

Structural Linguistics and its Implication to Language Teaching

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Abstract: *Structural Linguistics is an approach to linguistics and is a part of overall approach of structuralism. It is stressed examining language as a static system of interconnected units. Structural Linguistics involves collecting a corpus of utterances and then attempting to classify all the elements of the corpus at their different levels: the phonemes, morphemes, lexical categories, noun phrases, verb phrases, and sentence types (Wikipedia).*

Language Learning needs to apply language education because it is the teaching and learning of foreign or second language. Language education is also a branch of applied linguistics that can be applied to the teaching of language. In teaching language, the teaching learning strategies are also be applied because they have attracted increasing focus as a way of understanding the process of language acquisition (Wikipedia).

Structural linguistics has its implication to language teaching, such as: there is a key concept that must be operated; language learning must be viewed in one context and background; language forms as sign system; there is one good method in teaching language; linguistics finding of structuralism model can be applied in teaching language; language has rule, pattern, and system that must be followed; and structural linguistics can be used as an alternative method in language teaching.

Keywords: *Structural, Linguistics, Implication, Language, Teaching*

1. INTRODUCTION

Linguistics is a set of knowledge which is gained by the application of scientific methods to the study of language phenomena. These limits are stretched a line of clear binder between scientific linguistic study and the study of language that is a non-scientific (Hughes, 1968: 11). Cook said that linguistics is the scientific study of language (1971- 1).

Linguistic is the science of language. In Indonesian language, Linguistic is the name of science, and the adjective form is "linguistic" (Verhaar, 2001: 3). Linguistic is often called "general linguistics" means that the science of linguistic not only investigates only one language (such as English or Indonesian), but it involves linguistics' language in general.

Linguistics' Science is divided into some varying subordinate areas, for example, there are anthropological linguistics, there are sociological linguistics, commonly called sociolinguistics, and while there is now a computational linguistic. The all subordinate fields presuppose the existence of underlying linguistic knowledge. The underlying field is the field that involves certain basic structures, namely the structure of language sound, this field is called "phonetics" and "phonology", the words' structure is called "morphology", the structure between words in sentences is called "syntactic", the study of meaning is called "semantic", all about communication strategy between internal people is called "parole", or the use of language, and language is also concerned with the relationship of speech to talk about what, is called "pragmatic".

There are three definitions of linguistic; the first is "the science of language, such as its structure, acquisition, relationship to other forms of communication" (Hornby, 1980: 494). It means that language science, for example its structure, its mastering, its relation to the forms of other communication. The second, "the study of human speech including units, nature, structure and modification of language" (Webster, 1981: 664) that is the study of human talk consists of its

unity, its princip, its character, its structure, and language change. The third definition is “the scientific study of language” (Ronald Wardhaugh, 1972: 213).

Verhaar in his writing concluded that linguistics is a science that has a formal object spoken and written language, which has the characteristics of differentiate, the terms: systematic, rational, empirical, generally, as a divider structure differentiate of fact, the parts and the rules of language (2001: 58).

Linguistics is described as the science and language as an object (Verhaar, 2001: 58). In general linguistics commonly defined as the science of language or science that takes language as an object of study. If it is said that the linguistic object of the study is language, while language itself is a phenomenon that is presented in all the activities of human life, then Linguistic becomes a very broad field of study. Thus the knowledge and mastery of the field of linguistics have a lot of benefits for language teaching.

Based on the description above and pay attention to the title of this paper, the writer will discuss several subjects, among others: what structural linguistics; what was the language; what is meant by language teaching; what are the benefits of linguistics in language teaching; how the relationship between linguistics and language teaching.

2. STRUCTURAL LINGUISTICS

The flow of Structural Linguistics was born in the early twentieth century or precisely in the year of 1916. This year becoming the birth of monumental structural flow, because in that year a book entitled “Course de Linguistique Generale” by de Saussure was published, which contains the main points of the structural theory as well as the thoughts of modern linguistics. Before the theory emerged, the world of linguistics has not moved from the traditional theory. The presence of de Saussure’s works really perceived as a revolution. Therefore, it is not surprising that de Saussure given the title as the "Father of Structuralism" and at the same time as the "Father of Modern Linguistics".

Before, this structural flow is putting form and meaning in a balanced position, but in its development becoming a variety of versions. There is a version that is more emphasis on the terms of shape and some versions that are more emphasis on the meaning of terms.

The characteristics of structural flow according to Soeparno (2002: 48-51) can be cited as follows:

1. Based on the adherence to Behavioristic

In line with the understanding of behaviorism, language processes as other behavior, is a stimulus-response process. Every human being is basically speaking as the response of a stimulus. Stimulus sometimes is in the form of speech, sometimes is in the form of sign with body movement (gesture), and sometimes is in the form of situation.

