PRAGMATIC FAILURE IN LISTENING CLASS A CASE STUDY OF X GRADE STUDENTS OF SMK TAMANSISWA CILACAP

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ABSTRAK

Dalam berkomunikasi kadang-kadang orang mendengar ucapan-ucapan yang tidak terkait antara pembicara dan pendengar, tetapi percakapan terus berlangsung seperti itu. Dengan demikin, peran pragmatic sangat diperlukan. Namun, dalam banyak kasus penggunaan pragmatik mungkin gagal karena berbagai alasan, misalnya pemahaman lintas budaya yang kurang atau melanggar kessantunan berbahasa. Kasus ini terjadi tidak hanya dalam percakapan nyata, tetapi juga di dalam kelas. Artikel ini bertujuan untuk menganalisis kegagalan pragmatis dalam mendengarkan di kelas bahasa Inggris sebagai bahasa asing. Pembahasan dimulai dari definisi pragmatik dan tindak tutur, kegagalan Pragmatis dan mendengarkan keterampilan. Selanjutnya, diikuti analisis kegagalan pragmatis beberapa percakapan di kelas mendengarkan di kelas. Studi ini menunjukkan bahwa ada lima percakapan yang mengandung kegagalan pragmatis. Kegagalan yang dihasilkan oleh peserta didik dikategorikan sebagai kegagalan pragmalinguistik sebagaimana disampaikan oleh Thomas; kegagalan pragmalinguistik berkaitan dengan cabang-cabang yang berbeda dalam linguistik, khususnya hubungan antara pragmatik dan bentuk tata bahasa.

Kata Kunci: *Pragmatik, Pidato Act, Kegagalan Pragmatis, Mendengarkan*

ABSTRACT

In communication, sometimes people hear the unrelated utterances between speaker and hearer but the conversation is usually still continued that way. In this way, the pragmatic role is needed. However, in many cases the use of pragmatic might fail for many reasons: cross-culture understanding, or violating the politeness. This case happens not only in real conversation but also the classroom. This article is aimed to analyze the pragmatic failure in listening class of EFL. The discussion starts from the definition of Pragmatics and the speech act, Pragmatic failure and listening skill. It will be followed by the analysis of the pragmatic failure some conversations in listening class of EFL class. This study shows that there are at least five conversations which contain amount of pragmatic failure. The failure produced by the learners is categorized as pragmalinguistic failure related to Thomas (1983) statement that pragmalinguistic failure related to different branches in linguistics, especially the relation between pragmatics and grammatical forms.

Keywords: *Pragmatics, Speech Act, Pragmatic Failure, Listening*

INTRODUCTION

In communication, sometimes people hear the unrelated utterances between speaker and hearer but the conversation is usually still continued that way. People might be confused if they just hear or read some chunk of the utterance without knowing the real situation. For example, speaker asks: "what time is it?" and the hearer answers: "well… the school bell rings", in this way, without knowing the condition, the utterance produced by the hearer is strongly unrelated.

Otherwise, if someone stands beside the speaker and the hearer, knowing the condition whether it is morning or evening, whether or not the school usually rings on certain hour, and also understanding the implied meaning of the topic discussed by the spoken and the hearer, He/ She might understand what they are talking about. The matter of unrelated sentences or words usually could be understood by the speaker and hearer or everybody around based the situation, and condition. In this way, the role of understanding Pragmatics is needed. As stated by Yule (1996) "pragmatics is concerned with the study of meaning as communicated by speaker (or writer) and interpreted by a listener (or reader).

In pragmatics, the wide issue that discussed is the Speech Acts, as Levinson (1983) said that of all the issues in the general theory of language usage, speech act theory has probably aroused the widest interest. In further study of Speech Acts, there are three major discussion about the level of beyond the act of utterances; Locutionary, Illocutionary, and Perlocutionary. Illocutionary determined as the core of pragmatics meaning. As stated by Mey (1993) the illocutionary force, is what has occupied speech act theorists most (even though from a pragmatic point of view, the Perlocutionary aspect is the most interesting one, and as we will see, the one that contains the key to the understanding of what people use their illocutionary act for).

In teaching and learning process, especially in English as Foreign Language class, the utterance between the speaker and the hearer usually make a problem. As Fauziati (2010) stated that it is true that foreign language students often have difficulty to chunk longer oral message. Although they understand one by one they have difficulty to put them together in order to carry out the entire set. It means that the students usually understand the speaker utterance as a chunk, but they have difficulty in getting the meaning of the oral message all together.

Based on the problem mentioned above, this study give elaboration the pragmatic failure produced by students of X grade at SMK Tamansiswa Cilacap. It will be started by Introduction, literature review of Pragmatics, Pragmatic Failure and Listening skill. It then will be followed by the Method of investigation of the research, and continued by the Discussion and Conclusion.

1. Pragmatics: Speech Act theory

Mey (1993) said that Speech Act theory developers were the British philosopher John L. Austin, and added that the American John R. Searle, who had studied under Austin at Oxford in the fifties and who became the main proponent and defender of the former's ideas in the United States, and subsequently world-wide.

