THE SOCIOLINGUISTIC INFLUENCE ON THE LEARNERS AS THE READERS
(A Case Study in the Fourth Semester of English Study Program At Islamic University of Indragiri Tembilahan)

Maizarah[1], Felci Tria Sauhana[2], Rosmina[3], Sipa Sapira[4]
S1 - English Education Department
Islamic University of Indragiri – Tembilahan
Email: maizarah_nurzainal@yahoo.com[1], sauhanafelcitria@gmail.com[2],
rosminamina742@gmail.com[3]

ABSTRACT

As learners of the English language, they were a good reader is one of the main aims. To realize this one is not an easy act. There are many influences; one of them is sociolinguistic. This research purposed to describe the influence of sociolinguistic on the learners as the reader. This is a Descriptive Research. The research participants were the Fourth Semester of English Study Program students at the Islamic University of Indragiri Tembilahan. The data was collected from spreading the questionnaire. After analyzing the data, the researcher found a very significant influence than the other very high influence was motivation, which motivation is imperative for the learner as the reader. The mean score of all indicators was 77.93; it was indicated that the influence of sociolinguistics on the learner as the reader was *great.*

Keywords: Sociolinguistic, Reader, Influence.

INTRODUCTION

English is one of the international languages that people in the world widely use. In the global era, people are extended to master English to communicate with others in various countries. As a tool of international communication, English should be used by people who live in a country that uses the English language to interact or communicate. General English is a means of communication that is used to transfer knowledge or information to others. So people must learn English. Nowadays one way to increase or develop their knowledge and experience is by reading. This is because many books were written in the English language. As we know that reading is a comprehending process. The learners can be developed independently in societies by a literacy tradition developed. Reading must always be a process of getting meaning and connecting what the author's information was written. In the reading process, a reader tries to understand what they have read. Understanding the idea of the English text is hard to do for many

learners. Some factors affect the learner as the reader; one of them is sociolinguistic. Chambers (2002:3) stated that sociolinguistic is the study of the social uses of language. The most productive studies in the four decades of sociolinguistic research have emanated from determining the social evaluation of linguistic variants. Furthermore, Fishman (1972:7) sociolinguistics is the study of the characteristics of language varieties, the characteristics of their functions, and the characteristics of their speakers as these three constantly interact, change, and change one another within a speech community. Some of the variables playing a pivotal role in determining the ideal reading material are factors embracing age, attitude, culture, ethnicity, intellectual abilities, and educational role players (Piotrowsky,1989:72) in n Smith (2012:148).

LITERATURE REVIEW

Sociolinguistic

One of the functions of language is to communicate. It can also indicate membership of a different social group of a speech community and maintain the social relationship. People can not be separated from communication. They cannot live without interacting with others in human life since they can not live by themselves. People can exchange their minds, thoughts, ideas, and intentions through the communication process. In communication, people need the means to deliver messages. People should communicate with others because communication is the essential thing to live in society. The human can interact with others in daily life activities such as home, market, school, office, and community. Their daily activities will run well if they use effective communication with others. Language makes it easy for humans to interact with other people in life. In linguistic, the study between people and their language is under the frame of sociolinguistics.

Meyerhoff (2006:1) mentioned that sociolinguistics is a vast field, and it can be used to describe many different ways of studying the language. Many linguists might describe themselves as sociolinguists, but the people who call themselves sociolinguists may have somewhat different interests. They may use very different methods for collecting and analyzing data. This cannot be very clear if they are coming new to the field. Is sociolinguistics about how individual speakers use language? Is it about how people use language differently in different towns or regions? Is it about how a nation

decides what languages will be recognized in courts or education? In this case, Wardhaugh (2006:13) defined sociolinguistics as concerned with investigating the relationships between language and society to understand better the structure of language and how language functions in communication.

A language used in a specific society is different from a language used in other societies. Students always use language to interact with others. According to Holmes (2001:1), "Sociolinguistics study the relationship between language and society. They are interested in explaining why we speak differently in different social contexts; they are concerned with identifying the social functions of language and the ways it is used to convey social meaning". So to understand language, students should the elements involved in the conversation in daily life.

