DR. Seno H. Putra M.Pd (anak dari H.M.Boerhan Hatta (Almarhum) dan Hj.Siti Aisah). Lahir di Rengat (Inhu), 25 Agustus 1967. Gelar (Drs) Bhs.Ingggris FKIP, UNRI (1991); (M.Pd) Bhs.Ingggris dan Kajian Linguistik IKIP, Malang (1997); dan (Ph.D) Linguistik Murni, UKM Malaysia (2004). Ketiga Gelar Mendapat Beasiswa

Direktur Grant's English Foundation Pekanbaru dan Rengat (1987-1995); Instruktur Bhs. Inggris, di beberapa Kursus Bhs. Inggris di Pekanbaru (1987-1995); Instruktur B. Inggris di Caltex (1989); Imigrasi Pekanbaru (1994-1995); AURI (1994); Instruktur Bhs.Ingggris PEMDA Inhil (2000); Instruktur Bhs.Ingggris Sandi English, Instruktur Bhs.Ingggris Para guru sosioLinguistik FKIP, UIR (2001), Analisis Wacana dan Bahasa Koran (1998), Bahasa Melayu dan Penelitiannya (1998), Alumni FKIP Menjaring Peluang Kerja (2000), Linguistics Involment in Taching and Learning English (2001), Linguistik Hubungannya Dengan IPTEK (Orasi Ilmiah,Utah UIR, 2004). Mutu Pendidikan (2001), Mutu Pendidikan dan Realisasinya di Masyarakat (2006), Bahasa dan Budaya Melayu Tua (2003), dll. Pemakalah, Nuru Sumber RTV & RRI, Artikel Ilmiah Populer di Media Massa (300 buah), Pencipta & voc.Lagu-Lagu Melayu " Riau Melayu Berdendang"(2004-kini), Lagu-lagu Pop dll.

ISBN 979 - 792 - 057 - 7

SENO H. PUTRA, Drs., M.Pd., Ph.D

Introduction To

GENERAL LINGUISTICS

**UNRI PRESS
2006**

SENO H.PUTRA Drs.,M.Pd.,P.Hd

**INTRODUCTION
TO
GENERAL LINGUISTICS**

UNRI PRESS

2006

Sanksi Pelanggaran Pasal 44 :

UNDANG-UNDANG NOMOR 7 TAHUN 1997 TENTANG PERUBAHAN ATAS
UNDANG-UNDANG NOMOR 6 TAHUN 1982 TENTANG HAK CIPTA
SEBAGAIMANA TELAH DIUBAH DENGAN UNDANG-UNDANG NOMOR 7
TAHUN 1987

1. Barangsiapa dengan sengaja dan tanpa hak menggunakan atau memperbanyak suatu ciptaan atau memberi izin untuk itu, dipidana penjara paling lama 7 (tujuh) tahun dan atau denda paling banyak Rp.100.000.000 (Seratus Juta Rupiah)
2. Barangsiapa dengan sengaja menyiarkan, memamerkan, mengedarkan, atau menjual kepada umum suatu ciptaan atau barang hasil pelanggaran hak cipta sebagaimana dimaksud dalam ayat (1), dipidana dengan pidana penjara paling lama 5 (lima) tahun atau denda paling banyak Rp.50.000.000 (Lima Puluh Juta)

Perpustakaan Nasional : katalog dalam terbita (KTD)

INTRODUCTION TO
GENERAL LINGUISTIC

Oleh:

SENO H.PUTRA Drs.,M.Pd.,Ph.d

Penerbit UNRI Press

ISBN : 979-792-057-7

Hak Cipta dilindungi Undang-Undang.
Dilarang mengutip atau memperbanyak dalam bentuk
Apapun, bila tidak ada izin tertulis dari penerbit

Design Cover/Lay Out : Oksep Adhayanto

Terbit November 2006

Preface

Introduction to general linguistics is a text book designed and written to help and provide the language students of University, or those who wish to learn and teach language.

The references of this book derived from the writer's experience during teaching linguistics at English Department of Teacher Training and Education of Islamic University of Riau, his papers in seminar, and library references.

This book is also intended to give basic information about linguistics and to indicate the development of linguistics research particularly to the students and teacher language.

Consequently, since this book is far from being perfect, the writer accepts suggestions and criticisms of reader for further revisions.

November, 28 th 2006

Writer.

