

## LINGUISTICS FOR THE ENGLISH STUDENTS

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### Abstract

The students who study English would like to say that studying English is very difficult for example they find trouble making grammatical sentence; whenever they still can't make grammatical sentence means they can't be said as fluent English speakers even though they can communicate and have many vocabularies. To be fluent English speakers. The writer suggests they need to study all the aspects of language. The students can't study only about how to speak by studying the sentence only, but they must study how English sound is actually produced by the speech organs. They also must study about morphemes and words seriously. Next they must study tense and times in arranging words to make sentences. Finally, they must study meaning to increase their vocabularies and they must study mood to make proper sentences. All the above characteristics are found in a science which is called Linguistics. It has some branches namely phonetics, phonology, morphology, syntax and semantics. This paper aims to describe the branches of Linguistics or scope of Linguistics relates to the materials in getting a fluent English speaker without difficulty.

Keyword: Linguistics, English, Students.

### Abstrak

*Pembelajar bahasa Inggris selalu mengatakan bahwa belajar bahasa Inggris sangat sulit sebagai contoh mereka menemukan masalah dalam membuat kalimat gramatikal. Bilamana pembelajar masih belum dapat membuat kalimat gramatikal dalam percakapannya hal ini diartikan bahwa mereka belum dapat dikategorikan sebagai pembicara bahasa Inggris dengan benar. Penulis menyarankan bahwa pembelajar harus belajar seluruh aspek bahasa. Pembelajar tidak bisa hanya belajar berbicara dengan mempelajari membuat kalimat-kalimat untuk percakapan yang menjadi topik pembahasan, tetapi mereka harus belajar bagaimana bunyi bahasa itu dihasilkan. Mereka harus belajar morfem dan kata secara detail, kemudian mereka harus memahami tentang 'tense' dan 'times' dalam menyusun kalimat. Terakhir, mereka harus mempelajari tentang makna yang akan menambah perbendaharaan kata serta mereka harus belajar fungsi 'mood' agar mereka dapat menggunakan kalimat yang baik secara etika. Semua karakteristik itu dapat ditemukan dalam ilmu bahasa yang disebut Linguistik dengan memiliki cabang: fonetik, fonologi, morfologi, sintaksis, dan semantik.*

*Kata Kunci: Tata bahasa, Bahasa Inggris, Pelajar.*

## **A. INTRODUCTIONS**

Speech or language is so familiar as a feature of daily life such as walking and also breathing, therefore many people rarely pause to define it. Walking is a general human activity, it is an organic and instinctive otherwise language is non-instinctive ; it is acquired.

Language is acquired thus it must be studied. Since 1930. It has been studied scientifically called Linguistics. Verhar, J.W.M. says that Linguistik berarti ilmu bahasa. Kata Linguistik berasal dari kata Latin 'Lingua'.

Linguistics is usually defined as the science of language or as the scientific study of language. It means simple 'properly constituted academic discipline'. It also refers to the natural sciences and the methods of investigation characteristics of them. The most important characteristics as a science hence the data is empirical as other science, rather than speculative or intuitive: it operates with publicly verifiable data obtained by means of observation or experiment.

Linguistics like other sciences employs careful methods to observe, record and analyse the various phenomenon related to its subject matter (natural languages, could be living or dead languages) to produced unprejudiced. It is objective and verifiable description. The approach and methodology of linguistics is scientific. It is an inductive a science could be, and is based on observation from of hypothesis, testing, verification, tentativeness and predictiveness. Like a scientist a linguist observes his data. Some of his methods of observation include simple listening, phonetic transcription and the use of various instruments, such as soundspectograph, sonograph, etc. Records and cassettes made in these ways constitute various kinds of objective description.

A person whose scholarly interest in language is called a linguist such as grammarian, phonetician, lexicologist, etymologist. A linguist can also be a person who is skilled in more than one language (polyglot) using this ability in a profession such as translator, interpreter, and language teacher. Linguists attempt to find the regular pattern for the data in text. Analysis from the levels of sounds (phonemic analysis), grammar (morphological analysis), sentence (grammatical analysis) and vocabulary (semantic analysis). There is special techniques are used for specific purposes, namely contrastive analysis and error analysis in language teaching.

The founder of modern linguistics is the great Swiss scholar, Ferdinand de Saussure (1857-1913) has stressed the view language language as general patterns in the speech of a community and as the speaking activity of an individual deal in a particular situation.

