Proceeding of 3ʳᵈ International Conference on the Teaching of English and Literature
Bengkulu, Indonesia, October 29ᵗʰ, 2022

Page 44-53

The Sociolinguistic Context in the Text Materials of English Text Books
Fenti Pratama Sari
University of Bengkulu
Fentipratama15@fmail.com

Abstract

The student's experience in the practice of the use of English in daily communication must be supported by a sociolinguistic context. Sociolinguistic context is the rule concerning whether something is say able in a given context. In short, understanding the sociolinguistic aspect is very important to be aware of the norm, variability, and appropriacy in communication. This research is conducted for the following objectives (1) to identify the sociolinguistic context that is included in interpersonal and transactional communication, (2) to analyze the sociolinguistic contexts in the conversations (setting, participant, channel, and topic). This research use evaluation research. The research object is an English textbook for Junior High School. The conversations in the textbook cover both interpersonal and transactional communication. The setting is only dominated by one set. The role relationship is only represented by that between friends, teacher-student, and a few children-parents. As a result, it cannot support real-life communication for the students. Textbooks should be designed in the sociolinguistic context.

Keywords**:** Sociolinguistic Context, Text Material, Text Book.

Introduction,

Communicative competence is an important competence in language teaching and learning, especially for learning material. There are some competencies of communicative competence such as grammatical, discourse, sociolinguistic, and strategic competence. Hence, the focus of learning materials used in the text genre must reflect sociolinguistic competence. The sociolinguistic context in the design of text materials and tasks implies sociolinguistic competence. Sociolinguistic competence defines the politeness, and formality of the language style in the conversation.

Nowadays, Indonesia applies Curriculum 2013. The English language National 2013 Curriculum described four primary elements in the educational design: materials, method, objectives, and evaluation. For English subjects, communicating ideas and knowledge are an emphasis on learned language competence. Types of texts and linguistic elements with the achievement of language skills are the target knowledge. There are four language skills learned by the students based on the 2013 curriculum. It is stated in Basic Competence 3 and Basic competence 4 of the syllabus. English communicative competence is a prerequisite for achievement at the end of the course. In Indonesia, the government provides textbook assistance to support those, such as for junior high school. Based on the explanation above, this present study focuses on the sociolinguistic context in the English text materials for the Junior High School level.

Proceeding of 3rd International Conference on the Teaching of English and Literature
Bengkulu, Indonesia, October 29th, 2022

Page 44-53

The student's experience in the practice of the use of English in daily communication must be supported by a sociolinguistic context. Saville (2008) mentions that understanding the sociolinguistic context will help students understand the roles of the contributor, the information shared, and the goal interaction. Sociolinguistic context is the rule concerning whether something is say able in a given context. In short, understanding the sociolinguistic aspect is very important to be aware of the norm, variability, and appropriacy in communication. It also includes politeness and formality (Fatima and Kazim, 2015). For example in the material of greeting, a talker should understand the context of whom she/he is greeting, and what types of social role relationships such as between siblings, friends, students and teachers, a young and an elder, and also whether it is in an informal or formal situation.

Communicative competence has been long highlighted in communicative language teaching (CLT). Since the 1980s, it has become the principle of language teaching and learning, and the embodiment in handbooks teachers, the textbook writer, and, manuals. Context and participant-based are the one principle in the curriculum and materials design. Street & Leung (2010) stated that in the teaching content of the target language system, the first thing to identify what and how language is used. Communicative competence has transformed the methodology of language teaching. It makes the focus to practice communication. The learners develop their ability to use the language for communication. This case is called the new language teaching approach as communicative language teaching. The function is a system of interaction for expressing meaning. Holmes (2013) stated that the theory of learning focuses on involving real communication and using language. The aim of communicative language teaching is the involvement of learners to develop their communicative competencies. The principles of communicative language teaching include reading and writing activities.

This research analyzes the text of interpersonal and transactional communication. Interpersonal and transactional communication skills must be part of the competencies that must be possessed by junior high school students. In this competence, text materials refer to the forms of authentic dialogues or conversations. Interpersonal and transactional conversations are examples of relevant language expressions. Sometimes, it is only context. Several aspects refer to the context the setting (when and where), the relationship between the speakers (who or what to whom), and the information shared. Curriculum 2013 requires junior high school students taught interpersonal and transactional communication. In daily life, interpersonal and transactional communication reveals the learner to the basic communication. Interpersonal communication is interactional speech. It contains greetings, compliments, telling jokes, and natural conversation.

