THE USE OF LANGUAGE AS A SOCIALCULTURAL COMMUNICATION

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ABSTRAK

Bahasa adalah sarana komunikasi. Pertama-tama bahasa itu haruslah dapat dipahami atau dimengerti oleh pemakai tetapi juga harus dipahami oleh orang lain. Kalau ucapan salah dimengerti, tidak dapat dipahami, atau bentuk-bentuk menyatakan suatu makna yang lain dari yang dimaksud oleh seseorang maka gagallah bahasa mengkomunikasikan mereka. Bahasa merupakan aspek yang penting dalam belajar komunikasi antar budaya. Aksen yang terjadi ketika orang menggunakan bahasa yang sama. Sebagai tambahan dari variasi pelafalan yang menandai aksen, dialek dibedakan oleh perbedaan dalam kosakata tata bahasa dan bahkan tanda baca. Beberapa ahli menganggap dialek merupakan bahasa yang berbeda Variasi bahasa dipengaruhi tiga faktor utama, yaitu faktor geografis, yang menimbulkan dialek geografis, faktor sosial, yang berhubungan dengan kelas sosial, status dan latar belakang pendidikan, yang kemudian menimbulkan dialek sosial; dan registers yang menggambarkan ragam bahasa yang berbeda-beda sesuai profesi; dan sasaran bahasa (tulis dan lisan).
Kata Kunci: *Bahasa, Masyarakat, Budaya,* dan *Komunikasi.*

1. INTRODUCTION

A language is several symbols that are approved to be used by a group of people to produce a symbol. "Competence" is the mastery of the system from the rules of language that are truly internalized, which makes it possiblewe know the inner structure and the structure of birth, to be able to distinguish between the correct and the wrong sentence, and to understand the sentences that we have never heard or mentioned before.Competence is usually far more advanced than performance. Performance is the ability to make correct and clear sentences that we may never have heard before.

Communicative competence is "the ability to speak to use language that is socially acceptable and adequate (Kridalaksana, 1961).
"Language skills use adequate language seen in the language system." (Ibid).
Every language is unique,it has a distinctive characteristic. There are not two languages that have the same set of patterns, the same sounds, the same words or sentences, Indonesian, Javanese or Sundanese. English is not German or Dutch. Even Karo is not Simalungun or Toba language, although all three include the Batak language family. Language is a means of

communication used in social interaction.

First, the language must be comprehended and understood by the speakers and it must also be understood by others. If a speech is misunderstood, cannot be understood, or forms express a meaning other than what is intended by a person, then the language communicates them. Languages are related to local culture. Language is at the speaker who is in a certain place doing certain things. Almost every trade has words and expressions that are only understood by members of the group.Sometimes this is called jargon, a special accent similar to slang, accent associated with a certain position or job.

According to Christina Bratt Paulson (1979), there are two interpretations of communicative competence. The first, like Rivers (1973), says that Communicative Competence is linguistic interaction in the target language, namely, "The ability to function in a truly communicative setting, namely in a spontaneous transaction involving more than one person." Others tend to use the interpretation of Hymes (1972) which included not only linguistic forms, but also social rules, namely, knowledge of when, how, and to whom these forms should be used.

The first interpretation or view focuses on teaching the referential meaning of language through a form approach (formal approach), while the second view incorporates the social meaning of language througha functional approach. Besides, the second view also includes socio-cultural rules for the use of language, not as an additional cultural component that is only attached, but also as an integral part of language teaching. Grammar textbooks arranged in syntactic order is an example from the second view. From the first viewer, while the national - functional syllabus is an example from the second view.

Many linguists also disagree about the division of language functions. Some opinions say that the function of language can be divided into five major groups, namely, personal, interpersonal, directive, referential, and imaginative.Personal function is the ability to speak or the writer to express his thoughts or feelings, such as love, pleasure, disappointment, distress, anger, chaos, and so on. The interpersonal function is our ability to foster and establish work relationships and social relationships with other people. This relationship makes life with others in a good and pleasant condition. It also happens in the category of sympathy, pleasure in the success of others, and worries are expressed in language.The directive function allows us to be able to submit requests, suggestions, persuasion, convincing, and so on. Referential functions are those that relate with the ability to write or talk about our closest environment and also about the language itself ("metalinguistic" function). The imaginative function is the ability to compose written, spoken, written rhymes, stories. This function is difficult to teach unless students are indeed gifted for such things (Finocchiaro,1977).