SENO H.PUTRA Drs.,M.Pd.,Ph.D

Contents

	<i>Page</i>
Preface	
A. Linguistic Field of Study	1
1. Linguistic in Field of Study	1
2. Linguistic out of Field of Study	2
B. Historical Study of Linguistics	4
C. Kinds of Linguistic Approach	9
1. Traditional Linguistics	9
2. Descriptive Linguistics	9
3. Transformation Linguistics	10
4. Systematical Linguistics	10
D. The Branch of Linguistics	11
1. Morphology	11
2. Phonology	12
3. Syntax	13
4. Psycholinguistics	14
5. Sociolinguistics	15
6. Semantics	16
7. Discourse Analysis	16
8. Pragmatics	16
E. Concept of Language Teaching	17
F. Concept of Language Learning	17
G. Linguistics and Research	20
1. Qualitative Research	21
2. Quantitative Research	21
3. Qualiquantitative Research	22
4. Linguistics Aspects in Research	23
5. Classroom Research in Linguistics	23

References

Bibliography

A. Linguistic Field of Study

1. Linguistics in Field of Study

Linguistics is a science, that we study about language, particularly human normal language, and it also includes animal language. Linguistics studies about universal and specific language. In other words, linguistics is the scientific way of studying language, or perhaps it should be language, to emphasize the fact that we mean both language in general and languages in particular.

There are at least two tasks studied in linguistics. First, linguistics is concerned with the study of particular languages used to be able to produce complete and accurate descriptions of the languages; and second, it studies languages as a means to be able to obtain information about the nature of language in general. Therefore, linguist is one who wants to find out how languages "works", and he does this through the study of specific languages, and he then tries to be objective as possible, and aims to avoid the misconceptions about the nature of language and languages which have been so dominant.

Linguistics, in short word, should focus on his attention on the speech-habits (unless of course the language only exists in a written form). Also, he tries to describe each language in its own terms-not reading in considerations which are applicable only to some other language-and all styles, or levels of usage of that language, not just concentrating on literary or formal styles.

2. Linguistics out of Field of Study

There are four main fields not identified in linguistics, such as Comparative philology (the study of the history of languages); the Learning of many languages (Polyglottism); Literary criticism (other fields invoting a scale of values, like speech-training); and the Traditional study of Grammar as carried on over the pass hundred years in most of our schools.

The four main fields are not identified in linguistics can be explained as follows: First, linguistics is not to be viewed as a historical (diachronic) study. In a historical study of language, we see how different languages, for example, English from old English (or

Anglo-Saxon); French from Latin; Greek and Sanksecrete from the language of Indo-European; and Indonesian from Malay, etc. Second, linguistics is not interpreted as language learning or teaching. Therefore, a "Linguist" is not a man who has a skill in using many languages. Third, linguistics does not try to do the job of the literary critic, for example, who is indeed also concerned with the uses of language, but at an entirely different level, the linguist is often interested in studying the kind of language used in literary texts. In short, the linguist looks at language in use, and he is simply concerned with describing the facts of the utterances, to see what patterns of sound, grammar and vocabulary are being used, and in what proportions, and to explain, if possible, why are method of expression has been chosen rather than another, etc., however, he is not trying to evaluate the language in terms of some aesthetic, moral, or other critical standard. Fourth, linguistics is not to be identified with the older approaches to language study with which most of

us are familiar from our early schooldays. For example, from traditional to predescription approach; from descriptive to Generative approach, etc. But, these approaches should be known by us in learning and teaching other fields, particularly in grammar and syntax.

B. Historical Study of Linguistics

If one asks us when does the language exist in the world, of course, we possibly answer that the language has existed in the world since the human born in the world, particularly from Adam prophet until the present human. However, we do not discuss (talk) about the existence of language itself, we only explain when the language studied by human.

There are two different centuries and several periods of language studied by human, especially those who are interested in language itself. They are the last and the present centuries. The last century includes Greek period; Old India period; European period; Rome period; and Modern world period. The present century includes European linguistic period and Generative linguistic period.

In Greek period (6-5th B.C), linguistics studied by Phoenician language in consonant and vowel systems of written form. Then, this study developed in Grammar form by Plato and Ariestoteles. Linguistic Ariestoteles known with logic and rethoric values. Another expert developed linguistics in Athene is Zeno (300 B.C), in which he established a "Stoik School". Under this school, linguistics achieved its aim at the explanations of language systems. For example, all systems of language studied through out Dialectics; and the language dycotomized between "form and meaning". These terms what De Saussure said "Signifiant and Signifie", in which "the Marker" is the thought of speaker and listener with utterances of their language (La langue Saussure called).

