# THE IMPORTANCE OF LEARNING LINGUISTIC TO INCREASE THE INTEGRATED SKILLS STUDENTS IN ALL LEVEL UNTILL COLLEGE OR UNIVERSITY

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**Abstract**

Many Teachers or lecturers sometimes do not realize that teaching and learning linguistic are the fundamental or as an important basic for their students need. Many teachers and lecturers sometimes tend to think how carry students in English education only they are such as how they carry their students comprehend the methods teaching learning, how the process teaching and learning will be active, innovative, attractive, creative and joyful. When we are in the class room, linguistic is very important for the students to be learnt. Knowledge that foster pedagogical creativity; another common theme is that teachers need to link their linguistic knowledge to the activities and behavior that help learners build capacity in talking, listening, reading and writing The Problem of the research1).How are the important linguistic skills to the Students' level either in primary school until College or University related to the integrated kills? 2).How is the important linguistic to the Teachers' and Lectures' teaching to their students either in primary school until College or University related to the integrated skills? 3). How the process linguistic carry the integrated students study 1).The Objective of the research; To increase the students at primary school until College or University ability in linguistic especially related to the integrated skills. 2).To increase the students' ability in all aspect of integrated skills. 3. To know the process linguistic carry the integrated students study this approach uses phenomenology qualitative approach. The technique of collecting data included observation, interview and documenter.

*Keywords: learning, teaching, student skill, integrated*

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## I. Introduction

The first section of this proposal research which importance of learning linguistic all aspects. It is necessary to know the linguistic as far. Many Teachers or lecturers sometimes do not realize that teaching and learning linguistic are the fundamental or as an important basic for their students need. Many teachers and lecturers sometimes tend to think how carry students in English education only they are such as how they carry their students comprehend the methods teaching learning, how the process teaching and learning will be active, innovative, attractive, creative and joyful. The teachers and lecturers just think deeply how they can easily carry their students in their teaching process and assessment. Those are very important and they will be complement in teaching learning process for every teacher and lecturer but the most important is how the students comprehend the fundamental as the basic science and knowledge in English. When we are in the class room, linguistic is very important for the students to be learnt. Knowledge that foster pedagogical creativity; another common theme is that teachers need to link their linguistic knowledge to the activities and behavior that help learners build capacity in talking, listening, reading and writing. Combined with knowledge that is tailored and analytical this allows teachers to link different linguistic knowledge domains in ways that purposeful and enabling and that promote curiosity and inquiry – driven learning process.[2]

Students need four integrated skills such as grammar, listening, speaking and reading in their school studies. Those integrated skills will be consumed for them continuously. Teachers and lecturers have to teach students perfectly in comprehending linguistic in their classroom while the way of teaching and learning process in order the students in the classroom or outside the class room will be active, creative, innovative and joyful to the English material given by their teachers and lecturers are only as supporting techniques for the teachers since linguistic is the basic for the students. Many aspects must be learnt by the students in all linguistic aspects. Those are such as reading. Firstly, when the students are learning about reading, the students will comprehend the meaning.

That is why the writer wants to observe this in the senior high school, college or University as the research since many reasons why teaching Linguistic is very important for the students and why learning linguistic is very important for the students not only in primary school but also at college or University.

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[2] Sue Ellis "Applied Linguistic and Primary school Teaching" ,2011, Cambridge University Press; 10

Many researchers have observed rich traditions of literacy and knowledge across different families, cultures and context which is understood, acknowledged and appropriately built – upon by the teachers, can lead to children who are linguistically and culturally diverse becoming more successful in school ( Gendra 2002: moll and Gonzales 2004)[3]

The Problem of the research are: (1) How are the important linguistic skills to the Students' level either in primary school until College or University related to the integrated kills? (2) How is the important linguistic to the Teachers' and Lectures' teaching to their students either in primary school until College or University related to the integrated skills? (3) How the process linguistic carry the integrated students study? Then the Objective of the research are: (1) To increase the students at primary school until College or University ability in linguistic especially related to the integrated skills; (2) To increase the students' ability  in all aspect of integrated skills; (3) To know the process linguistic carry the integrated students study. The significance of the Research is expected to contribute both practically and theoretically to the teaching and learning process especially learning Linguistic in all aspects.

