



Contribution of Mastery of Sociolinguistic Concepts to Pragmatic Skills by Students of Free Methodist 1 Private Junior High School Medan 2012/2013 Academic Year

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ABSTRACT

Mastery of sociolinguistic concepts gives a negative contribution to the achievement of students' pragmatic skills. In accordance with the results of the analysis above, it can be concluded that the mastery of sociolinguistic concepts is not a criterion variable that makes a significant contribution to improving pragmatic skills. Thus, the research hypothesis which says that mastery of sociolinguistic concepts makes a significant contribution to the development of pragmatic skills of Free Methodist 1 Private Junior High School students, is not proven.

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1. INTRODUCTION

The theories of language teaching that fundamentally underlie Indonesian language teaching in schools are "Function Orientation" [1]. Such an orientation gives an indication that Indonesian language teaching is programmed to foster and develop students' skills in using the Indonesian language according to its function. If language is functioned as a medium of communication, then with such an orientation, language teaching in schools will automatically be aimed at enabling students to use Indonesian effectively for communication purposes because the basic function of language is as a medium of communication [2].

What is expected from teaching Indonesian with language function orientation? One thing that is fundamental as well as a target for the curriculum is the realization of pragmatic skills in every student [3]. With pragmatic skills, each student who learns Indonesian is expected not to recognize certain forms of language, but what is more important is to be able to demonstrate each known form of language to express a meaning in a communication according to the situation and context behind it [4].

Skilled in pragmatics means being skilled at choosing and using effective language forms (words, phrases, clauses, sentences) to express a meaning according to the situation and context behind it [5]. To achieve such skills, every student who learns a language is expected to be in natural language situations [6]. In this case, these forms of language are not taught independently but are integrated with the context and circumstances that underlie their use [7]. The language teaching approach while still showing the link between language forms and language contexts is better known as the "pragmatic approach" (communicative approach) [8] [9]. With this approach, students' pragmatic skills are expected to develop [10] [11].

Function-oriented language teaching and which is carried out with a pragmatic approach, can it guarantee students' pragmatic skills? An alarming phenomenon that always comes to the surface when observing students' language practices in class is that students are not yet able to speak pragmatically [12] [13]. From the results of observations of students' language activities in class, it is empirically obtained a picture that the language used by students has not shown any compatibility of the form of language used with the context behind it [14] [15] [16]. This situation is not only seen in the practice of spoken language but also in the practice of speaking in writing [17] [18] [19].

Failure to build a harmonious and meaningful communication as experienced by students today, is actually not solely due to an error in the form of the language used [20] [21]. From the results of observations of students' language practice, many of the failures showed that students' lack of attention to variables such as: language variety, communication functions, language acts, bilingualism, conversational implicatures and speaking strategies. These variables are often included in one domain of linguistics, namely "sociolinguistics". Because the forms of language used are not related to those sociolinguistic aspects, the language used is not communicative. Although these language forms form semantic meanings, because language is used in a social context, the language forms chosen should be language forms that are compatible with the sociolinguistic scope. If the sociolinguistic factor is neglected, then the language becomes uncommunicative [22].

As long as language is used in a social context, an effective form of language is a form of language that is compatible with the social context behind it. This means that sociolinguistic aspects in the selection and use of a language form cannot be separated from sociolinguistic analysis.

If pragmatic skills are skills in using appropriate forms of language and are in harmony with the social environment behind them, then the important thing and must be known are sociolinguistic concepts [23]. With this premise, the problem that arises then is, does mastery of sociolinguistic concepts make a significant (big) contribution to pragmatic skills? Theoretically the question can be justified, but empirically it still requires in-depth and extensive research [24] [25].

Research on the contribution of mastery of sociolinguistic concepts to pragmatic skills is felt to be very important, especially in verifying critical variables that can be utilized in increasing the effectiveness of pragmatics teaching in schools. This research is also important, especially to answer the problem of pragmatic teaching which has not yet achieved maximum results as it is today.

2. RESEARCH METHOD

2.1 Research data

This research data consists of 2 types. First, data on students' mastery of sociolinguistic concepts and second, data on students' pragmatic skills.

Mastery of sociolinguistic concepts is students' theoretical mastery of language variety, language functions, bilingualism, language acts, conversational implicatures and language strategies. If someone can understand adequately the six sociolinguistic concepts, then the person concerned already has adequate mastery of sociolinguistic concepts.