In old India period (Panini period), linguistics is concerned with Sanksecrete language, particularly studied about phonetics and phonology. While European period also focused on phonetics, phonology, and grammar. This found in the changes of theory,

aims, method, and the concept of language itself. Rome period only focused on Latin grammar, in which this occurs in the middle century. Finally, modern world (19th century), linguistic study focused on "Historical and Comparative Linguistics", particularly in the study of Acoustics and Phonetics, and the expert of this study is "Hendry Sweet" (1845-1912) who studied about "Old English".

At the present century (20th century), linguistics known as European Linguistics, and the expert is "Ferdinand De Saussure (Sweden). In 1920, Descriptive linguistics (Structuralist) known at Universities in America, and it was also taught to those interested in. In 1924, society linguistics founded in America with publishing "Language Magazine", in Scientific Phonology". The famous experts in this linguistics are "Frans Boas, Edward Sapir, Leonard Boomfield, Humbolt and Whorf".

The last period is "Chomsky" (1957) who explained "Competence and Performance", or "Universal Grammar". Chomsky states that language derived from "Innate Capacity", where innate (brain) can accept, give, use, and interpret something through the body tools. In short, linguistics is the branch of cognitive psychology as Socrates called in seventeenth century.

Historical Study of Linguistics

C. Kinds of Linguistic Approach

1. Traditional Linguistics (Plato, 4th B.C)

Traditional linguistics is a traditional model of grammar based on classical and predescriptive idea of linguistics, in which it is known as Anoma (subject) and Rhema (predicate). The traditional language analysis focuses on the use of rules, such as "Right or Wrong" in written form. This linguistics is suitable used for Translation Grammar Method (TGM) in teaching language.

2. Descriptive (Structural) Linguistics (De Saussure, 20th Century)

The Structural model of grammar known as "Descriptive model", which describes and analyzes the structural language itself, and it is more focused on spoken than written forms. In other words, this linguistics only focuses on the language forms (Surface forms) without paying attention to meaning. Descriptive linguistics is relevant to teaching Listening, Speaking, Comparative Sounds, and Grammar patterns.

3. Transformation Linguistics (Chomsky, 1957-1986)

Transformation Generative Theory has enlarged the strength of language itself. This theory used by linguists how to describe, proceed, and acquire the language. This linguistics tends to meaning (Deep) rather than utterances of speaker.

4. Systematical Linguistics (Halliday, 1960)

Systematical linguistics aims to provide the alternative theory of Transformation Grammar, especially for language Learning and Teaching. The concept of this linguistics focuses on grammar as "Network System" with contrast interaction, and the language analyzed through Semantics and Pragmatics.

D. The Branch of Linguistics

The scope of study in linguistics is so broad, therefore, as language students and linguists should also study the branches of linguistics itself,

such as Morphology, Phonology, syntax (Grammar or Structure), Psycholinguistics, Semantics, Discourse Analysis, Sociolinguistics, Pragmatics, and Applied Linguistics.

All the branches of linguistics not explained detailly, but in this book only explains their concepts (definitions) generally.

1. Morphology

Morphology is the science that we study about the formation of words, such as stem (root) becomes affixation, like suffix, prefix, confix, infix, and morphophonology: deletion of phoneme, the change of phoneme, substitution of phoneme, alternation, etc.

e.g. Affixation

Root (stem) of word
[kind]
[kind + ness] > suffix
Prefix > [un + kind]
#[unkindness]#

2. Phonology

Phonology is the science that we study about the sounds of human language, particularly normal human sounds, which includes Articulatory, vocal cords, point and manner of articulations, as well as the process of sounds become phonemes and letters. And it also studies about the process of phonetical representations both surface and deep (abstract) forms.

e.g. #

fricative
lips
voiceless
P

 #

a.

b. Electricity
/lɛktrɪsɪtɪ/

c. Naufal buys the toy

3. Syntax

Syntax is the science that we study about the arrangements or constructions of words or morphemes become a good sentence based on the rules or systems of the native speaker. In other words, a good sentence in syntax is concerned with rules, systems, logic, surface, and deep structures (meaning).

e.g. (Tree-Diagram)

Risky kicked the ball

4. Psycholinguistics

Psycholinguistics is the science that we study about a language as psychological phenomena, particularly language in the individual, such as how listener recognizes words in the stream of speech, in patterns on the page, and understanding of utterances. In short, psycholinguistics studies about how the individual behaves in a language, and it is also concerned with internal process of speech, like innate (brain), mentality, articulatory (articulations), and external process of speech, such as non-verbal language (symbols, and signals of language), or how we proceed language both its productions and receptions.