2. Language is in the Form of Speech

This characteristic indicates that only thing in the form of speech can be called language. The forms of embodiments in addition to speech cannot be classified in terms of the actual language, as well as writing. In language teaching, structural theory spawned direct method with the oral approach.

3. Language is in the form of Sign System (Signifie and Signifiant)

Substantially language is a sign system. The marking system is arbitrary and conventional. Sign system in language is in the form of two sides, the first side is signifie, while the other side is signifiant. Arbitrary is the characteristic of its sign which is free/rejoin.

Nevertheless, its freely is limited by a convention or agreement among the users.

4. Language is Habitual Factor

Structuralists apply the method in learning language that became known by drill and practice methods, that is a form of method that provides continuous trining and repeatedly so finally forming a habit. Unfortunately, such a form of exercise is very drab/boring.

5. Grammatical Based on Generality

The form and structure of the language that has been used or that are already commonly used alone is considered as a grammatical form. The forms that the rule is actually true but not commonly used or has not been forced to be expressed as a general form that is not grammatical. Thus the standard which is used to establish whether a grammatical level of language is standard generality, not standard rules or norms.

6. Grammatical Levels are Enforced Neatly

Grammatical levels are enforced in the range from the lowest level (phoneme) to the highest level (sentence). The range of grammatical levels is morphemes, words, phrases, clauses, and sentences. Above the level of the sentence has not been reached by this flow. Morpheme and word are the coverage of the field of morphology, while the phrases, clauses and sentences are syntactically field coverage. Morphology and syntax are two areas that stand alone, although still keep in touch with the field of morphosyntax.

7. Analysis Pressure is in the Field of Morphology

Structuralist emphasizes morphological analysis. This does not mean that other areas are ignored. This word pattern analysis is then used as a structural analysis model, it is said by Eugene Nida in his book Morphology (1982).

8. Language is a Row of Syntaxmatic and Paradigmatic**A. Syntaxmatic Rows**

This row is a horizontal row of elements. This row is happen in all levels. Segmental phonemes in the form of syntaxmatic to form a larger structure such as syllables and morphemes. Such prosede is called phonotactic. Morphemes in the form of syntaxmatic form a larger stucture that is called word. This kind of prosede is called morphological prosede. The words in the form of syntaxmatic form the larger structure which is called phrase. Then phrases become clause. Finally, the clauses form sentences. The three prosedes which are mentioned latter are called syntactically prosede.

B. Rows of Paradigmatic

What is meant by the paradigmatic row is a row of similar structure vertically.

For example: Spanish language English language

Elgatoestaaki	the cat is here
Ungatoestaaki	there is a cat here
Elgatoestaenfermo	the cat is ill

The usefulness of this paradigmatic row is to find or define the elements of language. From the paradigmatic row above can be determined that the language element of gato means 'cat'. This paradigmatic also applies to any level of element.

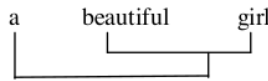
9. Language Analysis Based on Descriptive

According to the structural analysis flow, language should be based on original reality. The language data that are analyzed is only the data at the time the research is done. Their motto: describe the facts, all the facts, and nothing but the facts. The historical elements are totally ignored. This kind of analysis is started from a synchronic approach.

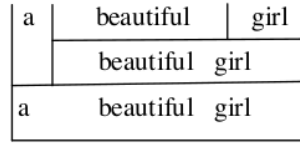
10. Language Structure Analysis Based on Direct Element

The definition of a direct element is the element that is one step lowerfrom its structure. This direct element is usually also referred to as immediate constituents abbreviated by: "IcS" or "the nearest lower element". In structural theory there are several structural analysis model of direct element, such as Nida's model, Hockett's model, Nelson's model, and Wells' model.

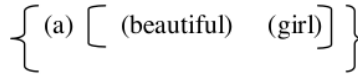
Nida's Model:



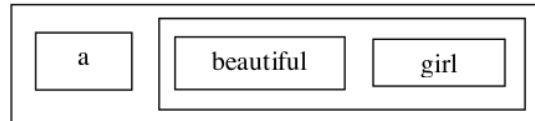
Hockett's Model:



Nelson's Model:



Wells' Model:



Language expert who follow structural flow, among others: Ferdinand de Saussure, Leonard Bloomfield, Zelling Harris, Ch. C. Fries, Eduard Sapir, N.S. Trubetzkoy, William Francis Mackey, Roman Jakobson, Martin Joos, and others.

According to them, special features of a language will not be separated from the discussion. Special features of language are called the type of language or language typology. There are three kinds of language typology, namely: 1) the typology of genealogical; 2) typology of geographic or typology of areas; and 3) structural typology.