The linguist is concentrated to the spoken language rather than the written implies, it is hence that the speech is older and more widespread than writing. We know that no system of writing with a history of more than seven thousand years. On the other hand, thereis no group of people known to exist or to have existed without the capacity of speech; and many hundreds of languages have never been associated with a writing – system until they were committed to writing by missionaries or linguists. It is fact that all systems of writing are demonstrably based upons united of spoken language. In the description of spoken language, the linguist generally finds that he recognizes three kinds of units namely sounds, syllables, and words. There are more important differences between spoken and written language namely by the development of homophony and homography. No writing

system represents all the variations of pitch and stress which are present in spoken utterances; and also the convention of punctuation to distinguish different kinds of sentences.

## **B. LANGUAGE AS THE OBJECT OF LINGUISTICS**

Since Linguistics is the study of language, it is very important for a linguist to know what language is. Sapir (1921) defined that language is primarily human and non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily symbols. Then Mario A. Pei and Frank, Gaynor says that language is a system of communication by sound, i.e. through the organs of speech and hearing, among human beings of a certain group or community, using vocal symbols possessing arbitrary conventional meanings. Language is unique and has creativity and productivity. The structural elements of human language can be combined to produce new utterances, which neither the speakers may ever have said or heard before any yet which both sides understand without difficulty. Language changes according to the needs of society. Old English is different from modern English so is old Indonesian different from modern Indonesian.

## **C. THE SCOPE OF LINGUISTICS AND ITS FUNCTIONS TO THE ENGLISH STUDENTS**

If the students think to get having good ability in English, they only focus on studying sentences (syntax) and conversation; it is very big mistake point of view, because the students find the problems. Therefore they think studying English is very difficult. They actually study from how to arrange the morphemes into a

word. They must study also about how to produce the sounds. It happens because there are some characteristics of language:

1. Language is sound means it is an organization of sounds, of vocal symbols-the sound produced from the mouth to convey some meaningful message. It means that speech is primary to writing. There are several languages in the world which have no writing systems, yet they are languages because they are spoken. This characteristic is studied in Phonetics and phonology.
2. Language is a set of elements and a system of rules for combining those elements to form patterned sentences that can be used to do specific jobs: utterances report something, greet someone, invite a friend to lunch, many more. This characteristic is studied in morphology, syntax and semantics. Now, it is very clear if the students want to study language for example English, they must study all the aspects of languages.

### **1. Phonetics**

The Phonetics is study of speech sounds, and the study of how sounds are produced in the vocal tract. The English students actually needs this science because it discusses place of articulation, they are taught how to produce the English sounds which are different from the Indonesian sounds produced. Most of the student non-English faculty neglect how the important is of this science. She suggests that they must study it in order their pronunciations are the same as the student from English faculty or native speaker. We have to realize that when

someone studies English finally he/she will speak to the native speaker or English speaker graduated from English faculty, therefore the students must study phonetics. It also studies about sounds, for example English sounds can be divided into two broad categories: consonants and vowels. The students must study about this science; hence sounds in English are produced being different from bahasa Indonesia. English has 26 consonants and 12 vowels (it also has 3 diphthongs) but it has only 26 letters in the alphabet. There is phonetic symbols for consonants and vowels must be studied; it is about the consonant and vowel charts illustrate a common system for transcribing English sounds phonetically. These symbols are very useful for representing precisely what sounds are found in particular words. For examples, the word "sugar", "sip", and "measure" all contain the letter "s" but the sound represented by this letter is not always truly [s]. If we were to transcribe these words phonetically, they would look something like [sUgr], [slp], and [m zr]. Notice that the "s" letter in spelling actually stands in for three different sounds, which are accurately captured by the three phonetic symbols: [s], [ʃ], and [z]. It is actually not enough if the students only study conversation to be English speaker fluently; the student actually must have at least Oxford Learner's pocket dictionary.

