

## The Importance Of Linguistics Knowledge In English Language Teaching

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### Abstract

This article aims to determine the importance of linguistics knowledge in language teaching. Linguistics is needed in language because it can help the teachers to explain the English components and the structures to the students. Every language has a system of linguistics rules that can be learned in terms of phonology morphology, syntax, and semantics. In teaching English, it must be combined to another field such as psychology, education science, bilingualism, and also language teaching. Generally, the aim of teaching English for the students is to be able use the language fluently and precisely both in spoken or written form. This paper used the method of reflection literature (library research). From the discussion, it concluded that a language teacher as an educator, coach, advisor is a Linguist practitioner who masters both the student's language and the foreign language, he teaches in all its aspects, and understands the basic principles of teaching English using method that make easier understanding for the students.

**Keywords:** *Linguistics; English Language; Language Teaching*

### INTRODUCTION

According to Chaer and friends, linguistics is the scientific study of language, and linguistics studied a material called the linguistic envelope. In general, linguistics is the search for knowledge that people unconsciously have about language, an understanding of language structure and information about how different languages differ from one another. Several general dictionaries define linguistics as the science of linguistics or the scientific study of language. Chaer (2003) also stated that linguistic research has undergone three stages of development. The first stage is the preparation stage, the second stage is the observation and classification stage, and the third stage is the theory development stage. Linguistics, in its evolutionary history, is full of threads and concepts that can seem very complicated, contradictory and confusing, especially to beginners. That is why teaching and learning activities are very closely related to the way linguistics works. Because the two cannot be separated, complement each other. The reason is because when learning, a teacher uses language as a means of communication. So as a teacher, it is mandatory to have good communication skills so that what is conveyed can be well understood by students.

From the explanation above, the writer aims to investigate the importance of linguistics knowledge in English language teaching in Junior High School. As we know, in Indonesia there is language teaching, especially teaching English as a foreign language. It is not a new thing that one of the components of teaching and learning activities that must be mastered by educators/teachers is the ability to use teaching methods properly and appropriately so that they can communicate learning material in order to create an effective teaching and learning process. It should be noted that with the rapid development of science and technology, the more complex the subject matter that must be delivered to students. It is clear that in this case the teacher is also required to be able to choose selectively which method can be used and according to the objectives, materials (materials), tools and evaluation that have been set.

In language teaching, it cannot be separated from the things above. If a language teacher prohibits the language itself, whether it is a commonly used language (everyday language) or a foreign language, additional knowledge is needed to design an effective teaching and learning process. One of the sciences that is most relevant to language teaching is linguistics.

## **LITERATURE REVIEW**

### **Linguistics Knowledge**

According to Parera (1991), Linguistics or linguistics is essentially synonymous with language teaching. It must be admitted that there is a very close relationship between the two. There are two different opinions among linguists that is related in both. Some argue that linguistics as a science must be autonomous and independent. Some linguists argue that linguistics is not only a pure science, but its application in everyday life must also be considered for the benefit of humans, including language education.

Linguistics also plays an important role in human daily life, including in teaching language. Language learning activities are an effort to produce students who are able to learn languages effectively and efficiently. The theory of linguistic knowledge itself is useful for helping a teacher to be proficient and able to teach language well. Language teaching here aims to produce a good relationship between students and teachers. We call this a communicative activity (Gusmuliana, & friends, 2020).

Linguistics knowledge is represented as a system of constraints, a grammar, which all defines all and only the possible sentences of the language (Emonds, 1980). Good grammar for a particular language should not produce sentences that are inconsistent with the grammar of the native speaker.

### ***English Language Teaching***

Language is part of a human being. He is very attached and inseparable. You can imagine if in life we don't have language, even if it's sign language. Then, life will be difficult and confusing. The existence of language is very beneficial for human life. With language, humans can communicate many things wrapped in their wants

and needs. In this case, is the desire to learn and teach. It is impossible for us to imagine the learning process without language. As stated by Halliday (1993) that

when children learn language, they are not simply engaging in one kind of learning among many; rather they are learning the foundation of learning itself. The distinctive characteristic of human learning is that it is a process of making meaning—a semiotic process and the prototypical form of human semiotic is language. Hence the ontogenesis of language is at the same time the ontogenesis of learning.

