SOCIOLINGUISTICS IN LANGUAGE TEACHING

(SOSIOLONGUISTIK DALAM PENGAJARAN BAHASA)

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Abstract

Language teaching is connected with sociolinguistics in many ways. Different social factors affect language teaching and language learning. This paper investigates the relationship between sociolinguistics and language teaching. Some social factors such as situation, context, and social setting that has roles in language teaching. It describes the main factors which influence linguistic choices and explains how well contemporary teaching can take account of them. It also investigates obvious variatious in the use of language used by people belonging to varieties facets.

Key words: language teaching, social factors, and sociolinguistics

Abstrak

Pengajaran bahasa berkaitan dengan sosiolinguistik dalam berbagai cara. Faktor sosial yang berbeda mempengaruhi pengajaran dan pembelajaran bahasa. Tulisan ini mengkaji hubungan antara sosialinguistik dan pengajaran bahasa. Beberapa faktor sosial seperti situasi konteks, dan setting sosial memiliki peran dalam pembelajaran bahasa. Sosiolinguistik menjelaskan tentang faktor-faktor utama yang mempengaruhi pemilihan linguistic dan menjelaskan seberapa baik pengajaran saat ini dalam memanfaatkan faktor-faktor tersebut. Sosiolinguistik juga menelaah berbagai variasi dalam penggunaan bahasa yang digunakan oleh orang yang memiliki berbagai karakter.

Kata kunci: pengajaran bahasa, faktor sosial, dan sosiolinguistik

1. Introduction

Language is a centre to social interaction in every society, regardless of location and time period. Language and social interaction have a reciprocal relationship: language shapes social interactions and social interactions shape language.

Learning language is getting through the teaching learning process indoor, outdoor, formal or non formal education. Teaching, learning language, sociocultural contexts and variations of language should be considered because it is influenced by the success of the learning a language. The teacher may not neglect the influences of a variety of languages and sociocultural contexts of the participants, especially in mother tongue or foreign language. This is due to the roles to easier the learners to gain the purposes of teaching learning language.

The terms of sociocultural contexts and variations of language may be covered in sociolinguistics study. In order to understand the phenomenon, broad knowledge of the process of language acquisition, second or foreign language education, sociolinguistics, linguistics,

psycholinguistics, and specific knowledge of foreign language teaching techniques and methods of measurement and evaluation become have especially important. Sociolinguistics has become a very important role recent, and we have become aware the role of language not just as a means of communication, but also a creator social identity (Dunkley, 2013). Sociolinguistics is an interesting and important area of language for teachers because it deals with how the language is used and thought of in the real world.

The educators should have a huge view of sociolinguistics to help their teaching, learning language process can be implemented well because sociolinguistics covers a tremendous variety of approaches. They have to know the variations of each learners' language and social background in order to be able to select the appropriate approaches for teaching language. A central problem for sociolinguistics approaches to language is nationhood. Being the defining framework for much discussion of both language and culture in popular and academic domains, the concept of the nation has had a huge influence on the ways in which languages and cultures have been defined (Nancy &Sandra, 2010).

The teacher often disregarded the sociolinguistics aspects in teaching language. They are more focus to teach the language either second or foreign language pronunciation words, grammar, and (speaking). Learning language with sociolinguistics can help the speakers able to distinguish where, whom, when they speak. Therefore, the teacher should associate the materials to social contexts.

2. Literature Review

Ofodu (2012) conducted research into sociolinguistics input in language acquisation and used of English as Second Language in classroom, revealed thatgender, age and religion have insignificant input on secondary school students' use of English. It was concludedthat the family still remains a major source and most potent place for language learning; therefore, parentsshould give more attention to students language use at home and provide all the necessary impetus.

