EPISTEMOLOGY OF POSITIVISM PHILOSOPHY AND THE RELEVANCE TO SOCIOLINGUISTICS

1stRiska Mulyani[1], 2nd Sofyan Sauri[2]
{riskamulyani452@upi.edu[1], sofyansauri@upi.edu[2]}

Universitas Pendidikan Indonesia[12]

Abstract. This article is written based on the question of how the epistemology of positivism philosophy and its relevance to sociolinguistics. Knowing and analyzing the epistemology of positivism and its relevance to sociolinguistics is the purpose of writing this article. The library research method was used in compiling this article. The data in this study were obtained from books, articles, and research reports relevant to the philosophy of positivism and sociolinguistics. Based on the results of the studies that have been carried out, it is known that the flow of positivism and sociolinguistics are still interconnected. In its development, the flow of positivism which only relies on facts and does not accept knowledge from inner experience turns out to have a major role in the development of science. One of them is sociolinguistics which comes from the study of interdisciplinary sociology (initiated by Auguste Comte) with linguistics. Although currently philosophy and sociolinguistics have stood alone, the philosophy of positivism is still used as the basis or basis in the field of sociolinguistics.

Keywords: epistemology, positivism, sociolinguistics.

INTRODUCTION

Philosophy has always been a science that has received special attention throughout human civilization. Philosophy is often regarded as the mother of all kinds of science. This can be proven by the existence of a close relationship between certain sciences and certain philosophical schools, or the emergence of certain sciences as a result of certain philosophical schools.

The various branches of knowledge that are born from philosophical activities cannot be separated from the way philosophy is explained historically. From a historical point of view, philosophy has developed into several schools of thought. One of them is the flow of positivism initiated by Auguste Comte. This school argues that the only source of knowledge is nature and excludes matters relating to metaphysics (Fillafer et al., 2018). So empirical data is prioritized by this flow in obtaining knowledge.

The flow of positivism classifies science based on the most simple, general, or abstract phenomena towards increasingly complex, specific, and concrete phenomena. Auguste Comte classifies science into six, (1) exact sciences (mathematics), (2) astrology (astronomy), (3) natural sciences (physics), (4) chemistry (chemistry), (5) life sciences (physiology/biology), and (6) social physics (sociology) (Siswomiharjo, 1996). Auguste Comte placed sociology at the highest level of science because sociology discussed complex social phenomena as the object of his study. According to him, sociology needs to be understood using systematic observation and classification, not through power and speculation. Comte emphasized empirical elements related to society, both in static conditions (social structure) and in dynamic aspects (social processes) and distanced theology and metaphysics, becoming elements in every society and will last forever (Nasdian, 2015).

In social life, language has an important position. Socially, language is used by the community to build and maintain social relations. Culturally, language is used by society to express the culture it creates. Because the culture of one society and another is different, the

language used to express it is also different. So, to understand the language of the community, it is necessary to understand the variety of languages used by the community. The variety of languages used in social life is included in the object of sociolinguistic study.

Along with the rapid development of science, the facts show that every field of science has its characteristics. This uniqueness (one might say the total difference of each science) causes interaction and communication between fields of science to become hampered and more difficult to do. With different languages, methods, and rationality, each field of specialization becomes incommensurable and incompatible with one another. So that each field of science provides a segmentary and fragmentary picture of reality (Susanto, 2015).

Therefore, how to acquire knowledge and truth through positivism will be discussed in this article. However, the description of positivism will only focus on the epistemology of positivism and its relevance to sociolinguistics. As has been understood in the study of epistemology, positivism as a way of obtaining knowledge and truth can also be applied to social sciences, which in this study are sociolinguistics.

As one of the epistemologies of social science, positivism has basic assumptions. Basic assumptions can be said to view something that has been accepted as true. In epistemology, there are several elements of basic assumptions. However, to find out the elements of the basic assumptions in epistemology, we must first refer to the elements of the basic assumptions of the paradigm. There are at least six elements of basic assumptions that form the philosophical basis of the paradigm (Ahimsa-Putra, 2011). The six elements include (1) knowledge base; (2) human; (3) the observed phenomena or material objects; (4) science; (5) socio-cultural sciences and (6) disciplines or branches of knowledge studied.