Chomsky (1965) argues that a human child is born with the ability to acquire language from her immediate environment and society. That means that from the time he was born, a person has acquired language faster than he imagined. This is one of Chomsky's explanations of how children acquire language. Likewise, Britton (1971) explains how language learning is an integral part of both growing up and of building relationships with others. He argues that it is in speaking and in others' responses to the utterances, that is where a young child discovers who he or she is over time. A child begins to understand that through language he can understand something around him. Therefore, it is appropriate that as humans we understand language learning.

Language teaching activities are efforts to help students learn and help the teacher in teaching languages effectively and efficiently. Language theory itself is distinguished so that language teachers can gain knowledge about how language theory can be applied to language skills. Likewise, teaching languages is a hands-on and hands-on science. The main goal of teaching language is to achieve language teaching results, so students can successfully use target language as a communication tool (Basiran in Miftah 2010). For a language teacher, especially an English teacher, understanding a language is a unit where in that case there is an urge to understand how a language works according to its circumstances and environment, how the language system, words and sentences are arranged in it.

According to Mackey (1991), language teaching methods and teaching itself ultimately depend on the teacher's view of it. Therefore, linguistics plays an important role in language teaching which is aimed at enabling students to communicate in various communicative contexts. There are two things that a teacher needs to pay attention to in teaching, the first is what is taught, and how do we teach it. Therefore, it is important to realize and know that linguistics itself has a very important role in language teaching. Because it aims to teach students to be skilled at communicating in various communication contexts.

## **METHOD**

This study uses the library research method, which in this study contains theories that are relevant to the research problem raised. As for this study, it discusses the importance of linguistics knowledge in English language teaching. In this section, a literature review is carried out on the concepts and theories used based on the available literature, examples can be taken from articles published in scientific journals that have an accurate level of confidence.

Literature Review itself is an activity that is required in research, especially in academic research with the main goal of developing theoretical aspects as well as aspects of practical benefits (Sukardi, 2013). So, by using this research method, researchers can solve the problem to be studied.

After the data is collected, the next step is that the researcher analyzes the data to obtain conclusions. To draw conclusions and obtain correct results, researchers use content analysis techniques. This technique is an in-depth discussion of the contents of written or printed information in the mass media. While its relation to the discussion is as one of the efforts or methods of researchers in facilitating understanding by analyzing the truth through relevant studies and also theories from experts/experts.

## **FINDINGS & DISCUSSION**

This part discusses about how linguistics works into a learning process, and how the linguistics can become a unit of language learning.

The contribution of linguistics to language teaching is indirect. Therefore, the fields of linguistics and linguistic pedagogy are separate and independent subjects. However, that doesn't mean they don't need each other. Because we need a lot of relevant linguistic theory that can be implemented in language elements, language learning and teaching. Linguistics, itself, only contributes in the form of material indirectly.

There are some previous studies that have been related to this research that the researcher found. The researcher will mention them into point per point. First, Kumar, R., & Yunus, R. (2014). *Linguistics in Language Education*. In this article, it talks about the contribution of insights from theoretical linguistics to an understanding of language acquisition and the nature of language in terms of their potential benefit to language education. The author examines the ideas of innateness and universal language faculty, as well as multilingualism and the language–society relationship. Like how Modern linguistics has studied language both as a phenomenon internal to individuals and as a social reality. the authors argued that understandings from both these areas together should be brought to bear on the conceptualisation of language teaching–learning. In this article was explained that Multilingualism is indicative of tremendous language ability on the part of the speaker, and needs to be acknowledged as such, irrespective of which languages form part of the individual's repertoire. It is also of great significance to learners who need to participate in a pluralistic, democratic society. Indeed, the concept of 'a language' needs to be replaced by the idea of 'multilingualism'. The author discussed a possible transformation in the goals and means of language education in the light of explanations and perspectives gained from the study of language. Since such a transformation would require a much greater and longer-term partnership between the study of language and language education, they suggested directions for future research. There not seem to be an emphasis on linking these two fields in the literature at present; this article is an effort to establish the importance of addressing this gap.

In this article, the researchers set out the rationale and outline a possible plan for bringing insights into linguistic knowledge into language teaching. The approach taken has yielded invaluable insights into how language is acquired and used, and how it shapes social relationships and practices. In this study, researchers discussed the linguistic theories of Halliday, Britton, and Brunner where they concluded that all learning is a process of making meaning. Therefore, it is very important for students to reflect on the form of language, as well as the use of language.