Furthermore, data on pragmatic skills is data on skills in using language forms (words, phrases, clauses and sentences) appropriately according to the determinants of language, namely: who speaks with whom; for what purpose; under what circumstances; in what context (presence of other

participants, socio-cultural background and atmosphere); by which route (oral or written); what media (face to face, telephone, letter, wire, book, newspaper and so on); in what event. If someone can use appropriate and correct forms of language with the indicators that determine the language, then the person concerned can be considered to have adequate pragmatic skills.

2.2 Data collection technique

Both data on mastery of sociolinguistic concepts and data on pragmatic skills were captured using a test instrument (objective test). Before the instrument is used to collect data, the instrument is tested first. This trial is intended to measure the level of validation and reliability.

2.2 Data analysis technique

To describe the data used exploratory techniques. In this case, descriptive statistics are used. With these statistics will be determined the average price and standard deviation for each variable.

Furthermore, to test the hypothesis used statistic r^2 with formulas:

$$r_2 = \frac{b \sum n \sum XY - (\sum X)(\sum Y)}{n \sum Y^2 - (\sum Y)^2}$$

The magnitude of the index of determination (r_2) obtained by the above formula shows the percentage contribution of mastery of sociolinguistic concepts to pragmatic skills.

Prior to the analysis of the index of determination with the statistics above, the correlation index is calculated first. For this, Pearson's Product Moment correlation statistic is used with the formula:

$$r_2 = \frac{n \sum XY - (\sum X)(\sum Y)}{\left[n \sum X^2 - (\sum X)^2 \right] \left[n \sum Y^2 - (\sum Y)^2 \right]}$$

The statement of analysis that must be met before the correlation analysis is carried out is the requirements for normality and linearity.

3. RESULT AND DISCUSSION

3.1 Data Presentation

From the two data filtering instruments, namely the sociolinguistic concept mastery test and the pragmatic skill test, a number of data will be obtained. The data are data on mastery of sociolinguistic concepts and data on pragmatic skills. Both data on mastery of sociolinguistic concepts and data on further pragmatic skills are presented in Table 1 below:

Table 1.
Sociolinguistic Concept Mastery Data (X) and Pragmatic Skills (Y)

No. Subject	X	Y
1	2	3
1	16	20
2	18	18
3	17	19
4	19	23
5	16	20
6	18	24
7	19	21
8	22	18
9	15	17
10	13	20
11	16	22
12	14	19
13	19	19
14	21	22
15	21	21
16	23	20

No. Subject	X	Y
17	20	17
18	15	19
19	15	18
20	17	22
21	18	21
22	19	23
23	20	15
24	16	16
25	14	17
26	18	15
27	19	15
28	22	18
29	21	19
30	20	22
31	16	20
32	17	21
33	18	22
34	19	18
35	16	19
36	13	20
37	14	21
38	15	23

3.2 Description of Research Results

Both data on mastery of sociolinguistic concepts and data on pragmatic skills, in this study, were expressed by raw scores. In the following description, the data of the two research variables will be described successively.

3.1 Description of Sociolinguistic Concept Mastery Data

From the data on the mastery of sociolinguistic concepts as presented in Table 1 above, it can be seen that for the 25 items, the highest score obtained was 23 and the lowest was 13.

The scattering of the scores for the mastery of the sociolinguistic concept can be further explained in Table 2 below:

Table 2
Frequency Distribution of Sociolinguistic Concept Mastery Score Data

INTERVAL	f	xi	X ₁	f. X ₁	(X ₁) ²	(fX ₁)(X ₁) ²
23-24	1	22.5	2	2	4	4
21-22	5	21.5	1	5	1	5
19-20	9	19.5	0	0	0	0
17-18	8	17.5	-1	-8	1	-8
15-16	10	15.5	-2	-20	4	-80
13-14	5	13.5	-3	-15	9	-135
Amount	38	-	-	-	-	-214

The relationship between the score of mastery of sociolinguistic concepts with the frequency of the score data can be further described by the histogram as follows:

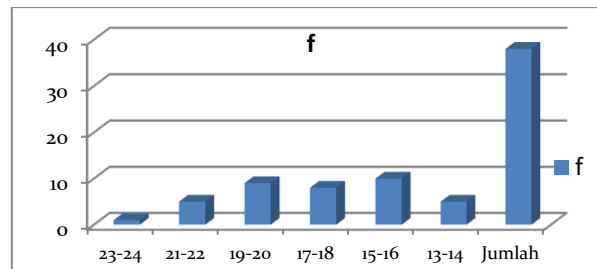


Image 1. Histogram of Mastery of Sociolinguistic Concepts

3.2 Description of Pragmatic Skills Data

From the data on pragmatic skills scores as presented in Table 3 above, it can be seen that for the 25 pragmatic skills questions, the highest score is 24 and the lowest score is 15. The frequency distribution of the pragmatic skill scores can be further explained in Table 3 below:

Table 3
Frequency Distribution of Pragmatic Skills Score Data

INTERVAL	f	Xi	Xi	fXi	Xi2	fXi(Xi2)
23-24	4	23.5	1	4	16	64
21-22	10	21.5	0	0	0	0
19-20	12	19.5	-1	-12	144	-1728
17-18	8	17.5	-2	-16	256	-4096
15-16	4	15.5	-3	-12	144	-1728
Amount	38	-	-	-36	-	-7488

The relationship between pragmatic skill scores and the frequency of the score data is further illustrated by the histogram as follows:

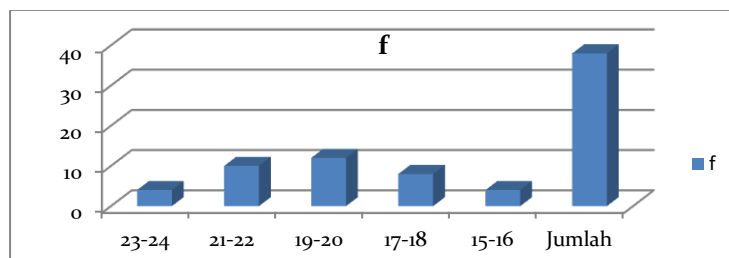


Figure 2. histogram pragmatic skills

3.3 Analysis of the Relationship of Mastery of Sociolinguistic Concepts with Pragmatic Skills

After the requirements for normality and linearity are met, the next analysis to be carried out is to analyze the relationship between changes in mastery of sociolinguistic concepts and changes in pragmatic skills. In this analysis, a correlation index (relationship) will be sought which shows the level of relationship between the two changes. In this analysis, the statistic used is Pearson's Product Moment r correlation statistic which is based on the original score (rough number) of the research data. The formula used is:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

To obtain data X, Y, X2, Y2, XY, the data in Table 1 is copied back in Table 4 below:

Table 4
Grouping of Change Value Data Mastery of Sociolinguistic Concepts and Pragmatic Skill Change

Sample No	X	Y	X ₂	Y ₂	XY
1	2	3	4	5	6
1	16	20	256	400	320
2	18	18	324	324	324
3	17	19	289	361	323
4	19	23	361	529	437
5	16	20	256	400	320
6	18	24	324	576	432
7	19	21	361	441	399
8	22	18	484	324	396
9	15	17	225	289	255
10	13	20	169	400	260
11	16	22	256	484	352
12	14	19	196	361	266
13	19	19	361	361	361
14	21	22	441	484	462
15	21	21	441	441	441
16	23	20	529	400	460
17	20	17	400	289	340
18	15	19	225	361	285
19	15	18	225	324	270
20	17	22	289	484	374
21	18	21	324	441	378
22	19	23	361	529	437
23	20	15	400	225	300
24	16	16	256	256	256
25	14	17	196	289	238
26	18	15	324	225	270
27	19	15	361	225	285
28	22	18	484	324	396
29	21	19	441	361	399
30	20	22	400	484	440
31	16	20	256	400	320
32	17	21	289	441	357
33	18	22	324	484	396
34	19	18	361	324	342
35	16	19	256	361	304
36	13	20	169	400	260
37	14	21	196	441	294
38	15	23	225	529	345
Amount	669	744	12035	14772	13094

From Table 4 above, the following data are obtained:

$$SX = 669$$

$$SY = 744$$

$$S X_2 = 12035$$

$$S Y_2 = 14772$$

$$S XY = 13094$$

$$SN = 38$$

By using the data above, then the correlation index of changes in mastery of sociolinguistic concepts with changes in pragmatic skills can be calculated as follows:

$$\begin{aligned}
 r_{xy} &= \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}} \\
 &= \frac{38 \times 13094 - (669 \times 744)}{\sqrt{\{38 \times 12035 - (669)^2\} \{38 \times 14772 - (744)^2\}}} \\
 &= \frac{497572 - 497736}{\sqrt{(9796)(7800)}} \\
 &= \frac{-164}{\sqrt{76198200}} \\
 &= -0.01879
 \end{aligned}$$

From the results of the above calculations, obtained by the price of r_{xy} or correlation index X over Y of -0.01879 . In other words, the correlation coefficient of changes in mastery of sociolinguistic concepts with changes in pragmatic skills is -0.01879 . If the value of r is interpreted simply, it can be said that the relationship between mastery of sociolinguistic concepts and pragmatic skills is a very weak or low relationship.