In this study, the authors use the basic assumptions stated by Ahimsa-Putra as a basis for linking the relationship between the philosophy of positivism and sociolinguistics. The study of positivism and its relevance to sociolinguistics is one of the efforts to reconnect the relationship between philosophy and various fields of science that currently stand alone. Examining or associating the concept of positivism with other fields of science is no less interesting. So that this research is expected to be a stimulus (stimulus) for the birth of subsequent writings on positivism and the concept of other flow concepts.

RESEARCH METHOD

This research is research that uses a qualitative approach with the literature study method, namely research that uses literature (library) in the form of books, notes, and reports on the results of previous research as a source (Hasan, 2004). The first step taken was to collect data relating to the flow of positivism and its relevance to sociolinguistics. Second, classifying the data that has been obtained based on needs. Third, perform data analysis by sorting out between one meaning and another to get the desired data.

This article is presented in several parts. The first part will discuss the epistemology of positivism philosophy, where it will be briefly described the meaning of positivism, the three stages of the development of human thought, the classification of science according to positivism, and the methodology of positivism. The second part will discuss the meaning of sociolinguistics, the object of study of sociolinguistics, and the uses of sociolinguistics. The third part will discuss the relevance of positivism to sociolinguistics as an attempt to examine the epistemological traces of positivism in sociolinguistics judging by its basic assumptions, models, and values espoused by the philosophy of positivism as well as sociolinguistics.

RESULT AND ANALYSIS

1.1 Philosophy of Positivism

Positivism was first introduced by Auguste Comte (1978-1857) in his work entitled Cours de Philosophie Positive or Discourse on Positive Philosophy. Positivism is a school of

philosophy that states the natural (empirical) sciences as the only true source of knowledge and rejects speculation from a philosophical or metaphysical. Positivism does not receive knowledge from inner experience, only relying on existing facts (Sauri et al., 2010). It can also be said that positivism is "a school which holds that philosophy should be solely about and based on positive events (Anshari, 1987).

August Comte defines positive terminology as five things, namely: First, the opposite of something imaginary. So positive is interpreted as something real. The target object must be based on the ability of reason. Second, as opposed to something that is not useful. Third, as opposed to something dubious. Because positivism is the identification of something certain. Fourth, as opposed to something vague. Positivist thinking emphasizes things that are clear and precise. Fifth, as opposed to something negative. Because Positivist thinking is a thought that is made to control ways of thinking in a better direction (Siswomiharjo, 1996).

According to Auguste Comte, the development of human thought takes place in three stages, namely the theological, and the metaphysical, and the highest peak is the positive stage. First, in the theological stage, humans believe that natural phenomena are the result of actions that come from divine power. Humans believe in 'other powers' beyond the physicality of humans and these other powers are realities that control all things that happen in this world. Comte divided the theological stage into three parts, namely animism, polytheism, and monotheism. Animism is a human way of thinking that thinks everything has a soul, especially objects that are considered holy and sacred. Furthermore, in polytheism, humans believe that many gods control everything that happens on this earth, so they are known as the god of the wind, the god of the sea, the god of fire, and so on. Finally, in monotheism, humans assume that there is a single extraordinary power behind all these natural phenomena.

Second, the metaphysical stage, at this stage a single power that has the power to control all the phenomena that occur in the world that was believed at the time of monotheism, was replaced by metaphysical principles in the form of abstract powers, such as 'nature'.

Third, the positive-scientific stage is the ideal and highest stage that Comte aspired to in history. At this stage, humans stop looking for causes of natural phenomena and the ultimate goals of reality. According to Comte, the most important thing for humans is to concentrate on observing or observing the social world and looking for general laws that can lead humanity to progress. This stage is described as a world full of technology (Karmillah, 2020).

In addition to explaining the three stages of the development of human thought, on the other hand, the flow of positivism classifies science into six based on the complexity of the science. This classification is in line with the history of the development of science itself. Science with the most general symptoms will appear first, followed by science with increasingly complex and more specific symptoms.