The research by Irene wherritt to find relationsome specific examples sociolinguistic principles as they affect language teaching. Although the examples are taken from Portuguese, the situations are intended to apply to the teaching of foreign languages in general. The first part of the study treats practical matters of gathering sociolinguistic data. In the ensuing sections on phonology and syntax the discrepancy between actual language use and typical materials is presented learning suggestions for improvement are offered. The part on interactional rules purports to show one area of neglect in traditional teaching materials. The final section summarizes ideas on the importance of broadening language learning to include research from sociolinguistics.

Stephen Van Vlack (2011) reviewed review some of the basic ideas underlying language use by looking at language from three different but overlapping theoretical viewpoints. He looked at sociolinguistics, discourse analysis (a wee bit) interlanguage pragmatics. Based on this, he expected the students to be exposed to and to generate a full picture of how language use develops and is to be assessed and taught and specifically in subsequent language learners. He combined necessary theories in SLA with practical outcomes related to language use. Students was encouraged to come up with real-world applications of the theories discussed in class for use in their own teaching.

3. Research Method

This study applied observational method to collect the data that finding elaborated as conclusion. In this case the researcher did direct observation to preparation that has been made by the English teacher such as Lesson plan and Material

The lesson plan was observed from four of English teachers focusing on the steps of the teaching process. The researcher focused on the speech of the teacher in delivering the material into students. The suitability of material (theme) to the students' age, background language, and knowledge level was also observed.

4. Discussion

In this case, it gives the definitions to the terms linked to the paper topic and what are their relationships.

4.1 What is Sociolinguistics?

4.1.1 Definitions of Sociolinguistics

There are several researchers or linguists give the definition of sociolinguistics in different perspective.

Yasemin (2013)defined the sociolinguistics science as that investigates the aims and functions of language in society. It attempts to explain how language differs from one context to another across geographical borders and how people in one context communicate with people in other contexts (e.g., non native-nonnative speakers; nonnative-native speakers; and so on). He's prone to learn language based on the sociocultural contexts, how the learners can communicate in one context with the others. Sali (2012), sociolinguistics is the interaction between language, culture, and society. Depending on the focus, virtually any study of language implicates a social connection because without this human component language itself would not exist. The language is linked to the interaction between language and culture, language and social phenomenon. According to Spolsky (2010) sociolinguistic is the study of the link between language and society, of language variation, and attitudes about language. It is supported by Hudson (1996) defined as a study of the relationship between language and social factors such as class, age, gender and ethnicity. Whereas Bell (1976) said it is a branch of anthropological linguistics that examines how language and culture are related, and how language is used in different social contexts. The study of stylistic and social variation of language (Wardhaugh, 2010). The study of language in relation to its social-cultural context (Van Dijk, 2009). Sociolinguistics is the study of the effect of any and all aspects of society, including cultural norms, expectations, and context on the way language is used (Trudgill, 2000).

In all these definitions, it is clear that sociolinguistics is a discipline that makes a link between sociology and linguistics. It is a branch of sociology and as a concept, it is concerned with how language use is a determinant of a given society's linguistic requirements. Every society has its linguistic codes that are acceptable for interaction (Meyerhoff, 2006). Sociolinguistics shows how groups in a given society are separated by certain social variables like ethnicity, religion, status, gender, age and level of education and how adherence to these variables is used to categorize individuals in social classes (Hudson, 1996). The social study of language is a modern linguistic paradigm because it was the modern linguist who first acknowledged and accepted that language by its nature is totally a social phenomenon (Bell, 1976). All definitions mentioned above demonstrate that sociolinguistics is related to language use and a society's response to it.

Studying sociolinguistics can enhance our perspective related to language with the phenomenon. The basic premise sociolinguistics is that language is varied and ever-changing. As a result, the language is not uniform or constant. Rather, it is varied and inconsistent for both the individual user and within and among groups of speakers who use the same language. Hence sociolinguistic phenomenon cannot be separated with discussing about teaching language because when we want to know more about language, we learn it with all of the issues including relationship styles, users, the time, and socioculture.