5. Sociolinguistics

Sociolinguistics is the science that we study about the language used by the individual in society. The language used by the individual in society is variaty according to social status, ages, sex, formal and non-formal speeches.

Let's read the conversation between a Boss and a Servant in the office.

S: Good morning, Sir.

B: Node his head and walk directly to his office.

(social status): Boss is silent and "node his head" has meaning.

6. Semantics

Semantics is the science that we study about the meaning of language, including words, phrases, sentences, symbols, and signals.

7. Discourse Analysis

Discourse analysis is the science that we study about the discourse, organization above the sentence or clause and the units of largest grammar either in spoken or written forms, including social context interaction between speaker and listener.

e.g. A conversation between Husband and Wife.

W: There is a guest.

H: I am taking a bath now.

W: OK.

(Interpretation: Eventhough husband answered that "I am taking a bath now", wife understands that his her husband asks the guest to wait).

8. Pragmatics

Pragmatics is the science that we study about utterance functions and the forms of sentences which complete the utterance itself. In short, pragmatics studies about the course which can not be interpreted by certain semantics and syntax.

e.g.

(a) 3 X 1 in a day.

(b) Shake before drink.

(a) means that the pasien drinks the medicine "Morning, Midday, and Evening; and (b) the pasien should shake the medicine before he drinks it.

E. Concept of Language Teaching

The concept of language teaching relate to the theory of language. The theory development of teaching language derived from linguistics itself, and then it is applied in applied linguistics. Theory of linguistics here is concerned with applied linguistics as a mediator between theory and practice. The model of application both theory and practice described in the diagram below.

Further Diagram can be discussed as Spolsky in Educational Linguistics.

According to above diagram, second language pedagogy has three main sources: (1) language description; (2) a theory of language learning; and (3) a theory of language use. Other disciplines of science should be known by us in teaching a language is first, the science of psychology which describes the basic theory of teaching language; second is psycholinguistics which describes a theory for language learning; third is general linguistics which describes a theory for language descriptions; and fourth is sociolinguistics which describes a theory for language use in society.

Four disciplines of science above relate to one another in teaching language and educational linguistics. Therefore, a language teacher must understand and master them if he wants to be the best a language teacher.

F. Concept of Language Learning

Concept of language learning is based on the development of language skill and the process of language psychology, in which this concept derived from the teacher, and it is also concerned with the study and practice both in the class-room and in the field.

This means that learning does not only acquire the skills and knowledge, but it also involves learning for learning; learning for thinking; learning for attitude modification; and learning for personal change. Consequently, a theory of language learning can be applied through out three approaches, such as Behaviorism approach; a Mentalistic approach; and a Immitative approach. Besides that the concept of language learning is also focused on the competence and the performance, which involve the innate capacity to generalize the language and to express (utter) the language both spoken and written forms.

G. Linguistics and Research

Linguistics is also similar to other fields of science, consequently, it is necessary to investigate, especially in the language research. Since linguistics as a "scientific way of studying language", its methodology and the design of research can use either qualitative or quantitative research.

1. Qualitative Research

Qualitative research is a kind of the research concerns with acquiring data in the field. And this research gets the data from the informants (subjects) as pure as possible, or without manipulating the data. In the frame work of this research also tends to using ways from general to specific ones. This research, in addition to, does not use the numbers (Statistical Analysis), so that the researchers only describe and explain the data (linguistic corpuses) with sentences or clauses of language.

2. Quantitative Research

Quantitative research is the design of research which tends to using ways of research from specific to general ones. And this research must use the numbers of data analysis (statistical analysis), so that the researchers want to explain the linguistic corpuses (data) can use the tables which have been counted with the statistical analysis. Therefore, the researchers must understand and master statistics if they want to conduct this research in quantitative research.

3. Qualiquantitative Research

Qualiquantitative research is a kind of research which combines between qualitative and quantitative research. This research can be used in linguistics, literature, and culture (ethnography) research.