Structural typology uses language structure criteria that include morphological structure, the structure of morphosyntax, fraseologis structure, and the structure of the clause.

1) The Typology of Morphological Structure

Based on the differences of morphological structure, there are four language types, namely:

- a) The agglutinative, that the structure was formed by the merger of the principal elements and additional elements, basic elements and basic elements, or the repetition of basic elements. Thus, there are three types of morphological prosede on this type of language, namely: affixation, compounding, and repetition. Languages that belonging to this type are, among others: the Java language, Malay language, and Sunda language.
- b) Flexion, the structure of its word is formed by changing the form of the word. There are two kinds of changing of the form of word in this type of language, such as declination and conjunction. Declination is the change in word form caused by the differences of type, number, and case. Conjunction is the change of word form caused by the change of interest, number, time, and word. Language that has pure flexion type, for example: Arabic language, Sanskrit language, and Latin language.
- c) Flexso- agglutinative, this type is a summary of two types, namely the types of flexion and agglutinative. The part of morphological prosede of the language that has this type follows the language patterns of flexion and partly to follow the patterns of the language that has agglutinative type. One of the languages that is very apparent to flexso agglutinative type is English.
- d) Isolative/Isolation, this type of language is not experiencing morphological prosede or in other words there is no word formation. All words have never experienced changes and additions to the segmental form. Distinctive elements that can be found here is the change and the difference of tone. Therefore, this type of language is often also called "Tonis" language. Languages belonging to this group are Thai, Vietnamese, and Chinese groups such as Mandarin, Shanghai, Kantong, and others.

2) The Structural Typology of Morphosyntax

Based on its morphosyntax structure, there are three kinds of languages, namely:

a) Analytical Language Type

In this type of language, each word has a single concept and does not consist of a combination of concepts. The formation of phrases, clauses, or sentences is done by combining the mono-concept words into larger structures with poly-concept. In other words, the type of language is the language of this analytical structure consists of separated elements. The language which belongs to this type is: Indonesian, Javanese, Sundanese, Malagasy, Tagalog, Bugis, Chinese languages and so on.

b) Synthetical Language Type

The language with this type has a characteristic that the form of language had conceived the concept of the meaning of syntax and also has a syntactical relationships. The language that belong to this type is Arabic, Sanskrit, Latin, and Biak languages.

c) Synthetical Language Type

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d) Polysynthetical Language Type

This type of language is almost the same image with the type of synthetical language that is more complex. A particular form of words is not just a series of simple clause or clauses roots, but it is a sentence. The language which belongs to this type is Eskimo and some languages in North American Indians.

3) Phraseologies Structure Typology

Based on the differences in the structure of the phrase, there are two types of languages, the language of central-attribute and the language that has an attribute-central, or traditionally can be called language that has a type of being explained and explaining types (D-M), such as: Arabic, Javanese, and Sundanese. Besides language that explaining and explained type (M-D), such as English, Dutch, German, and others.

4) Clause Structure Typology

Based on the structure of the clause, there are two kinds of language that have Verb-Object type (V-O) and language that has Object-Verb type (O-V). For example: Sanskrit, Nepal languages and so on.

C. The Nature and the Function of Languages

Language plays an important role in our daily lives. In everyday tasks, the language teacher must understand completely that the ultimate goal of teaching language is to have students mastering the skill of language, such as: speaking skilled, listening skilled, reading skilled, and writing skilled.

Language has the main characteristic of which is the nature of language. By knowing the various basic principles of the language, then the teacher has had a major capital in performing his daily duties. Languages also have diverse functions. Knowledge of the basic principles and various functions of the language that absolutely must be had by the teachers who always deal with the students.

Important matters relating to the nature of language and language function, which should be known and understood by language teachers, will be discussed below:

1. *The nature of language*

Talking about the nature of language, Paul S. Anderson (1972: 35-36) argues that there are eight basic principles of the language, namely:

- a. Language is a system
- b. Language is speech sound

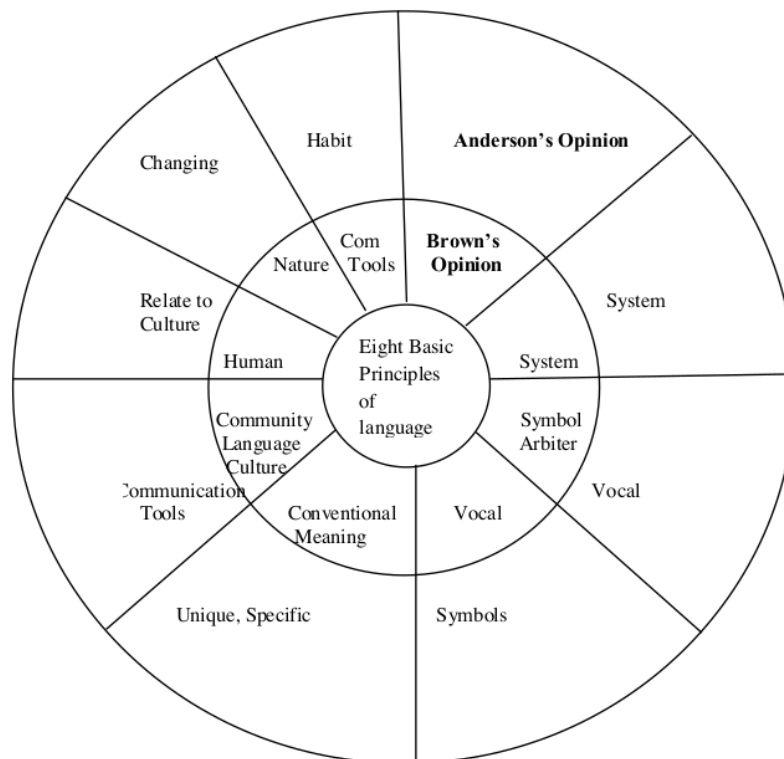
- c. Language is composed of symbols (arbitrary symbols)
- d. Each language is unique and typical
- e. Language is built from habit
- f. Language is a communication tool
- g. Language is closely linked to the culture it is located
- h. Language is always changing

Another expert H. Douglas Brown (2001: 5), after reviewing the boundaries of language from six sources, summarizes about the language as follows:

- a. Language is a system that is systematic, perhaps also for generative systems
- b. Language is a set of symbols (arbitrary symbols)
- c. The symbols are primarily vocal, but may also be visually
- d. The symbols contain the conventional meaning
- e. Language is used as a communication tool
- f. Language operates in a speech community or culture
- g. Language is essentially human, although probably not limited to humans only
- h. Language is acquired by all people/nation in a way that is almost the same; language and learning language have the universal characteristics.

Anderson and Brown's opinion that have been described above can be clearly seen the differences or similarities through the following figure (figure 1).

The outer circle contains the opinion of Anderson, and the inner circle explores the idea of Brown. From both experts and both sources, similar opinion and ideas about language can be seen. Only the way to perform the ideas using different words.



1 Structural Linguistics and its Implication to Language Teaching

2. The Function of Language

It is a fact that human beings use language as a vital means of communication in their life. Language is had by human beings. Language is one of the main distinguishing features of human beings than the other living beings in this world. Every member of the community involved in linguistic communication; on the one hand, he acted as a speaker and on the other hand as an observer/a listener. In smooth communication, the process of changing from speaker to observer/listener, from observer/listener to speaker becomes observer speaker is so fast, feels like a normal and natural event, which for the average person it is no need to be disputed, analyzed, and studied.

3 Another case for the experts in the field of linguistics and language teaching. If “a language event” between the “speaker” and the “observer/listener” is analyzed, the transition can be seen like in the following figure (figure 2 below).

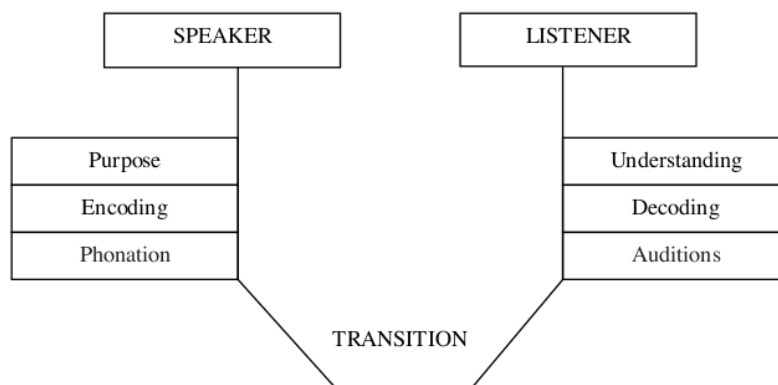


Figure 2. A Language Event (Brooks, 1964: 4)

Language has an important function for human beings, the most important is the function of communication. Talking about the function of language, the name of Halliday should be discussed. From his book entitled “*Exploration in the Development of Language*” (1975) there are seven functions of language as his finding. They are:

a. The Instrumental Function

This function serves the process of environment, caused specific events happen.

b. The Regulatory Function

This function acts to supervise and control every event that is happened. The regulation function or this management acts to conduct and control other people.

c. The Representational Function

It is the use of language to make statements, to tell the facts and knowledge, to explain or to report, to represent the reality fact, as an example is the following statement: “the sun is hot”.