4.1.2 The Subject of Sociolinguistics

Fishman (1971)defined sociolinguistics as the study of varieties, function, and speaker of the language. According to him, they are changeable, interacting, and modification in language society. According to Grimshaw, 1971), there are four kinds relationship between language and society as follows (1) language determine society; (2) sociocultural language; co-variance determine (3) between social facts and language; (4) language and society is determined by other factors such as culture, abstract structure or biological nature.

4.1.2.1 Sociolinguistic Approaches

At least there are three approaches of sociolinguistics: (1) de Saussure approach. Fishman stated connotation and a variety of language is associated with speech and individual not by language and society. The successful of communication because of uniformity and homogeneity society used the same symbols; (2) the approach was pioneered by William Labov that emphasized to language varieties. The misconception between speakers occur because they do not have an equal sociocultural background. (3) variety approach. The speakers use the language varieties in communication adapted to the situation.

4.1.2.2 Micro Sociolinguistics and Macro **Sociolinguistics**

The major study of sociolinguistic is divided into two: micro sociolinguistic and macro sociolinguistic. Micro sociolinguistic refers to study of the language phenomenon in social context symbolized by micro its scope of interpersonal communication (person to person) Three main principles of interaction between individual in a group: (1) attainment interaction of communication; (2) acquisition and modification communicative competence; and (3) language attitudes.

Macro sociolinguistics tends to study of sociolinguistics phenomenon, including population, variable, language deployment, or the continuity of language, it refers to bilingualism, language attitudes, planning, variety, choice, accent, shift, accent, education, etc. Three major terms are noteworthy in macro sociolinguistics as follows: (1) language contact; (2) language conflict; (3) language and social change.

4.2 What is Language Teaching?

The American psychologist Steven Pinker describes language as being 'so tightly woven into the human experience that it is scarcely possible to imagine human life without it'. It is a system of communication used by human everywhere. This system of interpersonal communication allows humans to communicate messages to others in a way that no other species are able to do. According to Fasold, language is used to make a statement about one's own identity, about oneself in relation to the listener, and to define the situation in which language itself is being used. Blundell, Higgens & Middlemiss (2010) state, we only

speak or write with a purpose in mind: to help someone to see our point of view, perhaps or to ask their advice or to reach agreement with them. The functional use of language is not only based on certain language structure or grammatical rules, it is how we understand the context and use the language in order to fulfill those purposes.

Teaching can be defined as an interaction between the teacher and the taught as far as it is related to the imparting of the knowledge to the students, to cover almost every aspect of education which the students are expected to learn from a teacher and which the teacher will teach them using all the teaching techniques and aids available to teach.

Language teaching is the process of language transferring the with phenomenon by the teacher to learners. It should as a guide to obtain all aspects of language. It may talk all facets of language such as social, cultural, lexicon, syntax, etc. Language teaching related to society and culture are studied in sociolinguistic. It dissects the language related to social factors such as class, age, gender, and ethnicity, therefore, the language users can apply it with appropriate way. It focuses greater attention on the Social Nature of Learning English as a second/foreign language rather students than on as separate, decontextualized individuals. To understand and promote learning, we look not only at individuals, but also at the people who make up their world and the connections between them. These people include not only teachers, but also peers and others, such as administrators and people in the outside community. Cooperation is valued over competition without excluding the latter completely. When students collaborate they all play leadership roles.

Contrary, in the present the teacher in teaching language in primary, junior, and senior high school often neglects the sociolinguistic field especially in foreign language teaching. They tend to teach it mostly relate to how the students able to use grammar and words, local society, not the target language society, therefore, the students more focus on how to arrange the words/ sentences to be good sentence/paragraph and speak with local accent that sometimes unacceptable of the target language. Related to language teaching, the teacher should consider the individual factors of learners, three of them are age, social and educational context.