Following are the results of the classification of science according to Comte (1) exact sciences (mathematics), (2) astrology (astronomy), (3) natural sciences (physics), (4) chemistry (chemistry), (5) life sciences (physiology) /biology), and (6) social physics (sociology) (Siswomiharjo, 1996). Mathematics is the most basic science and is the foundation for other sciences. In addition to mathematical relations, astronomy also talks about motion related to physics. In physics, knowledge of motion is supplemented by research on the matter. Furthermore, chemistry discusses the process of change that takes place in a matter that has previously been discussed and discussed in physics. The next development is biology which talks about living things. Finally, it culminates in a science called sociology, which makes social phenomena found in living things, where living things are biological objects (science before sociology) as objects of study (Praja, 2020).

Thus, social phenomena will become a very complex problem for positivism. As it is known that the object of the natural sciences and the object of the social sciences have different characteristics. These different characteristics can be explained as follows: (1) social phenomena are more complex than natural phenomena, (2) a chemist or physicist can repeat the same event every time and observe an event directly, while a social scientist cannot see, hearing, feeling, smelling, or capturing symptoms that have occurred in the past, (3) physical

symptoms are generally uniform and these symptoms can be observed at any time, while many social symptoms are unique, complex and difficult to repeat, (4) a physical phenomenon such as a chemical element is not an individual, but an inanimate object, so that the natural scientist need not take into account the goals or motives of the planets or the oceans. However, a social scientist must study humans who have goals, desires, and choices, so that social phenomena always change according to human actions based on these desires and choices (Setyaningsih, in Hasanah, 2019).

The positivism methodology is closely related to its view of positive objects. The positive object referred to can be understood by making several distinctions, namely: between the real and the imaginary, the certain and the doubtful, the precise and the vague, the useful and the useless, those who claim to have relative validity, and those who claim to have validity. absolute. These distinctions, by Comte, translated into methodological norms as follows: (1) all knowledge must be proven through a sense of intersubjectively guaranteed systematic observation, and (2) methodical certainty is as important as the sense of certainty. The validity of scientific knowledge is guaranteed by the unity of the method, (3) the accuracy of our knowledge is guaranteed only by the construction of formally solid theories following the deduction of law-like hypotheses, (4) scientific knowledge must be technically usable. Science allows technical control over natural and social processes, and (5) our knowledge is in principle never-finished and relative, according to its relative nature and positive spirit (Setyaningsih, in Hasanah, 2019).

Based on the views above, according to Auguste Comte, the research methods that must be used in scientific processes are observation, experimentation, and comparison, except in studying sociology, Auguste Comte added historical methods. Regarding social science, Auguste Comte's assumption concentrates on three things, namely: first, the methodological procedures of the natural sciences can be directly applied to the social sciences. Second, research results can be formulated in the form of laws as in the natural sciences. Third, the social sciences must be technical, namely providing purely instrumental knowledge (Setyaningsih, in Hasanah, 2019).

Through the description above, it can be explained that in the perspective of positivism, the sciences adhere to three principles empirical-objective, deductive-nomological, and instrumental-value-free. All three apply not only to the natural sciences, but also to the social sciences, and this is Auguste Comte's new greatest contribution, which made him the "Father of Modern Sociology".

1.2 Sociolinguistic

Sociolinguistics is the study of language associated with social conditions (studied by the social sciences, especially sociology). Sociolinguistics highlights all the problems related to the social organization of language behavior, not only covering the use of language, but also language attitudes, behavior towards language, and language users (Sumarsono, 2013). Sociolinguistics places the position of language units used in society. This means that Sociolinguistics views language first of all as a social system and communication system, and is part of a particular society and culture. Meanwhile, what is meant by the use of language (language use) is a form of social interaction that occurs in concrete situations (Suwito, 1983).

Sociolinguistics is an interdisciplinary field of science that studies language about the use of that language in society (Chaer & Agustina, 2004). Fishman (in Alwasilah, 2008) states that sociolinguistics is a study of who speaks what language to whom and when, which means sociolinguistics is the study of how language is used by people in social life. It can also be said that sociolinguistics is a science that specifically studies the problems of language use related to society and the phenomena of language in social life.