Furthermore, when consulted with the r table with 38 db, at a significance level of 5%, the r table price is 0.320. Because the value of $r_{xy}(-0.01879) < r_t(0.328)$, it can be concluded that the mastery of sociolinguistic concepts with pragmatic skills is an insignificant relationship.

3.4 Contribution of Mastery of Sociolinguistic Concepts to Pragmatic Skills

This research is primarily aimed at obtaining an overview of the percentage contribution of mastery of sociolinguistic concepts to the improvement of students' pragmatic skills at the Free Methodist 1 Private Junior High School Medan. Through this research, the percentage of the use of sociolinguistic concepts affects the level of students' pragmatic skills that will be described.

The following analysis is an analysis of the contribution (contribution) of mastery of sociolinguistic concepts to students' pragmatic skills. The size of the contribution will be exchanged based on the size of the index of determination r^2 obtained. To obtain the index of determination (r^2) mastery of sociolinguistic concepts with pragmatic skills, the statistic r^2 is used with the following formula:

$$r^2 = \frac{b \sum XY - (\sum X)(\sum Y)}{\{N \sum Y^2 - (\sum Y)^2\}}$$

In line with the formula above, the data needed is the price of the direction coefficient b (obtained after the Y area X linear regression equation is determined), $\sum XY, \sum X, \sum Y^2$. From the data in Table 4 previously, the following data were obtained:

$$\begin{aligned}
 \sum X &= 669 \\
 \sum Y &= 744 \\
 \sum X^2 &= 12035 \\
 \sum Y^2 &= 14772 \\
 \sum XY &= 13094 \\
 N &= 38
 \end{aligned}$$

Furthermore, in the appendix, a regression equation has been obtained with the direction of the b -direction coefficient of -0.01879 . By using the above formula, the coefficient of determination r^2 for changes in mastery of sociolinguistic concepts to changes in pragmatic skills can be calculated as follows:

$$\begin{aligned}
 r^2 &= \frac{b(N \sum XY - (\sum X)(\sum Y))}{\{N \sum Y^2 - (\sum Y)^2\}} \\
 &= \frac{-0.01879 \{38 \times 13094 - (669)(744)\}}{38 \times 14772 - (744)^2} \\
 &= \frac{-0.01879 \times 497572}{7800}
 \end{aligned}$$

= -1.19

From the results of the above calculation, the coefficient of determination of mastery of sociolinguistic concepts with pragmatic skills is -1.19.

Based on the results of the analysis of the contribution of mastery of sociolinguistic concepts to pragmatic skills, an illustration is obtained that mastery of sociolinguistic concepts makes a non-existent contribution of -1.19 to the improvement of students' pragmatic skills.

3.5 Hypothesis test

From the results of several analyzes conducted on the relationship between mastery of sociolinguistic concepts and pragmatic skills, it is obtained that the mastery of sociolinguistic concepts with pragmatic skills is not significantly related. The correlation index which shows the relationship between the two variables is recorded at -0.01879, which means it is a very weak relationship.

In this study, testing was conducted on the null hypothesis which said that "mastery of sociolinguistic concepts does not make a significant contribution in improving students' pragmatic skills". The significance of the contribution is determined by the magnitude of the index of determination r^2 obtained.

From the results of the analysis also obtained the index of determination (r^2) of -1.19. This means that the mastery of sociolinguistic concepts has a negative influence on the quality of students' pragmatic skills. This means that the decrease or increase in students' pragmatic skills does not affect their mastery of sociolinguistic concepts.

4. CONCLUSION

Based on theoretical descriptions, conceptual descriptions and in accordance with the results of data analysis on changes in mastery of sociolinguistic concepts with changes in pragmatic skills as presented in Chapters II and IV in this study, several main conclusions are; Between changes in the mastery of sociolinguistic concepts with changes in pragmatic skills, there is an insignificant negative correlation. The correlation index which shows the level of correlation is classified as very low.

The absence of a significant correlation between changes in mastery of sociolinguistic concepts with pragmatic skills with a correlation index of -0.01879 indicates that mastery of sociolinguistic concepts is not the basic mastery that determines the level of pragmatic skills.

By understanding that mastery of sociolinguistic concepts is not significantly correlated and does not significantly contribute to improving pragmatic skills, it can be concluded that teaching pragmatics is not teaching language skills that provide input on sociolinguistics.

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