Second, König, J., Lammerding, S., Nold, G., Rohde, A., Strauß, S., & Tachtsoglou, S. (2016). *Teachers' Professional Knowledge for Teaching English as a Foreign Language*. Despite an increasing research interest in subject-specific teacher knowledge, the scientific understanding regarding teachers' professional knowledge for teaching English as a foreign language (TEFL) is very limited. This study therefore applies standardized tests to directly assess content knowledge (CK), pedagogical content knowledge (PCK), and general pedagogical knowledge (GPK) of preservice teachers for TEFL in Germany from different programs and stages during initial teacher education (during their master's studies at university and at the end of their induction phase). Structural analysis provides evidence that teacher knowledge with respect to TEFL is a multidimensional construct and PCK is closely related to both CK and GPK. Test scores vary across preservice teachers from different programs and stages, which adequately reflects differences in the learning opportunities they had during teacher education. Then, Schleppegrell, M. J. (2018). *The knowledge base for language teaching: What is the English to be taught as content?* English language teachers who work with children in schools need knowledge about how English works to construct and present knowledge. This article discusses three aspects of that knowledge: understanding variation in the registers needed to engage in different classroom tasks, being able to identify language features used in the disciplinary discourses of different school subjects, and being able to draw on meaningful metalanguage to raise children's consciousness about the ways English is used in the texts they read and write. Examples of these knowledge bases and how they are relevant in elementary and secondary classrooms are presented here, drawing on the meaning-based theory of systemic functional linguistics (SFL). Implications of the need to develop such understandings for the work of teacher educators are acknowledged. However, achieving this goal is argued to be especially important in school contexts where English language teachers are increasingly being asked to collaborate with and support subject-area teachers as they work with children learning English.

In several relevant studies that have been shown, researchers identify how linguistics works in a language learning in the classroom, the first is linguistics as a systemic study of language which includes semantics, pragmatics, phonology, and phonetics. And also, as we know that linguistics is also very close to other sciences such as sociolinguistics, psycholinguistics, applied linguistics, and also linguistics contained in teaching materials and learning media, or also the teacher himself who is the source of linguistics itself. On the other hand, language teaching is a process and an action to provide or transfer language knowledge to students so that students are able to improve their reading, writing, listening, and also speaking skills. This is inseparable from the role of the importance of linguistics in language

learning, especially in this case is English. This is commonly referred to as a set of practices, and approaches. As a teacher, it is certain that you must have good linguistic skills so that in conveying knowledge to students you can make changes and also be able to determine the right teaching methods in the classroom. For a teacher, speaking and also understanding the language is a way to convey knowledge to others. then, the teacher must also be able to design subject matter in such an interesting and fun way with language that is easy to understand.

The requirement to be a good teacher is to be a teacher who really understands the material he will teach, especially in this case a language teacher. A language teacher will not be able to teach language if they do not understand linguistics, where we know that linguistics is a study that addresses the elements contained in language. Fillmore & Snow (2000) states that there are several linguistic elements that teachers must master in teaching language. First, the teacher must have awareness of word formation in English. Second, appreciate the various dialects that come from students. Then, the teacher must also have awareness in terms of teaching pronunciation. Trask (as quoted in Saidi, 2017) states that pronunciation is a way of sounding speech, especially connected sequences are articulated by individual speakers or by speakers generally. Likewise with the work of pragmatics, semantics, and others who have their respective duties in a language teaching. So that all these elements support each other and are related to each other.

## **CONCLUSION**

In conclusion, language is a human medium in communicating with other humans and also the environment. In this case, as a teacher, we cannot ignore how important the existence of language is in connecting people around the world in any domain, including in the realm of Education. Schools play an important role in producing people who are fluent in languages, especially in English. To achieve this goal, the teacher's task is to understand linguistic knowledge which will greatly assist the teacher in many ways, especially in terms of language skills. linguistics can be used in education, in particular. This is due to a correlation or relationship in which the two, in their work, complement one another. especially in the educational aspect. as we know that the key to conveying learning is good communication skills, so that the points to be conveyed are achieved. then, linguistics itself has an important role in the world of education, especially in the research and teaching sections.

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