The first sociolinguistics conference which took place at the University of California, Los Angeles, in 1964, formulated seven dimensions which were the main issues studied in sociolinguistics, namely: 1) the social identity of speakers, 2) the social identity of listeners involved in the communication process, 3) the social environment in which the communication process takes place, 4) the synchronic and diachronic analysis of social dialects, 5) the different social assessments by speakers of the behavior of speech forms, 6) the

degree of linguistic variation, and 7) the practical application of sociolinguistic research. (Dittmar, 1976 in Chaer & Agustina, 2004).

First, the social identity of the speaker, among other things, can be known from questions about what and who the speaker is, and how he relates to his interlocutor. So, the identity of speakers can be family members, close friends, superiors or subordinates, teachers, students, neighbors, officials, and so on. The speaker's identity can affect the choice of code in speaking.

Second, the social identity of the listener must be seen from the side of the speaker. So the listener's identity can be a family member, close friend, superior or subordinate, teacher, student, neighbor, official, and so on. The identity of the listener or listeners will also affect the choice of code in speaking.

Third, the social environment where speech events occur can be in the form of a family room in a household, in a mosque, on a football field, in a lecture hall, in a library, and so on. The place where speech events occur can also affect the choice of code and language style in speech. For example, in a hospital, of course, we need to speak slowly and clearly so that other patients are not disturbed; on the beach, we need to speak loudly so that our voices can be heard clearly over the sound of the waves on the beach.

Fourth, diachronic and synchronic analysis of social dialects in the form of a description of the patterns of the social dialects, either those that apply at a certain time or that apply at an indefinite period. This social dialect is used by speakers about their position as members of certain social classes in society.

Fifth, different social assessments by speakers of forms of speech behavior. That is, every speaker has a certain social class in society. So, based on that social class, he has his assessment, which is of course the same, or if different, will not be too far from his social class, regarding the forms of speech behavior that take place.

Sixth, the level of variation or linguistics, meaning that in connection with the heterogeneity of the members of a speech community, the existence of various social and political functions of language, as well as the level of perfection of the code, the means of communication, humans, which are called language, become very varied. Every variation, whether it's called a dialect, variety, or style, has its social function.

Seventh, the final dimension, believes in the practical application of sociolinguistic research to address practical problems in society. For example, the problem of language teaching, language standardization, language standardization, translation, overcoming social conflicts due to language conflicts, and so on.

Thus, sociolinguistics is a science that studies and at the same time examine the societal aspects of language, especially the differences (variations) contained in language related to language societal factors.

Every field of science certainly has uses in practical life. The uses of sociolinguistics for practical life are numerous. Because language as a means of human verbal communication, of course, has certain rules. In its use, sociolinguistics provides knowledge on how to use language in certain social aspects or aspects.

First, we can use sociolinguistic knowledge in communicating or interacting. Sociolinguistics will provide guidelines for us in communicating by showing what language, variety of language, or style of language we should use when talking to certain people.

Second, in teaching in schools, sociolinguistics also has a big role. Sociolinguistics will help explain grammatical terms as a result of an internal study of language and try to relate them to the context of society.

Third, in multi-lingual countries, an understanding of sociolinguistic principles will be able to contribute to overcoming political tensions due to language problems.

Sociolinguistics in the study of literary language is not only criticism but also contributes by trying to describe events of language speech based on socio-situational factors carried out by story characters with their respective social backgrounds based on their functions and characters (Abdurrahman, 2008).

From the description above it can be concluded that sociolinguistics is an interdisciplinary study that examines linguistic problems about social, situational, and cultural aspects. Therefore, when someone talks to other people besides the language problem itself, social and

cultural aspects must also be considered. By paying attention to sociolinguistics, the problem of inappropriate use of language in its social context can be minimized. By understanding sociolinguistic principles, every speaker will realize how important it is to be precise in choosing language variations according to the social context, in addition to grammatical structural correctness.

1.3 Epistemology of Positivism and The Relevance to Sociolinguistic

To see the epistemology of positivism and its relevance to sociolinguistics. The author uses the basic assumptions that were sparked by Ahimsa-Putra as a basis for connecting the relationship between positivism philosophy and sociolinguistics. There are at least six elements of basic assumptions that form the philosophical basis of the paradigm (Ahimsa-Putra, 2011). The six elements include (1) knowledge base; (2) human; (3) the observed phenomena or material objects; (4) science; (5) socio-cultural sciences and (6) disciplines or branches of knowledge studied. Here is the elaboration of each of the basic elements of positivism and their relevance to sociolinguistics.