2. Review o Litterature
Various languages

John Blundell (1982) states that in communicative competence, the use of a variety of informal, formal and neutral languages, namely, a variety that is informal and formal is a must. Several factors cause it. The use of these varieties, among others, is setting factors (where and when), topics, social relations between speakers, and psychological attitudes of the speaker, namely, the speaker's

feelings about the topic and the interlocutor. The four factors must be taken into account if we want to communicate communicatively. For example, in equally informal situations, but the topic in social relations between speakers, and the psychological attitudes of the speakers are different, the different languages used will be different.

The diagram below shows the various languages which are used in English.

SETTING	Bar	Station Bus;	Meeting Room; Official Reception
TOPIC	Champion Football	Weather; Travel	Business Communication
RELATION SOCIAL	Friend; child, colleague	Stranger; taxi driver;	Senior colleague
PSYCHOLOGY BEHAVIOR	Relax; Soft/light	Usual / ordinary	Seriously
VARIOUS LANGUAGE	Informal	Neutral	Formal

Because communication between humans is always exposed to environmental influences, both the variations and the causative factors are very large. Here we will discuss only three dominant factors. The first is the function of language in daily use; the second is Language Variation; and the third is socio-cultural rubbish shared by the speakers, which is needed to be able to fully understand whether oral or written utterances are acceptable and suitable for certain situations. The third is indeed the most difficult thing to be mastered by language students.

LanguageFunction

Language is a means of communicating and has been called the language that can be understood by the user, then the giver and recipient of the message, inside

the use of language must have a mutual agreement in using symbols and in interpreting their meanings.

Wilkinson (1976) divides the function of language into the language of six categories, namely judgment and evaluation, Suasion, Argument, Rational Inquiry and Exposition, Personal emotions, and Emotional relations. These six categories are still detailed again. Judgment and evaluation are specified as information (asserted, sought, denied), agreement, disagreement, and concession.Rational inquiry and exposition are broken down into conclusions, making conditions, comparing and contrasting, defining, explaining reasons and purposes, conjecturing and verifying, inferring and implying. Personal emotions are specified to be positive and negative.

Emotional relations are broken down into greetings, sympathies, gratitude, flattery, hostility. Blundell, Higgens, and Middlemise (1982) divide the communicative function into four parts only. The first is Informational, Attitudinal, andActive. The second is Social Formulas, the third is Communication Lubricants, and the fourth is Language information. Although there are only four parts, the first three parts are broken down into 140 small parts to communicate.

1) Informational, attitudinal and Active functions based on the fact that before we have an attitude towards something (feelings, opinions, judgments), we need information first Likewise, before we act, we need to take a stand first.

Example:

Informational	The Function be considerate
"You won't forget to write to Adam,	

will you?	
Attitudinal "**I** can't make up my mind whether to him this evening or not.	Say about no certain
Active "I'd do it this evening if I were you, otherwise you'll never do it.	Advice to do it

2). Social formulas (expressions of niceties) state that sometimes social words or expressions are often intended to strengthen social relations, not really to express the true intentions or feelings. So, just making small talk; for example, "Hello?", How are you? "

3). Communication Lubricants state that one purpose of talking is to help launch communication, not to communicate thoughts or feelings themselves. In other words to keep the conversation going, for example, "Ah, cook? ..." "Oh, huh?"... "I see ..." "Really?"... "Aha!", Etc. These words are suppressors that we understand, pay attention to, and so on.

4) The function of linguistic information is only linguistic information, which Blundell and his friends did not explain in detail. Slightly different from Mary Finocchiaro above, Halliday (1973) distinguishes seven functions of language to communicate, namely, functions instrumental, regulatory, representational, interactional, personal, heuristic, and imaginative. Instrumental functions are used to manipulate the environment, to cause certain events to occur. Talents - sentences such as "Ready!" ."The court stated that you were

guilty." Don't hold the stove! ", All of them have instrumental functions because the sentences are communicative actions that cause certain conditions to arise.Regulatory functions are used to control events. This function is sometimes difficult to distinguish from the instrumental functions above. If instrumental functions have more "Power", then this regulatory function is nurturing. Included in this function are approval, rejection, supervision of behavior, determination, and rules. The representational function is used to make statements, present facts and knowledge, explain or report "represent" reality as we see it; for example, "hot sun", "Sexy inem". Interactional functions are used to maintain smooth social relations and keep communication open. For us to have good and successful interactional communication, we need to know slang, jargon, jokes, folklore, cultural rules, politeness, and manners and so on that can be used to social exchange.

The personal function is used to express feelings, emotions, and personality. A person's personality can be characterized by the use of this personal communication function. The function heuristic is used togain knowledge, to get to know the environment. The function of heuristic is often expressed in the form of questions that invite answers. Children usually use this heuristic function by asking "why? "Constantly about the world around them. Questions are indeed one of the heuristic ways to get a representation of reality from others.