Based on the case above, the government has facilitated the fostered students by providing English textbooks for Junior High Schools (SMP). The textbooks are written by professional writers

45

Proceeding of 3rd International Conference on the Teaching of English and Literature
Bengkulu, Indonesia, October 29th, 2022

Page 44-53

and are financed by the government of the Republic of Indonesia through its Ministry of Education and Culture. The textbook contains interpersonal communication texts with several language purposes, such as greeting, asking for opinions, thanking, introducing ourselves, and so on. It also covers transactional communication texts with a total of language purposes which include telling something, identifying, describing, criticizing, and so forth. After reading the contents of the texts, the researcher founds that there are several examples of dialogues or conversations related to language topics and functions. The sociolinguistic contexts are still disregarded. The finding is to make sure whether or not the sociolinguistic contexts have been contained in the text materials. Based on the explanation above, is the reason why the researcher conducts this research.

There are some research related to the contents of English textbooks. Mostly analysis about evaluating the textbooks for standard contents and acceptability to the curriculum references and also the fitness to the student needs Tambunan et al (2019), Nurjanah & Umaemah (2019). Almost all the studies have similarities in their purposes of recommending textbook revision. However, previous studies above did not explore the specific problem of communicative competence and sociolinguistic competence. Previous studies have only focused on the student needs and standard contents. This is the main motivation for this study; is to analyze the text materials with the use of the theory of communicative competence and sociolinguistic competence. This research is conducted for the following objectives (1) identify the sociolinguistic context that is included in interpersonal and transactional communication, (2) analyze the sociolinguistic contexts in the conversations (setting, participant, channel, and topic).

Research Methodology,

Research Objects

This research use evaluation research. The research object is an English textbook for Junior High School. The Minister of Education and Culture of the Republic of Indonesia has imposed that English teachers use textbooks as compulsory subjects in the teaching and learning process. There are three grades (VII, VIII, and IX) of English textbooks used by English teachers in Junior High School. However, in this research, only the textbook for grade VIII is manageable to be analyzed this study. The title of the book is "Bahasa Inggris When English Rings a Bell, SMP/MTs Kelas VIII", which was published by Pusat Kurikulum dan Perbukuan, Kemendikbud.

The technique of Data Collection

The primary data of this research is the contents of the text materials written in the selected textbooks. Interpretive analysis and conversational analysis are used in this study. The interpretive

Proceeding of 3ʳᵈ International Conference on the Teaching of English and Literature
Bengkulu, Indonesia, October 29ᵗʰ, 2022

Page 44-53

analysis is an observation that must be interpreted through the views of participants who are embedded in a social context (Neuendorf, 2017). While conversational analysis is a study that refers to verbal or non-verbal social interactions. First, the researchers analyzed the content of the textbook to categorize it into interpersonal and transactional conversations. Interpersonal communication is interactional speech. It contains greetings, compliments, telling jokes, and natural conversation. Meanwhile, transactional communication is communication that has the purpose to convey information, such as explaining, describing, buying, and so on. Furthermore, the researcher analyzed the sociolinguistic contexts. The sociolinguistic contexts in the conversations are setting, participant, channel, and topic.

Data Analysis Procedures

To fit the research question and the purpose of this research, the researcher should limit the selected content to the unit of analysis. Therefore, the first series of textbooks was chosen as the text material. They are limited based on interactional and transactional communication. This research uses two raters namely the researcher herself and an English teacher that have experience in this grade. It is used to maintain process consistency and objectivity in the evaluation process. The context of sociolinguistics includes four aspects namely setting, participants, channel, and topics in this research. The aspects are components of using appropriate language in interpersonal and transactional communication. These four stages to analysis procedure this research: 1) identify and codify text materials related to interactional and transactional conversations; 2) categorize which conversations fall into interactional and transactional; 3) analyze the aspect of the sociolinguistic context in the conversations; 4) the interpretation of data analysis. Tabulating is an efficient data display for the analysis process. Symbols or markers are created in this research. There are some codes in this research such as TS, which refers to the transactional conversation, IP refers to the interpersonal conversation, and O-DFTF means the conversation which is in direct communication or face-to-face communication. The stages of numbers 1 until 3 are done by the two raters. Next, the researcher compares the result to the English teacher to test the consistency or reliability. The researcher illustrated in the table:

Table 1. The content Analysis

Chapter (Page, Number of Conversations)	Conversation type	Sociolinguistic Context				Remark
		Topic	Setting	Participant	channel	

Proceeding of 3rd International Conference on the Teaching of English and Literature
Bengkulu, Indonesia, October 29th, 2022

Page 44-53

Chapter: Page: Conversation:	TS	Telling hobby	unclear	Between friends	O- DFTF	Unidentified

Findings

The analysis is carried out chapter by chapter from the textbook. There are four aspects of the sociolinguistic contexts that analysis in this research. Harmer (2001) mentions that they include setting, participants, channel, and topics. The identity of the textbook is written in the table below:

Table 2. The Identity of Book

English Textbook for Grade VIII	
Title	When English Rings a Bell Kelas VIII SMP/MTS
The writers	Siti Wachidah, Asep Gunawan, Diyantari, Yuli Rulani Khatimah
Reviewers/editor	Helena Indyah Ratna Aguestien, Rd.Safrina Noorman, Wawan Gunawan
Publisher	Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud. (2017)
Content	13 chapters
Number of conversation	85 conversations of interpersonal (IP) and transactional (TS) communication

Based on the content analysis of the first chapter, some of the conversations belong to interpersonal communication and transactional communication. The topic is dealing with the language functions asking opinions. As for the sociolinguistic context, it was found that only one aspect namely the topic. The setting of the conversation is not shown. In this part, ten conversations use setting. Moreover, setting class that dominates the setting. There is one conversation that has a canteen setting. The conversations are dominated by student-teacher and between students. The researcher only identifies by pictures. The channels are dominated face to face communications. Language usage is dominated by the range of formality or social distance factors.

Example, such as the one found in dialog page 14:

A: Edo, do you know what to do?

Proceeding of 3rd International Conference on the Teaching of English and Literature
Bengkulu, Indonesia, October 29th, 2022

Page 44-53

B: Sorry, Mam. I don't say that again, please.

Chapter 2, is asking for help, and planning. In this case, transactional communication is founded. Some of the conversations belong to interpersonal communication. There are three settings such as classroom, kitchen, and canteen. The role relationship is only identified from the pictures. The research founds that the conversations are played by some relationships such as child-mother, between friends, and teacher-students. While on the channel there are no various choices of language use. It is only face-to-face communication.

Based on the conversation in chapter 4, they all belong to transactional conversations with several topics and language purposes. The topics are about inviting someone, giving instructions, and asking for permission. This chapter found that there are ten conversations. They belong to interpersonal communication. The relationship between the roles of the dialogue participants is limited to friends, while the distribution is still the same in the previous chapters. It is only face-to-face communication.

Furthermore, chapter 10 only presents twelve conversations. All of the conversations belong to transactional communication. The topic is about communicating states and events in the past. The setting is the same in the former chapters, such as the classroom and canteen. The relationship between the roles of the dialogue participants is the teacher- students, and between students. The channel is still the same as in other chapters; it is direct face-to-face communication.

Since Chapters 3, 5, 6, 7, 8, and 9 do not show any conversation text. The researcher was skipped. Meanwhile, chapters 11, 12, and 13 founds three conversations, but the conversations are not exposed with clear settings. There are no pictures, so makes researcher cannot identify the setting. The role relationships shown are only monotonous, that is, only between friends and between students.

Based on the explanation above the researcher can be calculated the total numbers of conversations in all chapters of the textbook are 85 conversations. They include 31 interpersonal and 54 transactional communications. There are 76 conversations are exposed with their clear settings. The setting is dominated by the classroom. The researcher only identifies by picture. Almost all of the participants in the conversation are teacher-students and friends. The channel is only for direct face-to-face communication.