## II.   Review Of Related Literature

Language are inductive generalizations features which think ought to Universal may be absent from the very next language that becomes accessible. Some features, such as for instance, distinction of verb Like and non – like words as separate parts of speech are common to many languages but lacking in others. The fact that some features are at any rate, widespread, is worthy of notice and call for an explanation; when we have adequate data about many languages.  We shall have to return to the problem of general grammar, but this study when it comes will be not speculative about inductive. [4]

1. Vocabulary Learning strategies that beginner students from the school of languages of the University of Veracrus by Victor manuelyoval Hernandez, Universidad Veracruzana, April 2013**.** The goal is precisely to explore the vocabulary learning employ when learning of foreign language. In order  to achieve this goal it is necessary ; define students real needs the term of effective vocabulary strategies included motivate students to learn compulsory and optional vocabulary, promote the search for new vocabulary learning strategies, develop

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[3] Sue Ellis ,"Applied Linguistic and Primary school Teaching"2011, Cambridge University Press,46

[4] Leonard Bloomfield,"Language"2010, private limited motial Banarsidass"Delhi,20

students' learning autonomy regarding the vocabulary learning process. Meanwhile this proposal research the writer wants to observe linguistics in all aspects not only learning in vocabulary but the students learn grammar, reading that is still related with meaning or vocabulary, listening and writing in the senior high school, college or University.[5]

2. Listening strategy use and Linguistic Patterns in Listening comprehension, I – Shou University, Taiwan by EFL Learners' Hui – Fang – Shan. The implications EFL educators to recognize the directions of interactional practices for exchanging listening comprehension are presented.[6]

Teaching one word at a time out of context is the worst way of teaching vocabulary, with rapid forgetting almost guaranteed " asserts frank smith, author of "the book of learning and forgetting '(1998), recently published by teachers college press. According to Smith, people assimilate new vocabulary words from context the first time they read them. "Provided that the gist of the material being read is both interesting and comprehensible.[7]

**2.1 Learning Reading, Vocabulary and translation**

Laura Robb (1999; 11) Teach vocabulary before, during and after reading. Defining the meaning of a new word will occur, hear the teacher use the world, and observe now the word function in the sentences, in the classroom, this means teaching vocabulary before, during and after reading . [8]

1. Creating New Vocabulary

Some of phenomenon is introduced into human experience for which some new word needs to be created.[9] Nearly every day the words use in many situation and activities. The new word is usually used and appeared in the conversation that we never known the meaning before

2. Reading as far of communication

The process of communicating in reading may simply be described as follows. A writer has massage or ideas to communicate, which is then communicated in the form of written texts.

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[5] Victor Manuel, " vocabulary learning strategies that beginner students from the school of language of the University of Veracrus", Thesis 2013

[66] EFL, " Learners,Intl Journal of listening ",ISSN 1090 – 4018/ 1932 – 586, 2008

[7] Frank Smith,"The book of Learning and forgetting ",1998, Teachers College Press

[8] Laura Robb "EasyMini – Lesson For Building Vocabulary", 199,USA New York

[9] Charles F.meyer,"Introduction English Linguistic, Cambridge University Press, 2009,page177

For the purpose, several sub topics will be presented in the order that follows; defining reading abilities, and some theories of reading.[10]

3. Defining reading abilities

The discussion will be focused on the concept of reading. In particular, we will try to The discussion will be focused on the concept of reading. In particular, we will try to establish a concept of reading abilities; that is, to identify what it means by abilities in reading.[11]The discussion will be focused on the concept of reading. In particular, we will try to establish a concept of reading abilities; that is, to identify what it means by abilities in reading. [12]

4. Varying definition of meaning

Two types of meaning were distinguished; grammatical meaning and pragmatic meaning. Although most semantics capture this two way distinction, they do so in different ways. In popular usage. The distinction between grammatical and pragmatic meaning has been captured by, respectively, the notions of denotation and connotation.[13]

5. Translation

There are many linguists who have different perceptions about translation process. The following are some opinions about translation process. Soemarno (1988: 18) says that process of translation has some steps that should be done by translator before beginning his work on translation field. Those steps are (1) analyzing (2) Transferring; and (3) restructuring[14]

**2.2 Learning grammatical or structure**

1. Studying Linguistic structure

    a. Phonetic / phonology;

    This level focuses on the smallest unit of structure in language. The Phoneme Linguistic rules at this level describe how sounds are pronounced in various contexts. [15]

    b. Morphology

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[10]SulistyoGunadi,"Reading for meaning Theories Teaching Strategies and assessment,2011 ,Faculty of letters State University of malang, published by Pustaka Kaiswaran,20

[11]SulistyoGunadi," Reading for meaning Theories Teaching Strategies and assessment ",2011,Faculty of letters State University of malang, published by Pustaka Kaiswaran,21