The latter is an imaginative function that is used to create imaginative systems or ideas. Telling stories, jokes, or writing novels, these are all examples

of the use of imaginative language functions. Likewise, language games such as sanjak, tongue twisters, etc. are also included in the category of imaginative functions of language. Through this imaginative function of language, we can be free from the confines of the world of reality to enjoy the beauty of the language itself, for example, a sentence or conversation may invite several functions at once. Besides that, the seven functions include complex and unlimited communicative acts, such as communicative actions mentioned in the details of the Wilkinson category above.

Language Variation.
These language variations are usually influenced by three main factors, namely geographical factors, which give rise to geographical dialects; social factors, which are related to social class, educational status and background - which then lead to social dialects; and registers who describe a variety of languages that vary according to profession, and language goals (written or oral). Joos (1967), for example, recognizes five different levels of formality in English. Each level has its discourse characteristics that are following its functions.

The five levels of formality are (1) oratorical or frozen, (2) deliberative or formal, (3) consultative, (4) casual, and (5) intimate. The oratory or frozen language style is usually used in front of a large listener; vocabulary and sentences are carefully chosen first, the intonation is rather excessive, and rhetorical words are also used. The deliberative language style is also used for hearers who are not as big as orators hearers. The words and sentences are not as beautiful as the oratory style. Studying in higher education often uses this deliberative style. Consultative styles are usually found in informal conversations. Trade transactions, language conversations between doctors and patients are often consultative. Casual or casual styles are usually used between friends or colleagues, sometimes also among family members. In this case, the words are not guarded, and enough familiarity. Intimate style is characterized by the absence of any social barriers between speakers.Conversations between family members, among people who love each other, friends who are very familiar where the speaker tends to express his heart's content, usually carried out in an intimate style.

Sociocultural

The third dominant factor is the sociocultural factors. If language functions and language variations can be taught, this sociocultural factor is very difficult to teach. Research in several countries shows that foreign language learners find it very difficult to master sufficient knowledge about the history, geography, and culture of the people whose language is being studied so that they can participate fully in the conversation.

Besides that, the factors of linguistics are also obstacles to being able to communicate fully. Concerning sociocultural factors, we can mention a little about non-verbal communication problems. As we know that besides verbal communication, we also communicate non-verbally, for example, through gestures, eye contact, physical distance, and so on. Compared to verbal language that seems to be systematic and mechanical, non-verbal language is very subtle and most of us are not aware.

Language becomes human because of the non-verbal dimension (compared to talking robots, for

example). Brown (1980) says that cultural expression is so related to non-verbal communication that the main obstacle to learning the foreign language culture that is learned lies more in the non-verbal dimension than the verbal dimension. Practical verbal language has not used all of our senses to communicate; Non-verbal language complements the use of all our senses to communicate.Non-verbal languages are (1) Vision (Visual), (2) Kinesthetic, and Olfactory. In visual communication including body movements (kinesics), eye contact, proximity (proxemics), and objects (artifacts).

Movement of the body to communicate this language. For example, we find in nodding, eye movements, and hand movements which means different from one nation to another, even from one tribe to another. Eye contact as non-verbal communication can mean a variety of things. In American culture, people must be eye contact when speaking; otherwise, those who dare not look into their eyes will be considered impolite, lack of attention, lack of honesty or something to hide. Just remember the American phrase that says "Never trust a person who can't look you in the eye." This is very different from Japanese and Javanese culture (especially in particular) which does not encourage subordinates to look in the face and see their eyes when invited to speak because this is considered rude.Proxemics in non-verbal language means communicative physical closeness. Every nation seems to have certain distances in communication. Edward Hall (1966) calculates acceptable distances for public talks, consultative, personal and intimate talks in American society. For example, Americans feel that their area is violated if someone else approaches less than 20-24 inches, except in a room that is

indeed narrow, such as in an elevator, for example. What is meant by Artifacts here are objects that are used to communicate non-verbally, either consciously or not?

For example, clothing and jewelry are considered able to communicate feelings, general characteristics, self-esteem, and the wearer's social class, Kinesthetic or touching is also considered communicative, how and where we touch (snacking, Javanese), others can sometimes be non-verbal communication strong. But touching other nations can cause serious misunderstandings. In one culture, touching is normal but in other cultures, it can be very intimate and personal. For example, holding someone else's head in Java and America will have a very different meaning. The olfactory or smell in this communication may be considered strange.