d. The Interactional Function

The task is to stabilize and to strengthen the status of the social communication happen. The success of interactional communication is caused by enough knowledge of “slang”, “jargon”, “funny story”, “folklore”, “common etique”, and “culture”. “the way to perform”, etc.

e. The Personal Function

It gives the opportunity to speakers in expressing their feeling of own emotion, egoism, and deep reaction. Ones personality usually signed by its personal of language function in communication. In the nature of personal language, it is clear that the awareness, feeling, and culture play the interaction together with the deepest way that do not researched yet.

f. The Heuristic Function

It includes the use of language to get science, to learn all about the environment. Heuristic function is often told in the form of question that need the answer. Research, willing to know, is the form of heuristic method to find the reality representation of others.

g. The Imaginative Function

It serves the creation of systems or ideas that have imaginative characteristics. Telling the story, reading story, writing novels is the practise of using language imaginative functions.

The seventh language functions are fulfilling, companying each other and not differentiate them (Brown, 2001: 194-195). To have the clear picture about it in general there is a figure of this language function.

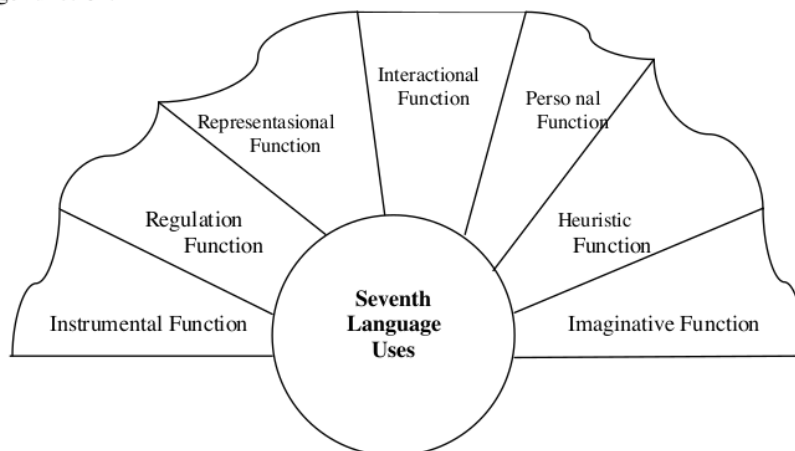


Figure 3. Seventh Language Uses

D. Language Teaching

1. The definition and the benefit of Language Teaching

Teaching language is a process, an action, the way to teach or to transfer knowledge. Nowadays, teaching language means helping students to learn individually, and it is known as self study in which teacher only gives motivation and stimulation. Language learning has a role as a process of activity that has the responsibility in preparing the students becoming “speech community members” that can face the changing of everything in globalization era.

Winkel (1983: 150) says that learning is psychis process or mental process to master the skill, habit of attitude that all had, is collected and put and also done in order to give influence and to change the behaviour progressive and adaptive one. Usman Effendi (1985: 103) says that learning is a changing of behaviour that is manifested in the change of mastering the role of response or new behaviour. It includes the changeof habit, promise, or understanding.

Suryabrata (1984: 253) says that: 1) learning brings a changing (meaning that there is a change in attitude, performance, actualization, and potencial); 2) That changing caused by the effort. So, one can be said as a person who has been already studying if he has a new ability caused by his realized action. Oemar Hamalik (1980: 28) says that learning is the changing of behaviour caused by the result of continuously treatment with the purpose to reach the goal. The changing of the new behaviour in this case is from the un-understanding becomes understanding, there is a new understanding, changing attitude, habit, skill, attitude of appreciation and also the physical changing. The factors that can prove the success of learning can come from external and internal factors. Internal factors are physical and psychological dimensions, while the external factors include the condition of social, nature, environment, program, facility, teaching-learning process, etcetra.

Brown (2001: 4) says about the definition of language that is a systematic tool to transfer ideas or feelings by using meaningful symbols or signs. Learning language is a process to improve the

four skills of language: writing, reading, listening, and speaking. In language learning, teacher must understand that language is a tool to express meaning of opinions, ideas, and feelings. In other word that meaning which will be delivered to others or received or understood by others are including in the language that is used.

In language teaching, language teaching aspects should be considered. Widdowson (1987) says that learning language means learning to ask, giving information, to appreciate, to conduct, to salute, etcetra, in the target language. According to Joko Nurkamto (2004), there are two activities that involve the impersonation activities, that is imitate the form of language and social role. Meanwhile, the two other activities involve the application, that is the application of rules of language and the application of knowledge of the world. According to Verhaar (2001: 37), language provides a road network that is different for every community and language determines the way of human mind.