[12]SulistyoGunadi," Reading for meaning Theories Teaching Strategies and assessment ",2011,Faculty of letters State University of malang, published by Pustaka Kaiswaran,21

[13] Charles F.meyer, "Introduction English Linguistic", 2009,Cambridge University Press, 153

[14]Nursalam, "The STIBA Malang students' translation of English Metaphors", 2005,chapter 2, Thesis

[15] Charles F.meyer" Introduction English Linguistic", 2009,Cambridge University Press, 2009,7

The next level of structure is that morpheme, the smallest unit of meaning in language. Rules of morphology focus on how words (and parts of words) are structured.

c. Syntax

The largest level of structure is the clause. Which can be analyzed into what are called clause fractions: Subject, predicator, object, complement and adverbial.

d. Semantics

Because meaning is at the core of human communication, the study of semantics cuts across all of the other level thus far discussed. at the level of sound, in the word *kick* /kik/ and *sick* / sik/ , the choice of/ k/ vs./s/ results in words with two entirely different meanings. At the level of morphology, placing the prefix un – before the word happy results in a word with an opposite meaning . Similarity, the set of sentences of the formalized system of mathematics can be considered a language.[16]

## 2.3 Speaking and writing

1. Spoken and written registers

Bibber ( 1998) reached this conclusion by first using a statistical test, factory analysis , to determine which linguistic constructions tended to occur into corpora of spoken and written British English ; The London – lund Corpus of spoken British English.

2. Spoken register

Different types of spoken registers as they are classified in the International Corpus of English (ICE). *Authenticity*, speaking task should have some relation to real – life language use,  What Speakers know in speaking are extra linguistic knowledge, Socio cultural knowledge, linguistic knowledge included; genre knowledge, discourse knowledge, pragmatic knowledge, grammar, vocabulary[17], phonology.

3. Written register

On another dimension we can distinguish between the study of linguistic form and the study of meaning. All three components are concerned with aspects of both.  The special term semantic is applied (covering such matters as the meaning expressed by stress and intonation), grammatical semantics (dealing with the meaning associated with grammatical categories

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[16] Noam Chomsky, "Syntactic structures, Massachusetts Institute of Technology ",The Netherlands, Mouton & Co,publisher,13

[17] Scott Thornbury," how to Teach Speaking", published Stenton Association, 1

such as past tense, interrogative clause and so on) and lexical semantics ( the meaning of vocabulary items).[18]

## 2.4 Listening

Why Listening is such a powerful force in out lives, how to prevent good listening from being spoiled by bad habits. Among the secret of successful communication describe are;

a) The difference between real dialogue and just talking turns talking

b) Hearing what people mean, not just what they say

c) How to get through to someone who never seems to listen

d) How to reduce arguments

e) How to ask for support without getting unwanted advice

f) How to get uncommunicative people to open up

g) How to share a difference of opinion without making other people feel criticized

h) How to make sure both side get heard in heated discussion

i) How speakers undermine their own messages

j) How the nature of relationship affects listening

k) How to get people to listen to you[19]

## 2.5 Concept

Linguistic; Linguistics is a major that gives you insight into one of the most intriguing aspects of human knowledge and behavior. Majoring in linguistics means that you will learn about many aspects of human language, including sounds (phonetics, phonology), words (morphology), and sentences. (Syntax), and meaning (semantics). It can involve looking at how languages change over time (historical linguistics); how language varies from situation to situation, group to group, and place to place (sociolinguistics, dialectology ).Monica ,what does a linguist do)?. Linguistic society of America. (Feldman: 2010)

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[18] Rodney Huddleston , "*English grammar an outline",1998,* published by the press syndicate of the University of Cambridge( United Kingdom ),3

[19] Michael Nicholas,"How learning to listen can improve relationship", Guildford press,2009; 5

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Integrated skill is; Malley, 1994. Shows how language learning strategies can be integrated into the simultaneous learning of content and language.

### 2.6. The Theory

1. *Linguistic and the language teachers the relevance of the linguistic information and training for the language teacher should be self – evident words, And sentences he must teach and helps him to understand the linguistic problem of his students. (Lado, 1983).*

2. Keberhasilankegagalanbelajarmengajarbahasaterletakpadabanyakfaktorsepertimisalnyam etodemengajar, bahanpengajaran, motivasi para siswa, dankualitas guru – gurunya. Sebagianbesarusahauntukmemperbaikimutubelajar – mengajarbahasaasing di Indonesia sampaidewasaini di pusatkanpadaperbaikankurikulum, termasukmetodologidanbahanpengajaran.Sebetulnyahal yang paling tepatadalahfaktorgurunyajugamemerlukanperhatian , khususnya , perlunya guru – guru bahasainggris di Indonesia untukmengikutiperkembangan yang munculdalamteorilingusitik. Linguistikitusangatberperanpentingdalamduniapengajaran. (Wahab, 1988).Wahab. 1988.IsuLinguistikPengajaranbahasadan Sastra. Surabaya: Air Langga University. the Press - 112. The students successful not only depend on the teaching and learning process but the most important think based on the capability of teacher especially in linguistic.