Discussion

In this part, the researcher tried to discuss the results or the findings that the researcher has found in this research. Based on the result in this section, showed that the conversations in the textbook cover both interpersonal and transactional communication. In this case, a basic kind of oral

Proceeding of 3rd International Conference on the Teaching of English and Literature
Bengkulu, Indonesia, October 29th, 2022

Page 44-53

communication can use to practice in real conversations. In daily life, interpersonal and transactional communication reveals the learner to the basic communication. Interpersonal communication is interactional speech. It contains greetings, compliments, telling jokes, and natural conversation. Meanwhile, Corbet (2003) stated that transactional communication is communication that has the purpose to convey information, such as explaining, describing, buying, and so on. They are used in conversation and daily life. Interpersonal communication is used with social function and transactional with or referential function. Wardhaugh (2006) mentions that interactional communication cannot predict or compare to transactional communication. It can include many topics and participants. Whereas transactional communication is more limited and contains predictable patterns. Interactional communication is for maintaining the social relationship. It involves some factors: colloquial language, emotions, slang, ellipsis, and so on.

It is suitable for junior high school students who are at the beginner level. Therefore, the textbook has covered the requirements for teaching materials based on the curriculum 2013. In addition, Nunan (in Bailey, 2005) suggests that speaking activities in class are needed to create transactional and interactional communication. There are no problems with the conversation text found in the textbook. The content contents are adequate based on their communicative function based on curriculum mandate. There are some findings of the previous study reconfirmed similar cases with this research. It has been proven by Fuyudloturromaniyyah (2015), Akbar (2016), and Nurjanah & Umaemah (2019).

Nevertheless, the conversations in the textbook are not completed in the sociolinguistic context. All of the settings are not identified. The researcher only identifies by pictures. Due to the setting being dominated by the classroom setting in the conversation. The setting is only dominated by one set. The role relationship is only represented by that between friends, teacher-student, and a few children-parents. As a result, it cannot support real-life communication for the students. They do not involve participants in various social relationships. The model of these conversations is not matched interpersonal communication which has the purpose of establishing and maintaining a social relationship. Based on both interpersonal and transactional communication, the learning materials should adapt especially the sociolinguistic competence. In other words, education must facilitate conversational text material to achieve learning objectives. The material of conversation should be presented in the least informal and formal forms. They implicate different roles or participants such as students-teacher, parents-children, and so forth. It includes a variety of expressions with formality and politeness.

Interpersonal and transactional communications need to be included in a clear setting, and

Proceeding of 3rd International Conference on the Teaching of English and Literature
Bengkulu, Indonesia, October 29th, 2022

Page 44-53

the relationship between the participants. This will affect the choice of language use or expression in certain contexts. Textbook conversations are not completed in the sociolinguistic context. Such text quality will not assist students with the sociolinguistic competencies needed to support the achievement of communicative competence. Language use should be introduced in the conversation such as politeness, idea, utterance, and formality based on the sociolinguistic context. The conversational model has a different sociolinguistic context that will affect the expression or choice of language. It meant that the context is very important to be understood by students. It can make the learners aware of the accuracy of the language use. To sum up, their many model conversations should be provided in the textbooks. It can help learner practice interactional and transactional communication to achieve communicative competence goals.

It is shown that 80% of conversations in the textbook are dominated by a classroom setting while the other 20% are not even exposed to clear settings. According to harmer (2001), the context of sociolinguistics includes topics, participants, channels, and settings. The classroom setting dominates the conversation and the role relationship is only represented by that between friends, teacher-student, and a few children-parents. The setting is only dominated by one set. Thus, the choice of language expression (formal and informal) is still regarded. It means that language use cannot support sociolinguistic context in learning material.

In conclusion, the findings of this research should contribute different perspectives to the evaluation of textbooks, especially in sociolinguistic contexts. This is necessary for designing conversational teaching materials. It is as important as fluency and accuracy of communicative competence. Whereas, the previous study only considers the contents of the textbook. Due to its suitability the curriculum mandates language skill and learning activities. The highlight of this research is emphasizing the importance of sociolinguistic context in English text materials. It will contribute to the achievement of communicative competence.

Conclusion and Suggestion

Based on the explanation above, it is concluded that all the topics of the textbook content are interpersonal and transactional communication. It is suitable with the syllabus of curriculum 2013. The sociolinguistic context should contain the setting of the conversation and the role relationship between participants. Besides, there are no varieties of codes or choices. The face to face communication dominates the channel. The classroom setting dominates the conversation. There are a few settings such as the canteen and home. It means that the sociolinguistic context is not included in the text of the learning material. It is shown text material cannot represent the variation of language use based on sociolinguistic context.