Language teaching has a role as a responsible activity proceeds and the obligation to prepare students so that later become citizens of a multiethnic society because society says it is now faced with the age that recognizes the diversity or the so-called era of globalization. With the situation as it is today, ethnic diversity is everywhere, it is time when we are oriented in the cross-cultural insight so that the harmony of life and the harmony of speaking are awake.

Teaching is a process, act, how to teach, or teach. In the process of teaching and learning there is what is called the transfer of knowledge i.e. knowledge transfer or delivery. Because learning is strongly influenced by the factors of study, the problem now is: "What factors that influence student's learning, so that learning is more successful".

In the opinion of Tarigan (1988: 28), he states that the condition of individual students influence their learning success. Individual conditions include: the physiological condition of the general physiological condition and the condition of the senses; psychological condition consisting of interest, motivation (intrinsic and extrinsic) intelligence, aptitude, and cognitive abilities. So that, the condition of the individual learner needs to be discussed and sought the influence of the success of students' learning.

Further, Tarigan (1988: 37) says about the professionalism of teachers, there needs to be improvements concerning three aspects, namely: knowledge, clarity, and warmth. Teachers who have formal education with wide experience and more training, will be more successful in helping students achieve their educational goals. Teachers who master the science in their field, tend to appear their performance in the teaching learning process to the more interesting and clear. The warmth of the attitude of teachers is very important, because the warmth is what will invite mutual understanding between teachers and students, and students and students.

Skinner (1959: 17) states that the environment greatly affects the success of students' learning. Environment here is the state of the natural environment such as temperature, air humidity, and the social environment such as humans, the role of teachers in schools, the role of parents at home. Representation like learning through television and radio broadcasts. The other social environment is silence situation, calm, peaceful place to learn and the surrounding influence on students' success in learning.

The use of instruments or tools of learning are planned in accordance with the desired learning outcomes. These tools can be either hardware such as buildings, fixtures learning, practical tools, laboratory, and that intangible software such as curriculum, study guide, syllabus which greatly affect the success of students' learning.

The results of the study are expected to be two things: the ability in mastering theoretical knowledge and mastering the practical skills. Learning outcomes that are derived from the ability in mastering theoretical knowledge is more abstract, while the results that obtained from the mastery learning practical knowledge is more concrete and immediate result can be enjoyed such as driving a car, playing the piano, painting, and so on.

2. The Nature of English Language Learning

English is the first foreign language in Indonesia, which is considered essential for the purpose of development of science technology and the arts, and fostering relationships with other nations (Department of Education, 2005: 8). Furthermore, it also explained that the subjects of English is

a compulsory subject in Indonesia, which serves as a means of self-development of the students in all aspects of learning, namely: 1) Personality; 2) Science Technology and Arts; 3) Global Insight; and 4) Capability of International Communication. Thus they can grow and develop into citizens, who are intelligent, skilled and Indonesian personality and ready to take part in international development.

The aim of English teaching is a skilled student in reading, listening, speaking, and writing. Elements of language such as grammar, vocabulary, pronunciation, and spelling are taught to support the development of all four language skills, not for the benefit of the elements of the language itself (Department of Education, 2005: 2). Furthermore, it is stated that learning English in Indonesia has a purpose, namely: 1) Communication in English, for a variety of purposes and cultural context. Students are expected to develop communication skills that they can familiarize, interpret and express thoughts, feelings, and experiences through a variety of texts written and spoken English, to expand their interpersonal relationship to the international level and to gain access to the world of knowledge, ideas, and values in English; 2) understanding of the English language as a system. Students do a reflection on the usefulness, the nature of the English language, the language of work systems, and finally recognize the power of language to humans as individuals and members of the community; 3) Students' Cultural Understanding can develop an understanding of the interrelations between language and culture, extending their capability to cross cultures, engage in diversity; 4) General knowledge, is intended for students to expand their knowledge about the ideas related to interest, world problems, and concepts derived from a series of learning regions.

The function of teaching English in Indonesia is as a means of self-development of the students in all aspects of learning, they are: personality, science, technology and arts, global insight and capabilities of international communications (SNP, 2005: 7). The purpose of learning English in Indonesia is to develop science, technology and arts, and fostering relationships with other nations. This means that the result of the learning process is a change in behavior as the case of language learning, which the failure is done by students to communicate using the language. To achieve the goals, a good English teacher with the following characteristics is required. Teacher should have the competence to lead the class, love the English language, critical thinking, persistent in improving themselves, can put themselves, ready to work hard, able to adapt to the culture, be professional, and have feelings love to work (Brown, 2001: 429).