Sociolinguistic variables are an influence on readers and preferences for certain reading materials. The general observation is that reading materials are not suitable due to several factors playing an influential role. These sociolinguistic variables are closely interwoven, and it is not easy to deal with one aspect without referring to the other (Piottrowsky,1989:72) in Smith (2012:148).

1. Cultural awareness.
2. Race and Ethnicity.
3. Socio-Economic Factors.
4. Age and Cognitive and Effective Development
5. Social Development: Peers, Parents, and Teachers

Reading Skill

Reading is vital for help students to gain information such as general knowledge and has an essential place in learning English. Through reading people, students can improve their knowledge to ensure continuing personal growth regarding reading skills and adjusting to change. According to Alyousef (2005) and Murcia (2001) in Amri (2018:64), reading is an interactive process between a reader and a text. It is a set of skills that incorporates engaging sense and getting meaning from the printed words. The reader interacts dynamically with the text in this process as he strives to gain details and various knowledge. It infers in the reading activity, he does not only adjust on exposing

the level of the words, but it also grasps the details on the text. Principally, the primary objective of reading is to grasp what is being read.

According to Nunan (2003: 68) in Maizarah (2018:15), reading is a fluent reader process combining text and background knowledge to build meaning. Reading is to comprehend; therefore, reading skill is very important to help students comprehend the text with different background knowledge. Besides that, reading students can increase their knowledge and information such as culture, politics, economics, and social. This is because they automatically connect their knowledge with new information or knowledge from what they are reading. In addition, sometimes, the readers will get a new conclusion as new knowledge for them.

In summary, reading can be a means of extending and consolidating someone's knowledge of the language. The reader can grab any pleasure and information about the subject of the language. Therefore, information or a message that comes from an author can be understood easily by the reader. The reader will know what they are read and get challenged to respond to the author's ideas.

RESEARCH METHOD

This research is descriptive. Gay (2000:275) stated that "descriptive study determines and describes the way things are. The total population used in this study was 20 students. The technique was used to take the sample is total sampling, so the sample of this study was 20 students of the fourth semester of the English Study Program in the Islamic University of Indragiri Tembilahan. The technique used to collect the data was the questionnaire which consists of 15 statements. The data were analyzed by this formula:

$$\text{The mean score} = \frac{\sum fx}{\sum f}$$

f = frequency
x = 5-1(specific value given)
$\sum f$ = total number of students

The following criteria for the interpretation of the score by the end interval:

Table 1. The classification, the Influence of Sociolinguistics on the learner as the reader

No	Classification	Range
1	Very High	80 – 100
2	High	60 - 79,99
3	Moderate	40 - 59,99
4	Low	20 - 39,99
5	Very Low	0 - 19,99

FINDINGS AND DISCUSSION

This inquiry purposes of investigating the influence of sociolinguistic on the learners as the reader. After collecting and analyzing the data, they found the findings as following:

Table 2. The influence of Sociolinguistics on the learner as the reader

No.	Question	Scales	Number of Students	∑fx	%	Total
1.	As the reader, you are stimulated to read material close to your mother culture.	SA	2	10	10	74
		A	12	48	60	
		UN	4	12	20	
		D	2	4	10	
		SD	0	0	0	
2.	Low income affects your parent to provide interesting reading material at home.	SA	5	25	25	62
		A	3	12	15	
		UN	3	9	15	
		D	7	14	35	
		SD	2	2	10	
3.	Culture is of paramount importance in the reading experience.	SA	3	15	15	78
		A	13	52	65	
		UN	3	9	15	
		D	1	2	5	
		SD	0	0	0	
4.	When focusing on reading, You realized that reading, writing, listening, and speaking are all involved.	SA	10	50	50	89
		A	9	36	45	
		UN	1	3	5	
		D	0	0	0	
		SD	0	0	0	
5.	Spending money to upgrade and upscale the reader's environment should be a priority.	SA	2	10	10	71
		A	11	44	55	
		UN	3	9	15	
		D	4	8	20	
		SD	0	0	0	
6.	More benefits can be gained from studying the reading books on the cultural aspect.	SA	7	35	35	86
		A	12	48	60	
		UN	1	3	5	
		D	0	0	0	
		SD	0	0	0	
7.	An interest and desire to read are	SA	3	15	15	73