Proceeding of 3rd International Conference on the Teaching of English and Literature
Bengkulu, Indonesia, October 29th, 2022

Page 44-53

Based on the conclusion above, a couple of suggestions are given to several parties. Firstly for the designer, the textbook should be redesigned. Textbooks should be designed in the sociolinguistic context. Second, the participants must be represented by clear illustrations such as images with colorful. Third, the activity and assessment should be made consistent and relevant to real communication in speaking practice. It means that it includes accuracy, fluency, comprehensibility, and appropriacy. The last one, further research should be relevant to recommend. It should contain the contexts of sociolinguistics. It will help the student achieve the goal of English communicative competence.

References

Akbar, R. (2016). An Analysis Of Selected Eleventh Grade English Textbooks. *Journal Of English And Education.*

Bailey, K. M. (2005). Practical English Language Teaching: Speaking. *Mcgraw-Hill ESL/ELT*. https://doi.org/10.1021/Acs.Joc.6b00331

Corbett, J. (2003). An Intercultural Approach To English Language Teaching. *In An Intercultural Approach To English Language Teaching.* https://doi.org/10.21832/9781853596858

Fatima, G., & Kazim Shah, S. (2015). Textbook Analysis And Evaluation Of 7 Th & 8 Th Grade In Pakistani Context. *International Journal Of English Language Teaching.*

Fuyudloturromaniyyah, N. (2015). A Textbook Analysis: An In-Depth Analysis Of Activities In Scientific Approach's Perspective In An EFL Textbook For Seventh Grade. *Journal Of English And Education.*

Harmer, J. (2001). Book Review : The Practice Of English Language Teaching. *RELC Journal*. https://doi.org/10.1177/003368820103200109

Holmes, J. (2013). An Introduction To Sociolinguistics. 4th Edition. *In Pearson Education Limited.* https://doi.org/10.1525/Jlin.2003.13.2.252

Neuendorf, K. A. (2020). The Content Analysis Guidebook. *In The Content Analysis Guidebook*. https://doi.org/10.4135/9781071802878

Nurjanah, I., & Umaemah, A. (2019). An Analysis Of Cultural Content In The Textbook "Pathway To English" For Second Grade In Senior High School. ELT Echo : *The Journal Of English Language Teaching In Foreign Language Context.* https://doi.org/10.24235/Eltecho.V4i1.4536

Saville-Troike, M. (2008). The Ethnography Of Communication: An Introduction: Third Edition. In *The Ethnography Of Communication: An Introduction: Third Edition.*

Proceeding of 3ʳᵈ International Conference on the Teaching of English and Literature
Bengkulu, Indonesia, October 29ᵗʰ, 2022

Page 44-53

https://doi.org/10.1002/9780470758373

Saville-Troike, M. (2009). The Ethnography Of Communication. In *Sociolinguistics And Language Teaching.* https://doi.org/10.1017/Cbo9780511551185.017

Spolsky, B. (2010). Ferguson And Fishman: Sociolinguistics And The Sociology Of Language. *In The SAGE Handbook Of Sociolinguistics.*https://doi.org/10.4135/9781446200957.N1

Street, B., & Leung, C. (2010). Sociolinguistics, Language Teaching And New Literacy Studies. *In Sociolinguistics And Language Education.* https://doi.org/10.21832/9781847692849-013

Suryani, R. W. (2018). "When English Rings The Bell": An English Textbook Analysis. English *Language Teaching And Research, 2(1),* 258–268. http://Ejournal.Unp.Ac.Id/Index.Php/Eltar/Article/View/102669/101056

Tambunan, M. S., Sipayung, K. T., & Sinaga, N. T. (2019). Content Analysis Of English Textbook 'Interactive English' Used In First Grade Juniorhigh School In 2013 Curriculum. *JETAL: Journal Of English Teaching & Applied Linguistic, 1(1), 20–27.* https://doi.org/10.36655/Jetal.V1i1.101

Wardhaugh, R. (2006). An Introduction To Sociolinguistics Fifth Edition. *In Blackwell Publishing.*