing, reading, listening, and speaking. In addition, CLL can direct teachers to inform that language can change its shape. Of the four approaches, it can make the teacher leave a structural role in learning English. Students will be directed to learn language from the circumstances around them, the environment, and society. Learning English will continue to mingle with the language of the teaching and student environment. Teachers as the main means of learning English students are able to relate English from language acquisition in the school environment and the environment of their students so that learning does not only originate from structural language learning, but also links it directly from the situation.

C. Previous studies

Fitri Handayani & Mike Amelia (2020). In their research "Indoglish As A Sociolinguistic Phenomenon: A Case Study At English Departments Ummy Solok" states that language

phenomena related to life are quite widespread among young people not only in society but also in the educational environment, he says that sociolinguistic phenomena This can have a good impact because it can improve students' ability to speak and can improve their ability to work together in groups. In this study, the thing that is very concerned about is the ability of the students to speak English mixed with Indonesian and the social environment related to sociolinguistics itself.

The similarities in this research is relevance of the study in both discussing or researching and providing highlights about existing and occurring sociolinguistic learning among current students and the language used among students. The Differences in this research is the authors explain the phenomenon of using English mixed with Indonesian, while in this study it discusses students' reading abilities.

Mohammed Mahib ur Rahman (2020) in his research "Improving Communicative English Skills Based on Sociolinguistics Competence of EFL Students" states how a teacher uses one of the learning strategies, namely EFL to improve

students' ability to communicate using English based on sociolinguistics It is hoped that the ability of students will increase in the future.

Similarities in this research is the relevance of the study is that both use one of the strategies in sociolinguistic-based learning to improve students' abilities in one of the areas of ability. Differences in this research is discusses students' communicative abilities which are certainly related to students' speaking abilities. In contrast to the research that will be conducted related to students' reading skills.

Jakhongir Shaturaev (2023) in the research "Methodology Of Teaching English At The Primary School Level: Enhancing English Language Skills" states about methods in teaching elementary school students that are related to students' English skills and related to sociolinguistics. The research aims to improve the teaching ability of teachers in improving students' ability to speak English from elementary schools so that later they can get used to it and not feel troubled.

Similarities in this research is the relevance of the research is that both discuss techniques or strategies in teaching to improve skills in learning English. Differences in this research is difference in research lies in the ability to be studied.