#### D. PHONOLOGY

Where as phonetics is the study of the structural features of individual sounds, phonology focuses on sound patterns in language. The English students must study about this science because it studies about sounds into distinctive and non-distinctive categories. The students must know that classes of sounds that are meaningful distinctive in a language are

called phonemes. In English there is sound which produces by puffing of air is known aspiration and it doesn't produce by puffing of air is known unaspirated; these types of sounds are different phonemes which have different meaning. For example, consider the words "pill" [pɪl] and spill [spɪl]. Try saying each of these words with your hand held an inch or two in front of your mouth. You should feel a greater puff off air after [p] in [pɪl] than after the [p] in [spɪl]. It is known as aspiration. Thus, the [p] followed by the puff of air is called "aspirated p" [p<sup>h</sup>], and the one without the puff of air is called "unaspirated p". So now we see that we have two different "p" sounds in English which differ meaning. This variants of the same phonemes are called allophones like [pɪl] and [spɪl] are called minimal pairs. *It must be difficult for English learners in Indonesia because Indonesian doesn't have allophones.* But there is no other way not to study it if we want to be English speaker fluently because we pronounce it wrongly so the meaning will be different.

#### E. MORPHOLOGY

How many words are there in English? This question is ambiguous, for example *sing, sings, singing, sang, and sung* count as distinct words. Further, they are regarded as different forms of the same words. 'sing'. If we asked to write a 200-word essay on some topic, we are going to count each separate occurrence of *sing*, of *s*, of *singing*, of *-ing* etc., towards the total. To find out your count whether is correct or not namely by studying morphology.

Morphology is the study of word structure. When linguists study morphology, they are interested in the different categories of morphemes that make up words (including bound, free, derivational and inflectional morphemes)

as well as morphological processes. English learners non-English faculty must study this science because morphemes and morphological process in English are different from Indonesian.

Morphemes are the smallest meaningful pieces of language that make up words. Words may consist of one or two morphemes. For example, the word "sings" is one word but it actually consists of two morphemes, they are "sing" as free morpheme and "-s" bound morpheme. The "s" carries the grammatical meaning (present time). The next the word "singing" consist of "sing" is a vocabulary-word or free morpheme and "-ing" is an inflectional forms to refer "the present continuous tense" or "gerund form".

Morphology also studies about "Word-class Categories. In this section, she describes four word-class categories namely verbs, nouns, adjectives and adposition.

English verbs are contrast to bahasa Indonesian verbs, English verbs can have past tense forms (*looked*), forms in -ing (*looking*), and third person singular forms (the -s of she *looks*. It is the problem of the learners, they are very difficult to understand about this regulation. She thinks that it is because the learners study the words briefly.

Nouns constitute another category of words that share certain characteristics. In English, nouns usually have distinct singular and plural, like *cat/cats* or *child/children*, although a few exceptions like *deer/deer* have identical singular and plural forms. Only nouns can take determiners like *a/an/the/this/that*: *a book, an orchestra, the players, this problem, that guy*. Nouns can be preceded by modifying words like *old, blue, and enjoyable: old book, a blue stove, an enjoyable film*. They have also

possessive case, as in the *dog's food* or the *runner's shoes*.

English adjectives can occur preceding nouns in what is called attributive position: the tall athlete, the blue stove or after certain kinds of verbs in predicative position: The athlete looks tall, The stove is blue. Adjectives can be marked for two degrees: comparative (older, younger). This class of word is very difficult to be understood by the learners, the writer thinks beside the regulation of the adjective in bahasa Indonesia are very much different, the students also have short time to study. It is very difficult to study preposition for the learners, the writer realizes about that problems.

The writer advises to the learners they must study about morphology until they understand all about the word that consists of free morpheme and bound morpheme and the functions of bound morphemes. They also must study about the word-class seriously, because they are basic knowledge to make a grammatical sentence. It like happens now, the students are very difficult to make grammatical sentence. The students still do not realize ungrammatical sentence will not produce a fluent speaker.

## F. SYNTAX

This part of Microlinguistics study how morphemes and words are organized within sentences. It examines the parts of a sentence, the relationships among them, and the relationships among various kinds of sentences such as statements and questions. The students must know that a typical sentence consists of two parts, one a referring expression and the other a predication about the entity referred to. In syntactic terms, referring expressions are noun phrases, and predicative are verb phrases. Many students are still confuse to refer the predication in English, it happens

because predications in bahasa Indonesia are very much different in predication English. The writer would like to remind the students how they can speak English correctly if they make mistake sentences for Example \**"I lunch at 12 o'clock every day"*, or *"We do exercise in class yesterday"*. The writer ever found these sentences from the students. It happens because *"lunch"* in bahasa Indonesia *"makan siang"* is a verb meanwhile in English is a noun. Verb in bahasa Indonesia doesn't effect to the time meanwhile English does, therefore the key to be English speaker fluently is to study the regulation how words are organized to be a correct sentence.