1.3.1 Knowledge Base

Positivism views science as having to be based on reason and observation (Byant, 1985). Reasoning and observation in positivism play a very important role when studying a phenomenon. This assumption also describes positivism which always upholds empirical facts. This then has an impact on non-empirical (unseen) phenomena which tend to be ignored by positivism. The reason is that supernatural phenomena are often difficult to reason about and observe. Positivism only acknowledges existence but rejects essence, so any explanation of anything that has no place in experience is unacceptable (Byant, 1985).

This is in line with the view of sociolinguistics which is always data and theory-oriented so conclusions must be based on evidence. In addition, sociolinguistic research must be based on questions that can be answered scientifically and have been tested. Researchers who will study the relationship between language and society must consider two things, namely, they must have good questions and then they find the right type of data to answer these questions. Because sociolinguistics is an empirical science, sociolinguistics must be built on a database that comes from various sources such as consensus, documents, surveys, and interviews.

Another example of positivism that is relevant to sociolinguistics can be seen when a language researcher wants to formulate the causes of code mixing in society. Researchers need to make observations and interviews first to be able to prove that the formulation is correct. The formulation is not only born from thoughts but also born from the experiences and observations of the researcher.

In addition, positivism as an epistemology has a view of the world and its objectivity. For the flow of positivism, this world is only one and has the existence of objectivity (Bryant, 1985). That means, everything in this world can be learned and apart from subjective existence. Culture as a human product is part of the world because there is only one world. This is where culture is placed as the object itself so that culture is like the universe which has objectivity.

The objectivity of culture in sociolinguistics can be seen when a researcher wants to examine the phenomenon of speech acts used by the community. When the researcher observes the speech acts of the people who are his sample, the actions of the researcher during the research process will not affect the speech acts of the people he studies.

1.3.2 Humans

In the view of positivism, society is a separate reality, therefore it can be studied scientifically (Byant, 1985). This assumption is closely related to Durkheim's thought which suggested seeing society not only as a mere group of individuals but as a society in which there is a system. The system represents reality and has its characteristics. As a result, society can be studied as an object or natural phenomenon that has certain characteristics and

systems. The implication is that the study of society is carried out using research methods as is practiced in studying natural objects.

In sociolinguistics, evidence that society has its system and characteristics can be seen in the variations and types of language used by the community. The variations and types of language used by the community in formal activities will certainly be different from the variations and types of language used in everyday life. In fact, in sociolinguistics, who speaks, to whom, in what situations, and where the language is spoken will also be very influential. In that case, language as a tool and product of humans can be studied through research by paying attention to the systems and characteristics adopted by humans themselves.

In addition, positivism views humans as having various functions in everyday life. This condition is seen when humans are placed in a community or society. This then shows that humans always have a function when associated with social relations between other individuals. For example, there is a patron-client relationship in society. Each individual has a role as patron, while other individuals act as clients. Likewise with sociolinguistics, in sociolinguistics, each individual has a function in social interaction. At certain times, the individual will function as a speaker of the language, and at other times he will function as a listener.

Positivism sees that humans and society often have peace or social order. For positivism, social order is a natural thing in a society (Byant, 1985). Based on that assumption, all human actions have a natural side. Thus, social scientists can conduct research on humans as well as natural scientists when researching their research objects.

In sociolinguistics, natural social order is found in discussions about language events and language behavior. Differences in the use of language are caused by certain conditions and circumstances, such as gender, age, rank, and position, official and unofficial, equivalent to those that are not equal, those that are far from familiar. That is why in Javanese, for example, there are ngoko, madyo, kramo, kramo inggil languages, and there are even kramo deso, kramo madyo, and boso kedaton.

Based on the description above, it can be understood that both positivism and sociolinguistics share the view that society is an organic unit in which its characteristics and components relate to the combinations that make it up. In the sense that society cannot be seen only in its aspects, or only in its institutions, but as a whole, both individuals and institutions, that is society. Therefore, society is called sui generis, namely a special entity that is second to none.