E. The Implication of Structuralism Linguistics to Language Teaching

Linguistics' findings which can be applied in language teaching is linguistics' finding of structuralism model, because this model never single (Edi Subroto, 2005). This model includes the use of descriptive linguistics as a paradigm observability that stay as born traits characteristic. Descriptive means noting what is actually used in the community.

Furthermore, he said that in order to understand this we need to know the model of the structure and system in advance. What is meant by structure here is how the meaningful units in a language relates each other to follow the rules of the language to form a single construction. The famous construction is morphological construction and syntactical construction that the minimum element is word. The elements must be meaningful and there is a system in its unity. In other words that the construction of each meaningful element there is an existing system adopted. The minimal meaningful element is a morpheme, it could also a word.

Grammar in structuralism is morphology and syntax. For example from the following example: I will go to Yogya (the terms of the syntax) => to Yogya => properties closer relationships than on => go to. Talking about the system, is more on the functional dimension. System corresponds to a unit in an arrangement can replace the units to have the same class, such as (the following example in Indonesian language):

Akan = mau / = tidak
= belum / = hendak
= baru / = dapat

The closeness of the relationship is one of important rules.

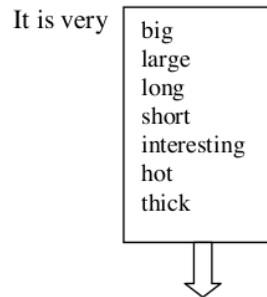
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1. Observability in structuralism consists of four dimensions, that is: 1) phonological system; 2) photosyntaxis; 3) morphology; and 4) syntax.

The key of observability aspect in language teaching is: people observe the language phenomena in its use of substitutions, or the speaking phenomena, which are truly obvious in the narrative. So there is a language system, rules, patterns that actually exist in that language.

The System of Language Use is not the same, that is related to when, where, with whom, in what circumstances, for what purpose such talk. Usually all that is called linguistic competence means that is associated with the use of language. A person who examines the language must observe the phenomena of substitutions.

In language learning, the essence is that one should observe the outward characteristics (formal aspects) or units of language behavior. It turns out that language unit has its recurrent. For example, in the use of the word **very** =>



All these words have certain behaviors

And the word **very** can be used over and over again, such as: very big, very large, very long, very short, very interesting, very hot, and very thick.

In language teaching the important thing is **not possible if using only one approach and models**. The important thing is using whatever approach or model that is significant.

Preferably in language teaching direct English using the sentence pattern. The pattern is continuously supplied to the students, with emphasized the use of nouns that can be used there is a noun that has the same word class. Finally, there are models that are owned by the students, and so students can practice in speaking.

The examples:

This is a chair
Table => This is a table
bag => This is a bag
book => This is a book
chair => This is a chair
pen => This is a pen

2. Teaching language is an applied linguistics

How applications in the observability of language teaching? Good for written language, subtitle language, and language proficient or oral. What are the phenomena that can be captured? The answer is, the phenomena that can be captured are:

- a. Aspects of formant
Means it can be seen internalized, and be heard.
- b. There utterance (no greeting, no expression)
That is all that is disclosed having units of language, for example: there is a stop sign or a full stop.

- c. There is a phenomenon of intonation unit that has meaning and is autonomous. Speech units have a final intonation as a sign of a sentence. In units of sentence patterns there are some intonations.
- d. In the written language, there should be a sign as there are signs of the beginning of a sentence or phrase that started by the Capital Letters, and other punctuation, such as commas, periods, colons, semicolons, commas top, and so on.
- e. Another sign that the observability that is the word classes: nouns, verbs, adjectives. The way it works is: the label, such as: N = Noun, V = Verb, A = adjective, O = Object, all that follows the flow of structuralism. All of them are determined by the dimensions of meaningful linguistic in the sentence. Object or complement has the structuralism semantic ties.
- f. Class has said certain behaviors, for example, the culprit is the predicate verb in the sentence. The word class can be reviewed in accordance phonological or syntactical current flow.

One of the working principles of linguistic structuralism are being taxonomically, it means chopping an utterance, and then classify these pieces into a particular category. Therefore, in linguistic it is known an analysis model which is called the smallest element analysis or Ultimate Constituent Analysis and Immediate Constituent Analysis.

A morphological construction must be cut into smaller piece until it cannot be cut again. So, the analysis procedure follows structuralism that is procedure of finding morphem as the smallest element that meaningful.

From the word **Nationalization** => there are four smallest elements, they are:

- 1) Nation
- 2) **National**
- 3) **Nationalize**
- 4) **Nationalization**

The size of Morpheme is there meaning and form.