4. Linguistics Aspects in Research

As explained above, linguistics comprises many aspects or parts of the language, for example, phonology, morphology, syntax, semantics, psycholinguistics, sociolinguistics, Discourse analysis, pragmatics, and applied linguistics, in which each of it also consists of many elements or aspects of language can be problems of the research. Therefore, those who wish to conduct a research of linguistics should understand and master both the concept and methodology of linguistics. For example, if someone wants to carry out a research in phonology, he should know what elements or aspects of phonology to be investigated, and so are

other disciplines or branches of linguistics. In short, he can not hold all the branches and elements of linguistics, but he must limit the scope and elements of linguistics to be a problem of his research.

Since linguistics is to find out a new theory, it is better to search for problems which have not been investigated yet by someone, so that its results can be contributed to the learning and teaching language (applied linguistics). In addition to this, field research in linguistics can be held out of the class-room or schools, for example, in society, area, or region where the people use their language either universal or particular languages.

5. Classroom Research in Linguistics

Classroom research in linguistics tends to be conducted in classroom or school problems, in which problems of the research can be found in learning and teaching language in the classroom.

This research usually focuses on the solutions (trial-error) of the problems in the process of learning and teaching language, and its results can also be considered as a contribution for further learning and teaching language.

References

- All wood, Jeans, Andersson, Lars Gunnar and Dahl, Osten. 1993. Logic in Linguistics. New York: Cambridge University Press.
- Bogdan, Robert and Biklen, Sari Knopp. 1982. Qualitative Research for Education: An Introduction to Theory and Methods. London: Alley and Bacon, Inc.
- Brown, Gillan and Yule, George. 1984. Discourse Analysis. New York: Cambridge University Press.
- Chaika, Elaine. 1982. Language The social Mirror. London: Newbury House Publishers, Inc.
- Chomsky, Noam. 1969. Topics in The Theory of Generative Grammar. The Netherlands: Mouton & Co.
- Chomsky, Noam. 1957. Syntactic Structures. The Netherlands: Mouton & Co.

- Chomsky, Noam.** 1969. *Aspects of The Theory of Syntax*. Massachusetts: The M.I.T. Press.
- Crystal, David.** 1975. *What is Linguistics?* Third Edition. London: Edward Arnold, Ltd.
- Schane, Sanford.** 1981. *Generative Phonology*. New Jersey: Prentice-Hall, Inc.
- Coulthard, Malcolm.** 1993. *An Introduction to Discourse Analysis: New Edition*. London and New York: Longman.
- Fasold, Ralph.** 1984. *The Sociolinguistics of Society*. New York: Basil Balck well.
- Garman, Michael.** 1990. *Psycholinguistics*. New York: Cambridge University Press.
- Grab, William and Kaplan, Robert.** 1992. *Introduction to Applied Linguistics*. Massachusetts: Addison-Wesley Publishing.

- Lass, Roger.** 1999. *Phonology: An Introduction to Basic Concepts*. New York: Cambridge University Press.
- Putra, Seno.** 1998. *The Morphology of Rengat Dialect In the Regency of Inhu, Riau Province*. Pekanbaru: UIR Press.
- Putra, Seno.** 1998. *Bahasa melayu dan Penelitiannya: Makalah Seminar Bulan Bahasa*. Pekanbaru.
- Putra, Seno.** 2000. *Bahasa Korani dan Analisis Wacana: Seminar Bulan Bahasa*. Pekanbaru: FKIP, UIR.
- Putra, Seno.** 1996. *Beberapa Piranti dan Penerapannya dalam Sociolinguistik*. Makalah. Malang: IKIP, Malang.
- Robins, R.H.** 1975. *Sejarah Singkat Linguistik*. Third Edition. London: Longman group.

Yudi, Cahyono, Bambang. 1995.
Kristal-Kristal Ilmu Bahasa.
Surabaya: Airlangga University
Press.

Van Els. Theo. 1989. Applied
Linguistics and the Learning and
Teaching of Foreign Language.
New York: Edward Arnold.

Makalah yang pernah dibentangkan: The Role of Semantics in Teaching and Learning English As A Foreign Language: Bahasa Melayu dan Penelitiannya (1998); Strategy dan Alumni FKIP Mencerong Peluang Kerja di Riau (1998); Pendidikan Formal (1994); Kontribusi Perusahaan Dalam Meningkatkan SDM di Riau (Seminar Nasional Pendidikan, 2000); Bahasa Koran dan Analisis Wacana (Seminar Bulan Bahasa, 2000); mengikuti seminar Linguistik Nasional di Surabaya (1996) dan Seminar Kebudayaan di Malaysia (1995); dan menjadi moderator di beberapa seminar di Riau.