4.2.1 Age

It is generally believed that the age at which learners begin to learn second language influences their ultimate attainment in language knowledge/ability. Lenneberg (1967) argued that languages are best learned before puberty, after which everyone faces constrains in language development. While Stephen Crashen (1981) favor of younger is better, argued that second language development by child and adult might actually involve differences process; the former utilizing properties of language acquisition as in first language acquisition, the latter employing general problem solving abilities, and thus accounting differential effect of the age, But, there are others who suggest that "older is better" because older learners have cognitive and literacy skills that tend to enhance their second language development (McLaughlin 1987; Snow 1983). It seems reasonable to deduce that the age does have an influence on second language development.

4.2.2 Social Context.

Social context refers to a range of language-learning environments such as the home, the neighborhood, the classroom, and the society at large. Recently, scholars such as Pavlenko (2002), Hall (2002) and Siegel (2003) suggested that the movement from

the first language to the second/foreign language involves more than psycholinguistic abilities, because it depends on historical, political, and social forces as well. Such a conclusion echoes earlier studies reported in the 1980s that any serious attempt to study second/foreign language development necessarily entails the study of social context as an important variable (Beebe 1985; Heath 1983; K. K. Sridhar & N. Sridhar 1986; Wong-Fillmore 1989). Additionally, social context is critical because it shapes various learning and teaching issues such as (a) the motivation for second/foreign learning, (b) the goal of second/foreign learning, (c) the functions a second/foreign language is expected to perform in the community, (d) the availability of input to the learner, (e) the variation in the input, and (f) the norms of proficiency acceptable to that particular speech community.

Specific social settings such as the neighborhood and the classroom, in which learners come into contact with the new language have also been found to influence second/foreign language development. Studies conducted by Wong Fillmore (1989) revealed that social settings, create and shape opportunities for both learners and competent speakers of the second/foreign language to communicate with each other, thereby maximizing learning potential. A study by Donato and Adair-Hauck (1992) concluded that the social and discursive context in which instructional intervention is delivered plays a crucial role in facilitating second/foreign language development in the classroom.

The social context also shapes the role of the target language in a particular speech community and the nature of the linguistic input available for learners. Comparing the sociolinguistic profiles of English language learning and use in India, West Germany, and Japan, Berns (1990) illustrated how

three different social contexts these contribute to the emergence of various communicative competencies and functions in these countries, thereby influencing second/foreign language development and use in significantly different ways.

4.2.3 Educational Context

Closely related to the social context is the educational context. Studies on the educational contexts grounded in educational psychology emphasize the inseparability and reciprocal influence of educational institutions and settings in which learning and teaching operations embedded (Bloome& Green, 1992). In the context of second language development, it is the educational context that shapes language policy, language planning, and most importantly, the learning opportunities available to the second language learner. According to Kamaravadivelu (2001), It is impossible to insulate classroom life from the dynamics of political, educational, and societal institutions, because experiences, participants bring to the classroom are shaped not only by the learning and teaching episodes they have encountered in the classroom, but also by a broader social, economic, educational, and political environment in which they grow up.

As Tollefson (2002) and others pointed out, it is the educational context that determines the types as well as the goals of instructional programs made available to the second language learner. For instance, the educational context will condition the relationship between the home language and the school language, between "standard" language and its "nonstandard" varieties. As a result of decisions made by educating policymakers, the second language learners will have a choice between additive bilingualism, where they have opportunity to become active users of the

second language while at the same time maintaining their first language, subtractive bilingualism, where they gradually lose their first language as they develop more and more competence and confidence in their second language. Similarly, as Norton (2000) and Pavlenko (2002) asserted, the educational context can also shape the complex relationship between power, status and identity by determining "how access to linguistic and inter Actional resources is mediated by nonnative speaker status, race, gender, class, age, and social status, and to ways in which discourses appropriated by second language learners are linked to power and authority" (Pavlenko, 2002, p. 291).