Grammatical categories as the coverage and discussion of descriptive linguistic and also as a structuralism model is tense that is the verb gramatical category which is expressed by grammatical differences by looking at the current processing time activities and sentence pronunciation. It must be distinguished between time and tenses. There are three forms of time: past tense, present tense, and future tense. Tenses are the form of verbs that show the relationship of time.

F. The Relationship Between Structuralism Linguistic and Language Teaching

As per history, the presence of language learning starts from the interaction between two or more communities that have different languages. Members of the social community will learn the language of another community in order to interact. Then, because it was realized that a language is needed not just to interact but to meet other needs such as studying science, then comes the courses such as English literature, the Center for Japanese Studies, French Literature, Arabic Literature, and so on.

Abdul Chaer (2003: 242-249) provides insight understanding of linguistic structuralism relationship with language teaching. In the years between 1940-1950 teaching method called the American Army Method is appeared, which was born from the American headquarters, for the purposes of war expansion. In this period, in the linguistic's world appeared a new approach called linguistics' approach. This approach is the impact of structuralist view toward the field of linguistics or language.

In the period 1950-1960 appears audio-lingual method in the United States and audiovisual methods in England and France, as a direct result of the success of the American Army Method. Audiovisual and audio-lingual methods born from the behaviorist view and as a result of the discovery aids of language learning.

Period between 1960-1970, an early collapse of audio-lingual and audiovisual methods that the cause is the view of Noam Chomsky. At this period began the popular "contrastive analysis", which is trying to find the basic theory in language teaching. Later in the period 1970-1980, it was a period of the most innovative in language learning. The concept and the nature of language learning to be redefined, then directed to the development of a model of effective and efficient learning that is based on solid theory. The approach is intended communicative approach in language learning.

The results that have been achieved by the experts of language learning have yet to be called a theory because it has not been tested with steady. Therefore, there is still a general nature and is referred to as a hypothesis. Hypotheses that need to be considered in language learning are: 1) the hypothesis of similarity between the first language (L1) and a second language (L2); 2) contrastive hypothesis; 3) hypothesis Krashen; 4) the hypothesis of language-between; and 5) pijinisasi hypothesis. All described above need to be applied and tested on language teaching.

Viewpoint of structural models in language teaching must be operated by four key concepts (Stern, 1987: 42), namely: 1) Language; 2) Learning; 3) Teaching; and 4) context. Thus it can be described that language teaching requires a concept of the nature of "language". Teaching a language requires a view of the "learner" and about the nature of "language learning". Teaching language implies a view to "language teacher" and "teaching language support". Language teachers should have a good educational background or qualified. In the context of language learning activities required language. Learning and teaching should always be viewed in the context, and background.

3. CONCLUSION

Based on the discussion above, it can be concluded some of the following:

1. Linguistics is a set of knowledge gained by the application of scientific methods to the study of language phenomena. It is therefore closely related to the teaching of language as the language of instruction should be in operation there are four key concepts, namely: 1) language; 2) learning; 3) teaching; and 4) context.
2. Language teaching requires a concept of the nature of "language". Teaching a language requires a view of the "learner" and about the nature of "language learning". Teaching language implies a view to "language teacher" and "teaching language". Language teachers should have a good educational background and qualified. In the context of language learning activities required language. Learning and teaching should always be viewed in a context and background.
3. Structural linguistics is a flow that was born in 1916, which has the characteristics: Based on the familiar behavioristic; Language is in the form of speech; Language is in the form of sign system (signifie and signifiant); Language is a factor of habit; The grammar is based on generality; The grammatical levels is neat enforced; The Pressure of analysis is in the field of morphology; Language is a row of Syntaxmatic and Paradigmatic, and the analysis of language is descriptive.
4. In language teaching is not possible if using only one approach and one teaching model or no one theory or method that is suitable to be applied, but the methods, theories, models, or approach anything as long as a significant and fit may be used.
5. Linguistic findings Model Structuralism is linguistic finding that can be applied in language teaching. Model Structuralism is never single. This model includes the use of descriptive linguistics that use a paradigm observability as the characteristics inborn. Descriptive means noting what is actually used in the community.
6. There are four dimensions of observability in structuralism, namely: a. Phonological system; b. Phonosyntaxis; c. Morphology; and d. Syntax. Observability aspect in language learning is the key: the observed phenomena or phenomena of language in its use of substitutions, which truly is obvious in the substitutions. So there is a language system, rules, patterns actually exist in that language.

7. One of the working principle of linguistic structuralism is being taxonomically, it means chopping an utterance, then classify the pieces into a particular category. The model is a structural linguistic analysis model called the smallest element analysis or Ultimate Constituent Analysis and elemental analysis directly or Immediate Constituent Analysis. The sentence was always made up of layers of words and intonation, and there is always a core component which is compulsory. This model can be used as an alternative in language teaching.

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