#### G. SEMANTICS

Semantics is the study of meaning in language. While semantics has traditionally focused on referential meaning. Language also conveys social meaning (information about the social characteristics of the context of production) and affective meaning (information about the emotional characteristics of the context of production). Referential meaning is often called denotation, while social and affective meanings are covered by the term connotation. Words, sentences, and utterances can all carry meaning. While the study of sentence meaning is primarily the responsibility of semantics.

The linguists study about lexical fields, they are sets of words whose referents belong together on the basis of one or more fundamental characteristics. The words in a lexical field are often arranged in terms of the following relationship: hyponymy (a kind of), part of/whole (subdivision), synonymy (similar meaning), gradable and nongradable antonymy (opposite meaning), converses (reciprocal meaning), polysemy (many meanings), homonymy

(same phonological shape), and metaphorical extension (derived meaning).

In this section, the writer discusses about one of categories of meaning namely modality or mood. They are also very important for the students to convey their attitude through their sentence. In general modalities are used to build up complex verb phrases and the students must know they can't occur alone, they are accompanied by lexical verb before a noun. There are nine central modal auxiliaries: can, could, may, might, must, shall, should, will, would.

The student must know that

1. "can" is used to indicate *ability*:
  - a. *"I can speak English now"*,
  - b. To indicate that one is allowed to do something: *"You can take the car, if you want"*,
  - c. To indicate request for permission: *"Can I use your phone?"*
  - d. To indicate request for help: *"Can you help me?"*
  - e. To express confusion, doubt or surprise: *"What can be they doing?"*, *"Can he be serious"*.
  - f. To make suggestion: *"I can take the car if necessary"*.
2. "could" is used to indicate possibility:
  - a. *"You could be right, I suppose"*.
  - b. To make polite request: *"Could you just type one more letter"*.
3. "May" is used to indicate possibility:
  - a. *"It may be rain tomorrow"*.
  - b. To indicate permission: *"You may come if you wish"*.
  - c. To express wishes and hopes: *"You may both be very happy"*.

4. "Might" is used
  - a. To indicate that one is not surprised that something is true or has happened:
    - a. "I might have guessed it was you that broke the window".
    - b. To emphasize that an important point has been made: "He's very upset about what happened' And so he might be"
5. "Must" is used
  - a. To indicate a. It is necessary that something happened:
    - a. "When you enter the building you must show the guard your pass".
    - b. For advising or recommending: "I must you not to do that again."
    - c. To indicate that one is likely or logical: "She must be having a lot of problems".
6. "Shall" is used
  - a. To indicate offers or suggestions: "
    - a. What shall we do this weekend."
    - b. To indicate orders or instructions: "Candidates shall remain in their seats until all the papers have been collected."
7. "Should" is used
  - a. For giving or asking for advice or for recommending something:
    - a. "Should I phone him and apologize?", "You should go to Lombok, it's beautiful place."
    - b. For saying that something is likely or probably happened: "He should be happy, considering how successful he is", and many more.
8. "Will" is used
  - a. For predicting future: "It will be rain tomorrow."
  - b. Giving an order: "Will you be quiet!"
  - c. To be willing or ready to do something: "I will check this letter for you", etc.
9. "Would" is used
  - a. In polite request: "Would you mind paying me in cash".
  - b. In polite offer: "Would you have dinner with me on this Saturday," and many more.

## H. CONCLUSION

Having good speaking English seems very difficult for the students, because they think they just need to speak more often, therefore they finally frustrate. Actually, they will not get trouble if they have time to study about what is the language they study. The writer suggests the students must study all the micro aspects of language:

1. phonetics, it studies how to produce sounds
2. Phonology, it studies an aspirated and non-aspirated sounds, for this section, she suggests the students study it at glance. Morphology, it studies about word and morpheme, she suggests the students must study it seriously because it is the basic knowledge to make a grammatical sentence. if the students have been mastering in morphology, it is very easy to study types sentences, next they focus on tense and time. Semantics; in this part of microlinguistics, the writer focuses on mood. It actually has premier function for the students to convey attitude through their sentences.

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