1.3.3 Researched Symptoms/Material Objects

Positivism views this world as having elements and these elements move dynamically according to certain laws. This assumption departs from the natural fact that everything in this world has elements in it. This element is contained in every material and non-material object in the universe. What man seeks to understand the universe is normally driven by his practical interests and situation. The human desire to understand the world is mainly driven to satisfy his desires or for his own sake, but the most important thing is practical interests. So it is these two motives that are considered to play the most role in encouraging people to continue to develop knowledge (Byant, 1985).

Such an understanding is also embraced by sociolinguistics, language, and society as studies in sociolinguistics also develop dynamically. He is always changing. These changes occur due to various factors such as diffusion and evolution. Language contact with foreign languages and cultures, developments in education, economy, demography, technology, and others can change the language. Language development is also closely related to culture, locality, beliefs, and thoughts (Abdurrahman, 2008)

Based on the description above, it can be understood that positivism makes the universe and its elements which are continuously developing as its material object. Sociolinguistics too makes the development of the use of dynamically moving language as its material object. Broadly speaking, both positivism and sociolinguistics believe that every material object

always moves dynamically and this needs to be continuously researched to develop knowledge.

1.3.4 Science

Positivism views science as solely based on something that can be seen (observable), measured (measurable), and verified (verifiable). Science relies on reasoning and observation which should be combined. Comte called theory without observation like mysticism, and observation without theory is just experience. That knowledge must consist of evidence (proof) obtained in the field, as well as theory (law) as a result of reasoning (reason).

Science cannot cover all the essential elements of the world, as well as all the laws that govern it, because human reasoning and observation are limited. Scientific knowledge is always relative, following the achieved intellectual development and progress of the social organization of science. Comte considered that there was only one objective world, but he also recognized that humans may also know a complex and infinite world, and that is due to powers of reasoning and field observation (Byant, 1985).

The relevance of positivism to sociolinguistics in viewing science can be seen in the conclusions made in sociolinguistic studies. Sociolinguistics is always data and theory-oriented so conclusions must be based on evidence. On the other hand, sociolinguistic research must be based on questions that can be answered scientifically and have been tested. Because sociolinguistics is an empirical science, in drawing conclusions or triggering a sociolinguistic theory, it relies on various sources such as consensus, documents, surveys, and interviews. Sociolinguistics must be built on a database derived from proven facts.

Another example of positivism that is relevant to sociolinguistics can be seen when a sociolinguist wants to formulate the causes of language variation in society. Researchers need to make observations and interviews in advance to be able to formulate the causes of this phenomenon. The formulation is not only born from thoughts but also born from the experiences and observations of the researcher.

1.3.5 Socio-Cultural Science

Positivism views that the goal of social science is to seek comparisons between one social phenomenon and another which then leads to the acquisition of generalizations for certain phenomena. The emphasis on making comparisons is very important for positivism to obtain generalizations that direct the creation of the formulation of laws for the occurrence of a socio-cultural phenomenon. The implications of the world conception promoted by positivists also have an impact when they look at social (human) reality and science. Positivism views humans as rational individuals governed by social laws, whose behavior can be learned through observation and governed by external causes that produce the same results (causes and the same behavior produces the same consequences or results).

In sociolinguistics, socio-cultural phenomena also play a role in language use. Sociolinguistics views language as a communication system and social system and as part of a particular society and culture. Language is considered a social phenomenon because the use of language as an expression of thoughts and feelings is influenced by social factors. These social factors are social status, education, age, gender, race, and so on. In addition to social factors, the use of language is also influenced by situational factors, namely who is speaking, using what language, to whom and when? People who interact by using language as a medium and how culture influences the use of language in society is a sociolinguistic study. So that in the end the socio-cultural order in society can be maintained and headed in a better direction.

For positivism, social science also works according to laws that are subject to testing and verification as found in natural science (Byant, 1985). If a law is found, then it must be standardized and cover all the objects contained therein. If it cannot be standardized and does not apply generally, then the law is not worthy of being called a law.