3. Fiona, 2015. *Linguistic opens up different ways of thinking, linguistic is (or should be) general knowledge, linguistic empowers, linguistic is fun. Bloomsburry publishing. USA*
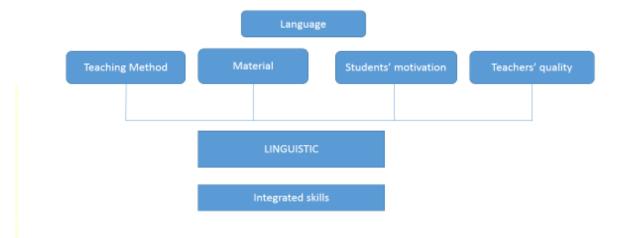
## Research Design



**III. Method of Research**

**3.1 Method Research**

This approach uses phenomenology qualitative approach.Lexy J. Moleong( 2011 ; 14 -15) *mengatakan " penelitianfenomologissebagaisuatupenelitian yang berusahamemahamiartiperistiwadankaitan – kaitannyaterhadap orang – orang biasadalamsituasi – situasitertentu". Yang di tekankandalampenelitiankualitatiffenomologisadalahAspeksubjectifdariperilakuorang."*phenomenology research as a research which try to comprehend the event meaning and relation to the human being in a certain situation".

**3.2 Research Location**

This research will be done at Elementary school, Junior high school, Senior high school until College or University in several Private or State Schools in Banyuwangi and Jember . .

a) Subjective

The researcher chooses state school and college or University in Banyuwangi and Jember as her research since the location are not so far from their live so makes her to be easy to collect data easily.

b) .Objective

This research wants to improve student comprehending in Linguistic in all level

## 3.3 The Subject Research

The Subject research in this research is Head master or rector, Curriculum representation school, quality guaranteeing, teachers, lectures, students in several level class or College or University.

The informants' information from them can make the researcher get the result of her research very well since they can give the information will be needed. The process of research is purposive interview it is chosen by thinking over and certain purpose. The result of the research will not be generalized to the population since the process of taking sample is not random. The result of research can be applied in a social situation.

## 3.4 The technique of collecting data

### 1. Observation

The validity data will be a good research if the methodology research is an exact calculation. Sugiono( 2013 : 64 ) menyatakanbahwaobservasiadalahdasarsemuailmupengetahuan.penelitianinimenggunaka nobservasipartisipandan non participant " the observation is a base of all sciences ".In this case these research uses these methodology

1) Participant Observation, the researcher do the observation to several the headmaster, Rector, Curriculum representation school, quality guaranteeing, lecture, lecture, students in several level class or College or University.

2) Non – participant observation

    a) English Curriculum at school and College or University

    b) Lesson plan in one semester until two semester at school or College or University

    c) English handled book as the teacher or lecture used to their students

    d) English students' handled books

    e) Students' English material notes

3) Interview

There are three types of interviews that can be conducted when carrying out a research project. Those are structured, semi-structured, and unstructured. This article will describe what each one involves and the differences between them.

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### a) Structured Interviews

Structured interviews require adherence to a very particular set of rules. Each question that is outlined should be read word for word by the researcher without any deviation from the protocol. In some cases, the interviewer is also required to show consistency in behavior across all interviews. This includes bodily posture, facial expressions, and emotional affect. Reactions to participant responses should be kept to a minimum or avoided entirely.

Structured interviews are the type used most often by quantitative researchers. The style is most useful when looking for very specific information. The benefits are that it keeps the data concise and reduces researcher.

### b) Semi-structured Interviews

Semi-structured interviews are a bit more relaxed than structured interviews. While researchers using this type are still expected to cover every question in the protocol, they have some wiggle room to explore participant responses by asking for clarification or additional information. Interviewers also have the freedom to be more friendly and sociable.

Semi-structured interviews are most often used in qualitative studies. The style is most useful when one is investigating a topic that is very personal to participants. Benefits include the ability to gain rapport and participants' trust, as well as a deeper understanding of responses. Data sets obtained using this style will larger than those with structured interviews.