Hate is indeed a very powerful communication tool in the world of animals, for example, during the mating period of dogs. It seems humans unconsciously also use smell to communicate, perhaps unconsciously. Now both women and men like to use fragrances which are basically to communicate themselves to others. The smell of sweat in one culture is well received, but in other cultures, it may be unacceptable or impolite. The smell of "gunshot minyan" cigarettes is considered fragrant in the Banyumas area, but it is a very disturbing thing in Yogyakarta. Perfume fragrancecan also show the female classes of hope. Using a second language raises demands physically and cognitively. In intercultural marriage, language plays an important role in communication and can also influence identity and power relations.Language can also be used to form a new national identity. Ethnic

identity also originates, partly from language. The language also signifies the characteristics of people from different economic and social levels.

Language allows people to form groups and engage in a cooperative effort both on a large scale and small scale vocabulary that is used together to enable them to record and maintain past events, even if only with selective interpretations. This record becomes a historical record of a community that is delivered to the next generation, becoming a unifying factor. Culture and language form mutually beneficial relationships because without one another there will be no connection. Cultural values or dimensions can be reflected in the language used by a culture. In every interaction between intercultural communications, it is possible if someone uses a second language.

3.   THE RESEARCH METHOD

The Research Method used in this research is based on Library Research. In this discussion, the writer used the Library Research method by using some related theories and information related to the topic discussion. This research was conducted using a qualitative method to analyze data. The qualitative method means that all data analyzed are in the form of sentences. The writer then used this method to analyze the data of this research and the result of data presented in the form of description.

4.   DISCUSSION
Understanding of Communication.

The word *Communication* comes from Latin Communicate which means to tell. The word then develops in English Communication, which means the process of exchanging information,

concepts, ideas, feelings, etc. between two people or more. Understanding communication is the process of sending messages or symbols. Itmeans thatcommunication happens from a source or communicator to a recipientwith a specific purpose. Communication is a dynamic process in which people try to share their internal problems with others through the use of symbols.

Communication is contextual

Communication is said to be contextual because "communication" occurs in certain situations or systems that affect what and how we communicate and what the meaning of the message we carry. Communication always occurs in the context and the nature of communication depends on this   context.

The Nature of Communications

The essence of the meaning of a communication process is:
Communication is a process because communication is a dynamic activity that takes place continuously. Besides that communication also shows an active, starting from a communicator to create and deliver messages, receive feedback, and so on which in essence describes a process that is always continuous.

a. **Communication is a system of interactions** The process of communication can be identified as the existence of elements or components involved in it, ranging from communicators, messages, to communicants. Each component has a different task or character, but it supports each other the occurrence of a transaction process called communication. From the communication process, the

transaction is a message or information.

b. Communication wants to achieve certaingoals

Every communication process must be related to the existence of certain goals. Someone communicates, of course, has a specific goal that is achieved. Starting from a purpose that is a casual and just fad to the goals to be achieved in a planned manner such as the goal to convey information to increase knowledge, maybe even aiming to change attitudes or behavior

Communication function

The objectives of the communications function are:

a. The information you get allows you to learn about other people.

b. This helps you determine how you introduce yourself. This assessment affects you in choosing the topic of conversation also in deciding whether to continue or end the conversation. This information, obtained both verbally and non-verbally, is important in intercultural communication because you will relate a lot to "strangers" on various occasions.

In good communication we can pay attention to several components, among others:

a. Understand how differences in socio-cultural backgrounds affect communication.

b. Identify difficulties that arise in socio-cultural communication.

c. Improve verbal and nonverbal skills in communication.

d. Making us be able to communicate effectively.

To be able to communicate effectively it is necessary to follow the next instructions as follows:

a. The ability to understand the meaning of verbal and nonverbal messages

b. Adaptability to relevant social-cultural values.

c. Understanding socio-cultural values is an effort to communicate effectively.

1.3.5 The Form of Communication. The form of communication can be classified according to the number of parties involved in the communication process, including:

a. Intrapersonal communication (intrapersonal communication) is the process of communication that occurs within yourself. For example, the thought process for solving personal problems. In this case, there is a question and answer process within oneself so that certain decisions can be obtained.

b. Interpersonal communication (Interpersonal communication), namely communication between someone and other people, can take place face to face or with the help of the media.

c. Group communication (group communication), namely the process of communication that takes place in a group examples: group discussions, seminars, group meetings,etc.

d. Mass communication (mass communication) is communication that involves many people. Some experts say that mass communication, communication through mass media. For example, political campaigns that are delivered directly in front of the

masses gathered in the field are mass communication.