Sociolinguistics indirectly applies the laws of natural science in formulating a law. Sociolinguistics views language as a communication tool as well as a cultural tool that is used in heterogeneous societies that need to be observed continuously to see its development

and problems encountered so that experts can decide what steps to take next. If the results of research on language phenomena occur continuously and are caused by the same causes. Only then can sociolinguists conclude a formula. As previously stated that sociolinguistics is an empirical science, in which drawing conclusions or triggering a sociolinguistic theory relies on various sources derived from proven facts.

1.3.6 Discipline or Branch of Science Learned

Positivism examines symptoms that are simple and general and gradually moves towards more complex and specific symptoms. Positivism classifies the sciences that enter its field of study into six namely (1) exact sciences (mathematics), (2) astrology (astronomy), (3) natural sciences (physics), (4) chemistry (chemistry), (5) life sciences (physiology/biology), and (6) social physics (sociology) (Siswomiharjo, 1996). Mathematics is the most basic science and is the foundation for other sciences. In addition to mathematical relations, astronomy also talks about motion related to physics. In physics, knowledge of motion is supplemented by research on the matter. Furthermore, chemistry discusses the process of change that takes place in a matter that has previously been discussed and discussed in physics. The next development is biology which talks about living things. Finally, it culminates in a science called sociology, which makes social phenomena found in living things, where living things are biological objects (science before sociology) as objects of study (Praja, 2020).

The first sociolinguistics conference which took place at the University of California, Los Angeles, in 1964, formulated seven dimensions which were the main issues studied in sociolinguistics, namely: 1) the social identity of speakers, 2) the social identity of listeners involved in the communication process, 3) the social environment in which the communication process takes place, 4) the synchronic and diachronic analysis of social dialects, 5) the different social assessments by speakers of the behavior of speech forms, 6) the degree of linguistic variation, and 7) the practical application of sociolinguistic research (Dittmar, 1976 in Chaer & Agustina, 2004)). Sociolinguistics examines language phenomena from a simple scope to a broader and more complex domain. The object of sociolinguistic study starts from the aspect of identity speakers to a wider practical application scope.

Based on the description above, it can be concluded that positivism moves from a branch of knowledge that is general in nature and then gradually to a branch of knowledge that is specific and complex. Likewise with sociolinguistics, examining the branch of language from a simple scope to a more complex scope. In addition, every branch of knowledge studied in positivism and sociolinguistics is interrelated with one another.

Based on the results and analysis above, it can be concluded that positivism still has relevance to sociolinguistics in terms of basic assumptions Positivism which states the natural sciences (empirical) as the only true source of knowledge and rejects speculation from a philosophical or metaphysical has a big role in the development of social sciences such as sociolinguistics which originates from interdisciplinary studies of sociology (initiated by Auguste Comte) with linguistics. . Even though the philosophy of positivism is now independent, it is still used as the basis for thinking in sociolinguistics. To be able to understand more simply, the researcher summarizes the relevance of the philosophy of positivism and sociolinguistics in the following table.

Table 1. The Epistemological Relevance of Positivism to Sociolinguistics

Elements of Basic Assumptions	Positivism	Sociolinguistic
Knowledge Base	science must be based on reason and observation.	data and theory-oriented so that the conclusions obtained must be based on evidence.
Human	society is a reality in itself, and therefore it can be studied scientifically.	communities have their systems and characteristics so that the language of the people in each region is

		different and this can be studied scientifically
Researched Symptoms	This world has elements and these elements move dynamically according to certain laws	language and society as studies in sociolinguistics also have certain elements that make them able to develop dynamically
Science	science is solely based on something that can be seen (observable), measured (measurable), and verified (verifiable)	the conclusions made in sociolinguistic studies come from various sources such as consensus, documents, surveys, and interviews
Socio-Cultural Science	the goal of social science is to seek comparisons between one social phenomenon and another which then leads to the acquisition of generalizations for certain phenomena. The emphasis on making comparisons is very important for positivism to obtain generalizations that direct the creation of the formulation of laws for the occurrence of a socio-cultural phenomenon.	language as a communication tool as well as a cultural tool used in a heterogeneous society needs to be observed continuously to see its development and the problems it faces, and experts can then decide what steps to take next.