Additionally, there are theoretically two different approaches to the study of language and how it relates to society. The first is the sociology of language, or the study of the effect society has on language. The second is sociology or the study of the effect language has on society. Although the two are considered fundamentally different, various field work and studies have demonstrated they are inseparable. Culture and language constantly influence one another and in result, studying one is nearly impossible to do without learning about the other. In fact, the linguist, Hymes, argues that the two are not different, but one field of study and that sociolinguistics is merely a popular "one word" relative to the multiple word descriptions that existed prior to the second world war including "sociology of language".

Based on the explain above, we can deduce that the individual factors play important role in triggering and maximizing the learners' master the language, therefore, they may not be neglected in language teaching.

4.3 Why Sociolinguistics is Necessary in Language Teaching?

Sociolinguistics is that branch of linguistics dealing with the influence of the society on language and vice-versa. Under this branch we deal with the problems faced in learning a language or, to say how a language is acquired and also how a language is modified according to different social circumstances. Through this we also come into contact with the traditional value of a language, which otherwise would have remained unknown to Sociolinguistics is an integral part in the study of language in common, and in the study of the impact of society over language. So, it is really important in the sphere of the study of language. As I told above that the teacher most focus, on words, grammar, and text contents in teaching language recently without considering the communication in its entirety, whereas in learning the language to use it, appropriate place(s) and cultural(s) of the language should be taken into consideration in addition of language itself that make the pupils will never be fluent in another language. Each language is used by different contexts, by different people, and for different reasons when the language is learnt. It is important to consider those factors to effectively communicate to others, which presumably the ultimate goal.

In essence, the study of language and its relationship with culture and society is known as sociolinguistics. Although it may sound like an intimidating term that belongs in the academic realm, every language learner should have some awareness of sociolinguistics, particularly because the very act of using a language is, in fact, social. Language was developed out of the need to communicate and interact, and therefore, it is social by nature, and understanding some part of that allows us to more effectively use the language.

In previous centuries, social facets of language were first studied under the guise of linguistic anthropology. It began to appear on the scene, pioneered by William Labov in the US and Basil Bernstein in the UK. Historically, much like anthropology, the more exotic cultures and languages were of primary interest to sociolinguists while "home" or Western languages remained unexplored and ignored.

Sociolinguistics take up the social space in the study of language on topics that linguistics usually keep in the background. In other words, it is the effort to understand the way that social dynamics are affected by individual and/or group language use, variations in language and varying attitudes towards language. Additional examples include the differences between the ways men and women speak, the ways children or teens speak, or even the way different social classes communicate.

Being unaware of social courtesies (or aspects of sociolinguistics) can lead to embarrassing situations as a language learner. For example, did you know that pointing (even at an object and not at a person) is considered extremely rude in Italy? In the US, pointing is considered acceptable unless we are pointing at a person we point at items on menus, at objects in display windows and in directions. If an American learning Italian were to point during communication, it would considered rude and aggressive and isn't a very good way to make friends. Making a mistake of this sort, according to David Broersma can lead people to not only think that one is ignorant, but "ill mannered, dishonest, insincere, rude, pushy, etc." The most intimidating part is, the better you are at speaking, the more severely you are judged in total communication, and all the more reason you have to improve and develop your sociolinguistic skills as an important facet of your language learning experience.

4.4 The Relationship Sociolinguistics and **Language Teaching**

Language is the communication of thoughts and feelings through a system of subjective signals, such as voice sounds, gestures, or written symbols which is used a nation, people, or other distinct community. On the other hand Society is a group of people related to each other through persistent relations, or a large social grouping sharing the same geographical or vital territory, subject to the same political authority and dominant cultural expectations. Sociolinguistics is an integral part in the study of language in common, and in the study of the impact of society over language. So, it is really important in the sphere of the study of language. So, sociolinguistics is the field of study having to do with the interaction of language and society, how all aspects of society have an effect on language, and how language has an effect on society.