Nature of Communication

Judging from its nature, the communication process can be divided into:

a. Face-to-face communication, in this case, the parties that communicate with each other meet in a certain place.
b. Media communication (mediated communication) is communication using media, such as telephone, letters, radio, and so on.
c. Verbal communication, communication with the characteristics that messages are sent in the form of verbal messages or the form of sentence expressions, both verbally and in writing.
d. Non-verbal communication, communication with the characteristics that the message delivered in the form of non-verbal messages or sign language, both physical gestures (gestural) and image cues (pictoral).

Definition of Socio-cultural Communication Theory, among others;

a. Intercultural communication is the art of understanding and being understood by audiences who have other cultures (Sitaram, 1970).
b. Communication is as social communication if it occurs between people who have different social backgrounds, such as social strata, social layers of social institutions and so on (Rich, 1974).

c. Intercultural communication is communication that occurs in a condition that shows the existence of cultural differences such as language, values, customs (Stewart, 1974).
d. Intercultural communication refers to a phenomenon, communication where participants have different cultural backgrounds involved in contact with one another, either directly or indirectly (Young Yung Kim, 1984).

Based on these definitions, it can be made the definition of socio-cultural communication is the process of communication involving people from different socio-cultural environments. Socio-cultural communication occurs when two or more people with different socio-cultural backgrounds interaction.

Cultural Context

The biggest component of culture is the scope of the culture in which communication takes place. The framework of thinking like this affects all environments, involves behavior and the learning learned is carried out in the communication. For example, if you grew up in a culture where people touch each other as greetings and in an introduction, you touch a woman from a different culture, you will deliberately violate the rules of a particular cultural context.

Intercultural Communication

The term intercultural communication occurs when members from one particular culture give messages to members of other cultures more precisely, intercultural communication involves interactions between people

who are culturally and symbolically different in one communication.

Role of Socio-Culture and Language

The language also plays an important role in communication, namely directly expressing or exchanging thoughts or views about other people. Language, however, plays a major role in shaping and expressing identity. Ethnic identity also derives in part from language. Dialects and accents can also be a part of one's identity. The use of language also plays a role in managing people in groups according to factors such as age, gender, and even socio-economic level. The term used by someone can easily indicate he is young or old. Besides, language is part of your gender identity. Men and women use language differently both from a choice of words and from behavior.

   Maintaining social relations also depends on language for more than just communication messages. For example; the type of language used to express intimacy, appreciation, unity, formality, distance, and other conditions that can help you maintain or break your relationship. Understanding Social Groups is a unit - a social unit consisting of several individuals as group members where individuals have certain statuses and roles and in that social unit applies a set of norms or values that govern individual behavior in groups. A social group lives within a certain period. There are temporary ones such as committees, some are permanent like family. Social groups can be defined as a vehicle for interaction between members for specific purposes.

5.   Conclusions

1. Intercultural communication is communication between people whose perceptions of culture and symbol systems are different
2. Subculture communication is communication between them having two or more different cultural experiences affecting the communication process.
3. Culture and communication are interrelated so it is very easy to think that communication is culture and culture is communication.
4. Language is an integral part of identity.
5. Based on the language used, people can group by age, gender, and socio-economic level.
6. The use of common language allows people to join groups and carry out joint activities
7. Culture and language form mutually beneficial relationships because without the other one there will be no.
8. Cultural values or dimensions can be reflected in the language used by a culture.
9. In socio-cultural communication is very important for an educator/instructor in teaching and learning activities, because in the classroom there are various kinds of socio-cultural backgrounds that are owned by students.

For the delivery of subject matter to be more easily accepted by students, the process of education communication includes:

1. Communication takes place in two directions
2. Horizontal communication
3. Every individual has socio-cultural values and has the right to use those values.
4. Each individual has different interests and abilities.

5. Situation Inter-cultural communication is not static.
6. Communication must have clear goals.
7. Have the right and effective Communication strategy to achieve the goal.
8. Variations in the use of presentation methods/techniques.

This emphasis on communication pays attention to the functional aspects and structural language. At least four basic assumptions about the language proposed are;

1. Language is a system for theexpression of meaning.
2. The main function of language is for interaction
3. Language structure reflects its functional and communicative use.
4. The main units of language are not fatally grammatical and structural, but they are functionaland communicative categories of meaning as exemplified in discourse.

The four basic language assumptions show what aspects of language must be taught, how language should be presented in language classes and how language competence must be evaluated. The assumptions mentioned above appear to originate from a single theory that emphasizes the use of language in everyday life for practical reasons: communication. The movement of the communicative approach also has an impact on what aspects of language and how they should be measured. Whenever language is possible to be used in a real context, it must be introduced.

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