Elements of Basic Assumptions	Positivism	Sociolinguistic
The branch of knowledge studied	examining simple and general symptoms and gradually moving towards more complex and specific symptoms	examines language phenomena from a simple scope to a broader and more complex domain

CONCLUSION

Positivism which states the natural (empirical) sciences as the only true source of knowledge and rejects speculation from philosophy or metaphysics turns out to have a big role in the development of science including social science. One of them is sociolinguistics which originates from the interdisciplinary study of sociology (initiated by Auguste Comte) with linguistics. Although currently independent, the philosophy of positivism is still used as a foundation in sociolinguistics. This can be seen from the six basic assumptions which consist of (1) knowledge base; (2) human; (3) the observed phenomena or material objects; (4) science; (5) socio-cultural sciences and (6) disciplines or branches of knowledge studied. Based on these six basic assumptions it is clear that the sociolinguistic perspective on science and humans is the same as the positivist perspective; how sociolinguistics studying material objects is still based on positivist methodology; the sociolinguist way of formulating knowledge is still based on facts and data, the same as the understanding adopted by positivism; and the sociolinguistic perspective on socio-cultural phenomena as well as the sociolinguistic way of studying scientific disciplines is still influenced by the philosophy of positivism.

References

Abdurrahman. (2008). "Sosiolinguistik: Teori, Peran, dan Fungsinya terhadap Kajian Bahasa Sastra. Lingua Vol. 3, No. 2, page 18—37.

Ahimsa-Putra, H.S. (2011). "Paradigma, Epistemologi, dan Etnografi dalam Antropologi". Perkembangan Teori dan Metode Antropologi. Surabaya: Departemen Antropologi, Universitas Airlangga.

Ahimsa-Putra, H.S. (2016). Paradigma Profetik Islam: Epistemologi, Etos, dan Model. Yogyakarta: Gadjah Mada University Press.

Alwasilah, A. C. (2008). Pengantar Sosiologi Bahasa. Bandung: Angkasa Bandung.

Anshari, E. S. (1987). Ilmu Filsafat dan Agama. Surabaya: Bina Ilmu.

Bryant, C.G.A. (1985). Positivism in Social Theory and Research: Theoretical Traditions in The Social Sciences (1st ed.). London: Macmillan Publishers Ltd.

Chaer, A. dan Agustina, L. (2004). Sosiolinguistik. Jakarta: Rineka Cipta.

Fillafer, F. L., Feichtinger, J. and Surman, J. (2018). "Introduction: Particularizing Positivism," in The Worlds of Positivism: A Global Intellectual History, Switzerland: Springer International Publishing.

Hasan, M. I. (2004). Pokok-Pokok Materi Teori Pengambilan Keputusan. Jakarta: Ghalia Indonesia.

Hasanah, U. (2019). "Kontribusi Pemikiran Auguste Comte (Positivisme) Terhadap Dasar Pengembangan Ilmu Dakwah". Al-I'lam: Jurnal Komunikasi dan Penyiaran Islam, Vol. 2, No. 2, page 70—80.

Karmillah, I. (2020) "Filsafat Positivisme dan Pendidikan Islam di Indonesia". Murabby: Jurnal Pendidikan Islam, Vol. 3, No. 2, page 173—183.

Nasdian, F. T. (2015). Sosiologi Umum. Jakarta: Yayasan Pustaka Obor Indonesia.

Praja, J. S. (2020). Aliran-Aliran Filsafat & Etika. Jakarta: Kencana.

Sauri, S., Firmansyah, H., & Rizal, A. S. (2010). Filsafat Ilmu Pendidikan Agama. Bandung: Cv. Arfino Raya.

Sumarsono. (2013). Sosiolinguistik. Yogyakarta: Pustaka Pelajar.

Susanto, H. (2015). Epistemologi Ilmu-Ilmu Sosial: Kajian Kritis tentang Asumsi Dasar, Paradigma, dan Kerangka Teori dalam Ilmu Sosial. Ponorogo: UMP Press & Kurnia kalam Semesta.

Suwito. (1983). Pengantar Awal Sosiolinguistik Teori dan Problema. Surakarta: Henary Offset Solo.

Siswomiharjo, K.W. (1996). Arti Perkembangan Menurut Filfasat Positivisme Auguste Comte. Yogyakarta: Gadjah Mada University Press.