### c) Unstructured Interviews

Unstructured interviews have the most relaxed rules of the three. In this type, researchers need only a checklist of topics to be covered during the interview. There is no order and no script. The interaction between the participant and the researcher is more like a conversation than an interview.

Unstructured interviews are most often used in ethnographies and case studies (types of qualitative studies). They are best used when researchers want to find as much information as possible about their topic. The benefit is that unstructured interviews often uncover

information that would not have been exposed using structured or semi-structured interviews. The researcher and participant are not limited by the protocol. Data sets collected using unstructured interviews will be larger than the rest.

### d) Choose A Type Wisely

Researchers at this stage of a research project should consider their options carefully. While no one interview type is better than another, it is likely that each type that fits better with particular topics or research questions. http://www.examiner.com/article/interview-types-structured-semi-structured-and-unstructured.

a. The data that will be taken included; English Curriculum at school and College or University
b. Lesson plan in one semester until two semester at school or College or University
c. English handled book as the teacher or lecture used to their students
d. English students' handled books
e. Students' English material notes

#### Documenter

1) The history of every school or College or University
2) The vision and mission of every school or College or University
3) The accommodation and facility of every school or College or University
4) The organization structure of every school or College or University
5) The graduate Teachers and lectures of every school or College or University
6) The condition students of every school or College or University

## IV. Analysis

*Moleong ( 2011 ; 248) adalahupaya yang di lakukandenganjalanbekerjadengandata,mengorganisasaikan data, memilahmilahnyamenjadisatuan yang dapat di kelola,mensistemasikanya,mencari data danmenemukanpola,menemukanpola yang pentingdanapa yang tidakpentinguntuk di pelajari, danmemutuskanapa yang dapat di ceritakankepada orang lain* ". Is an effort done by data

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working, data organizing, choosy to be one unit that can be organize, systemic, seeking data and finding the important pattern and un important pattern to be learnt, and decides what is said to other person"Based on the statement above the writer tries to analyze data by explaining the base sketch of learning the branch of Linguistic.

The analysis that will be done by the researcher is;

a. Field before Research analysis

The object of the research is several Teachers, lecturers and students either in Banyuwangi or Jember. The researchers wants to investigate deeply about the conditions students learning either in elementary school until College or university beside that the researches also wants to know the method of teachers or lectures teaching the integrated skills related with linguistic. This focus of this research is the important linguistic to the student level either in primary school until College or University related to the integrated skills.

b. Field research analysis

The data analysis uses qualitative research. The procedure of analyze data. The researcher tries to process data by dragging, arranging and classify data. The Qualitative is done while the process of collecting data and after finishing of collecting data in a certain period. While the process of interview, the researcher do the data analysis based on the informants' answer, and the researcher tries to make deeply interview if the result of analysis is not satisfied. The researcher decides to stop her analysis if the data is considered credible.

The filed analysis included; data reduction, data display and verification.

a) Data reduction using the steps of interview; they are structured interview, semi-structured interview, unstructured interview.

b) Data display; after data reduction continue to present data. The data presentation can be done by short explanation, drafting, category relation and et cetera. The presenting data will be easy to understand the object and subject of the research. It will be easy to plan the

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procedure research based on the object and subject that will be understood by her based on her deeply research.

c) The Validity data

Triangulation was first used in social sciences to convey the idea that to establish a fact we need more than one source of information (Bogdan &Biklen 1998)When triangulation made its way into qualitative research it carried its old meaning- verification of the facts – but picked up another. Bogdam&Biklen confirms that triangulation was first borrowed in the social sciences to convey the idea that establish a fact you need more than one source information.

For finding the validity data, the researcher tries to get the data finding in the field in order the data is valid, and beside that the data will be credibility. The researcher tries to add the process of getting data in a long time the researcher also tries to observe deeply, the data triangulation like several sources, methods, researcher and the theory. The researcher gets the data first in several schools and Colleges or Universities in a limitation period, but if the researcher wants to get validity data deeply, the researcher has to add the period of her research since the informants' information is variety. The triangulation source and method use in this research.

The triangulation source can be done by interview, observation and survey. The interview will be done not only to the several teachers, lecturers, students whom they can give the information needed to this research, but outside informants can assist the researcher to get the validity data since getting data from different informant sometimes can inspect the right data.

Meanwhile the triangulation method, the researcher uses triangulation source like the get the validity data by getting written document or file, the history of the objects and the subjects such as the history of building school, college or University, pictures. Both triangulations can give the different phenomenon that is observed by the researcher.

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Beside that the triangulation theory is also uses in this research since much information from the informants can be formulation of information then the information can be compared based on the theory.

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