According to M. Rasel Howlader (2010), there are several social factors that correlate to language teaching sociolinguistics perspective as follows:

4.4.1 Ethnicity

Ethnicity can result in significant linguistic variations. The adoption of second language phrases and grammatical constructs into first language typify the language of many ethnic minorities. Studies of language variation due to colonization have resulted in a general acceptance of the theory that where the two languages blend to form pidgin, the language of the dominant group is in greatest evidence in the vocabulary and the language of subordinated group is most in evidence in the grammar. Researchers like Corder, S.P. (1967) and Selinker, L (1972) have identified a linguistic middle ground, labelled as "interlanguage". The term "interlanguage" is used to describe the adaptation of the second language, with aspects of the speaker's first language, until eventually the speaker becomes proficient in the second language. However the idea that "interlanguage" is always temporary, and represents a simplification of the second language, is open to question. There are examples of sustained pidginisation of language and it should also be noted that Labov, W. (1972) in his study of inner-city youths in New York, reported that far from being sloppy and ungrammatical their use of language was as consistent and rule governed as any prestige language. In summary, history and politics will influence the development of language, but perhaps not always entirely in predictable ways, with groups using language to deliberately maintain and identify their separateness.

4.4.2 Gender

There are recorded differences in the ways men and women use language. These differences are observable across a whole range of linguistic variables. Llamas and Stockwell in their chapter sociolinguistics, use the phrase "genderlect" to describe the idea. Lakoff's (1975) observations were cited as demonstrating that women were linguistically less powerful. However. Freeman and McElhinney (1996) point out that whatever linguistic skills are highly prized in society, society tends to perceive men as having them and women lacking them! The real issue is perhaps that society has different linguistic expectations of the sexes. These differences are not confined to lexical and grammatical differences, but are also clearly evident in prosodic features. Peter Trudgill (2000) points out, "languages do differ considerably in the extent to which sex differences are lexicalized. In German, for example, you have to specify whether a friend is male, Freund, or female, Freundin."

4.4.3 Geography

All languages demonstrate geographic variation. Regional differences can be strong or subtle. The matter is complicated further in industrialized societies where geographic mobility is common. Some languages experience such strong regional variation (Northern and Bavarian German, for example) as to make comprehension a real issue. It is important to distinguish between regional variation known as "dialect" which refers to lexical and grammatical variations to standard language and "accent" which refers to the pronunciation pattern. In practice these two factors often combine to form what most people consider a recognizable regional variation. Several studies have shown that people generally react less favorably to people whose accents differ from their own. Because geographical location pronunciation varies. A teacher in Scotland might face difficulty teaching English learners. Scottish accent is difficult and different from English accent.

4.4.4 Social Class

There are observable differences in language across class boundaries in a society. Just as higher social groups use language to distinguish themselves, some groups deliberately employ inferior forms in order to disassociate themselves from mainstream society. The language used by professional classes is labelled as "correct" and promoted by government, education and the media as the "standard" form. In contrast, other forms of the language are, therefore, labelled as "incorrect" considered substandard. Nevertheless, stigmatized varieties often survive even under considerable pressure as groups remain loyal to their form as a means of distinguishing themselves. Traditionally, one

type of English accent has conveyed associations of respectability and a good education. This has been labelled as Received Pronunciation and was coined by phonetician Daniel Jones in 1918. Today RP, in its pure form, is spoken by less than 3% of the British population (David Crystal, 2003).

4.4.5 Occupation and Role

Of all the variations in language that are an everyday occurrence, it is felt that the changes that we most commonly overlook are the changes in language owing to the profession of the writer or speaker, or their relationship to others. In their roles as cleric, advertiser, newscaster, journalist, doctor, politician or taxi driver, thousands of people shape their language to the role they are paid to perform. Unlike regional, gender and class variations these are often "put on" when we go to work in the morning and "taken off" at the end of the day. In English Language teaching world, ESP (English for specific purpose) is connected with different professions like doctors, engineers, bankers, etc. It has been found that there are obvious variations in the use of language used by people belonging to varieties of occupations. This is also an experience that language teaching are significantly affected owing to practical variations. People of various occupations need diverse language knowledge and linguistic training and orientation. These differences should not be seen as limited to professions with formal or technical variations, like law or science but rather as encompassing every area of life. The influence of role is evident in the language of groups of builders, school children and shop assistants as well as politicians and sports commentators. The effects of role cannot, of course, be viewed in isolation from the context and the situation in which they occur. When taking on a role, paid or unpaid (mother, brother, neighbor, customer) it influences our behavior and our language in accordance with the relationships that role encompasses.