No.	Statement				Score
	influenced by age.	A	7	28	35	
		UN	10	30	50	
		D	0	0	0	
		SD	0	0	0	
8.	Learners as the reader should be encouraged to read.	SA	5	25	25	84
		A	14	56	70	
		UN	1	3	5	
		D	0	0	0	
		SD	0	0	0	
9.	The learner, as the reader, is influenced by friends.	SA	1	5	5	61
		A	7	28	35	
		UN	4	12	20	
		D	8	16	40	
		SD	0	0	0	
10.	Motivation is imperative to the learner as the reader	SA	15	75	75	95
		A	5	20	25	
		UN	0	0	0	
		D	0	0	0	
		SD	0	0	0	
11.	The learner, as the reader, is influenced by parents.	SA	2	10	10	68
		A	10	40	50	
		UN	2	6	10	
		D	6	12	30	
		SD	0	0	0	
12.	Learner as the reader is influenced by teachers.	SA	7	35	35	79
		A	6	24	30	
		UN	6	18	30	
		D	1	2	5	
		SD	0	0	0	
13.	As the younger reader, the reading focus was reading simple reading books.	SA	8	40	40	87
		A	11	44	55	
		UN	1	3	5	
		D	0	0	0	
		SD	0	0	0	
14.	You like to invite the other one with the same ethnicity as you to find a reading book.	SA	2	10	10	79
		A	15	60	75	
		UN	3	9	15	
		D	0	0	0	
		SD	0	0	0	
15.	If you have a lot of money, you will buy many reading books.	SA	8	40	40	83
		A	8	32	40	
		UN	3	9	15	
		D	1	2	5	
		SD	0	0	0	
						77,93

As can be seen the results of data that is indicated in the table 2, the total score of question number 1 is *74* is categorized as *High Influence,* the total score for question number 2 is 62 is categorized as *High Influence*, the total score of question

number 3 is *78* is categorized as *High Influence*, the total score of question number 4 is *89* is categorized as *Very High Influence,* the total score of question number 5 is *71* is categorized as *High Influence,* the total score of question number 6 is *86* is categorized as *Very High Influence,* the total score of question number 7 is *73* is categorized as *High Influence,* the total score of question number 8 is *84* is categorized as *Very High Influence,* the total score of question number 9 is *61* is categorized as *High Influence,* the total score of question number 10 is *95* is categorized as *Very High Influence,* the total score of question number 11 is *68* is categorized as *High Influence*, the total score of question number 12 is *79* is categorized as *High Influence*, the total score of question number 13 is *87* is categorized as *Very High Influence,* the total score of question number 14 is *79* is categorized as *High Influence,* the total score of question number 15 is *85* is categorized as *Very High Influence.*

From this result, it can be seen that the highest score is 95 for question number 10. Motivation is imperative to the learner as the reader. This result is suitable with the explanation from Takoloo & Ahmadi (2017:10), who said that motivation is an essential factor to improve reading comprehension that all researchers and teachers admitted. Furthermore, Guthrie et al., in Olper (2011:955) stated that reading motive has a determining effect on students concerning how much they will read. Therefore, it can be concluded that motivation is imperative for the learner as the reader indeed. Moreover, the lower score is 61 for question number 9, learner as the reader is influenced by friends.

While the mean score of all indicators is 77.93, it can be written that influence of sociolinguistic on the learner as the Reader is *High Influence,* because 77,93 is in range 60-79,99. This finding is supported by Pretorius (1998:7) in Smith (2012:150), who stated learners should be encouraged to read, and motivation is imperative. If one can reward them for their efforts appropriately, it will encourage them to try harder. A dilemma in the multicultural classroom in South Africa is that the teacher has to assist over-age learners, and much differentiation occurs. It remains a huge responsibility of the teacher to cater to all the different needs as Palardy (1997:68) in Smith (2012:150) asserts that concomitant attitudes that youngsters develop are critical to developing life-

long readers. The reader's opportunity to choose from various books instead of working only with one basal will whet the appetite and keep attention riveted to reading books.

CONCLUSION

After analyzing the data, it could be concluded that the *very significant influence* over the other *very high influence* was motivation. It is imperative for the learner as the reader. Although the mean score of all indicators is 77.93, the influence of sociolinguistics on the learner as the reader was *high.* Referring to the research findings, the researcher implies that motivation must be improved for the following teaching and learning process.

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