Study sociolinguistic can enhance our perspective related to learning the language with the phenomenon. The basic premise of sociolinguistics is that language is varied and ever changing. As a result, the language is not uniform or constant. Rather, it is varied and inconsistent for both the individual user and within and among groups of speakers who use the same language. Therefore, It is inevitable that the roles of sociolinguistic lead the teaching language entails the goals either teaching second or foreign language.

4.5 Teaching English as a Foreign **Language Associated with Sociolinguistics**

Foreign language education become a significant phenomenon in the present era. Respondingto personal professional needs, people learn a foreign language to qualify for education abroad, tocommunicate with colleagues international corporations, or to prepare themselves for travel and job. Inorder to understand phenomenon, broad the knowledge of the process of language acquisition, second or foreign language education. sociolinguistics, linguistics, psycholinguistics, and specificknowledge of foreign language teaching techniques and methods of measurement and evaluationhave become especially important.

Teaching English as a foreign language (TEFL) which is also known as teaching English to speakers of other language (TESOL) involves teaching English to students whose first or second language is not English. This could be in Indonesia, where the first language is vernacular and the second one is Indonesian. The learners may be children or adults with varying levels of ability. According to

Yasemin Bayyut (2013) the significance of sociolinguistic in foreign language education examined along three dimensions: attitudes towards learning a foreign language, inclusion of culture in foreign language lessons, and the contribution of language planning to foreign language education. Curriculum and instruction can be arranged to promote positive attitudes toward the foreign language to be learned nationalities associated with and language. Inclusion of cultural elements in the foreign language curriculum helps learners understand new language concepts and provides a context for their

The basic theoretical features of sociolinguistics and the context of its practice lend foreign language education its rich social content. To illustrate, when one considers language education in a school context, noting student-teacher interactions alongside educational components teaching and learning, the significance of social interactions is readily perceived. Regarding communications functions, the application of sociolinguistics in a classroom context can contribute enormously to the development of foreign language teaching techniques.

In teaching English as a foreign language also the learners should be introducing the use of English in social context appropriately. They are not only able to express it, but also they have the capability to determine the correct expression for the appropriate situation, class, time, age, gender, other social context.

5. Conclusion

Based on the above discussion, I sum up that sociolinguistic has an important role in language teaching because it is consist of the study of the link between language and society, of language variation, the attitudes about language. It is noteworthy in learning language because it can give the suitable perspective of language. According to Broersma (2001)'having good sociolinguistics competence means knowing how to "gives every person his or her due." Means when someone be quiet, talk, give compliments to others, and apologize. Sociolinguistics also ably lead the learners to speak in appropriate social context, therefore, it is very important to the teachers to introduce the sociolinguistics through teaching language materials in order the students will have knowledge of relationship language and social context. They may just not focus on how to speak fluently but speak appropriately is needed too. So much of actual communication is beyond knowing just words and grammar, and without considering communication in its entirety, the learners will never really fluent in another language. Each language is used within different contexts by different people and for different reason and when learning language, it is important to consider those factors to effectively communicate with others. Therefore, In language teaching the teachers have to determine all facets linked to use of a language either speaking or written. The teachers cannot hope to transform their students' sociolinguistic competence overnight, but by contextualize the presentation of language, regularly reviewing the impact of social and cultural factors on language and including lessons with a functional approach, teachers can increase the sociolinguistic awareness of their students. These things need not be introduced as isolated exercises, but a context and social aspect could be incorporated exercises to most examples.

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