Explicit performatives like "You're fired" and "I quit" are not used to make mere statements. By the end of *How to Do Things with Words*, stated by Smith (2003) however, Austin has given up on the idea of a theory of performatives as such. This is because he has reached the conclusion that

all utterances are in any case performative in nature, and thus he replaces his failed theory of performatives with the goal of a theory of speech acts in general.

Searle goes further and richer in theory, Smith (2003) stated, Searle goes further than Austin in providing not only the needed general framework for a theory of speech acts but also a richer specification of the detailed structures of speech acts themselves. He divided the three level of beyond the act of utterances; Locutionary, Illocutionary and Perlocutionary.

Locutionary act: the utterance of a sentence with determinate sense and reference
Illocutionary act: the making of a statement, offer, and convention force associated with it (or with its explicit performative paraphrase)
Perlocutionary act: the bringing about of effects on the audience by means of uttering the sentence, such effects being special to the circumstances of utterance. (Levinson, 1983)

2. Pragmatic Failure

In understanding illocutionary act in pragmatic meaning between speaker and hearer, sometimes the failure occurs. The failure of pragmatic, does not mean that the conversation verbally error, but rather in the meaning of the utterance. Someone might make good grammatical sentence but inappropriate in meaning. This will cause the failure of communication. As Qian Guanlian (2002) in Lihui and Huang (2010) defines pragmatic failure in a more specific way pointing out that pragmatic failure is committed when the speaker uses grammatically correct sentences, but unconsciously violates the interpersonal relationship rules, social conventions, or takes little notice of time, space and addressee.

In line with than, Thomas (1983) in Ellis (1994) that distinguished *sociopragmatic failure* which takes place when a learner fails to perform illocutionary act required by situation (i.e. deviates with regard to appropriateness of the meaning); and *pragmalinguistic failure* which occurs when a learner tries to perform the right speech act but uses the wrong linguistic meaning. (i.e. deviates with regard of appropriateness of form).

It can be defined that those related to the failure of meaning refer to sociopragmatic failure, and those related to the failure of form refer to pragmalinguistic meaning. According to Wolfson (1989) in Ellis (1994) the example of sociopragmatic failure can be found in the compliment between native speaker to non-native speaker as follow;

NS: you have such a lovely accent
NNS: (no response)

Wolfson argued that by failing to comfort to native speaker complimenting norms, learner deprive themselves of the opportunities to establish the relationship with the native speaker and, thereby, of the input that they need to develop both their linguistic and sociolinguistic competence. It means that the conversation might break down because of the failure of norms between the non native speaker and the native speaker. Compare with the example of pragmalinguistic failure as follow:

NS1: I like your sweater
NS2: It's so old. My sister bought it for me from Italy long time ago

In contrast, the second native speaker tried to refuse the compliment or to downgrade him/herself. He/she tended to respond with a simple "thank you". Such responses also served to act as dampeners on the conversation. According to Wolfson, it displayed pragmalinguistic failure that is they responded to a native speaker compliment but in linguistically inappropriate way.

3. Listening

Listening is the language skill that is used most frequently in language teaching learning. Fauziati (2010) stated it has been estimated that adults spend almost half their communication time listening, and students may receive as much as 90% of their in-school information through listening to instructors and to one another. It is acceptable that listening skill is the basic skill to develop the other language skills. By comprehending the listening well, it will open wide possibility for the learners to master the other skills, in this means that the communicative skills in language are start with the ability in listening.

In teaching listening, comprehension is the main subject that cannot be neglected. Celce – Murcia (2001) stated that listening comprehension is now regarded as a prerequisite for oral proficiency as well as an important skill in its own right.

In line with that, Buck (2001) stated that Listening comprehension is a process, a very complex process, and if we want to measure it, we must first understand how that process works. It means that listening in language learning is not merely about the term "listen". Valette (1977) stated that when people merely "hear" a language spoken, they receive a vague overall impression of new sound and intonation.

In comprehending the tests given above, listening strategies are required. Listening strategy is usually given in teaching learning process before the tasks are given. Vallete (1977) also stated that listening comprehension as a communication skill falls into stage four of the taxonomy: communication. There are some keys related to this skill;

a. Getting The Gist of The Message

This strategy employs the use of vocabularies items. It is much like the child acquiring a first language, focuses on content words, especially nouns, verbs, and adjectives.

b. Passage Comprehension

This strategy includes passage items and the way how to comprehend it. Usually the recording passage is played through once or twice and then the students respond to the questions. To make the comprehension easier, in the first session, the passage is played once in its entirety. Then in the next session, the passage is played in segments. Questions are asked after each segment.

c. Obtaining Information

In obtaining information strategy, after the students are given passage, they are required to obtain information from the passage. This strategy is much realistic than comprehending the whole texts. In obtaining the information, students ask required to get the points, and specific information.

d. Relaying Oral Message

In this situation, it is important to transmit as many bits of information as possible. When testing the students' ability to relay on oral message, the examiner may assign one points for every bit of information contained in the initial message, and calculate the students' score based on the test.

e. Taking Notes

Advanced students usually asked to take notes in outline form. This is to evaluate the student's note-taking and his ability in listening mastery. The notes can be assigned in three grades: comprehension (content), organization, and correctness (spelling and structure).
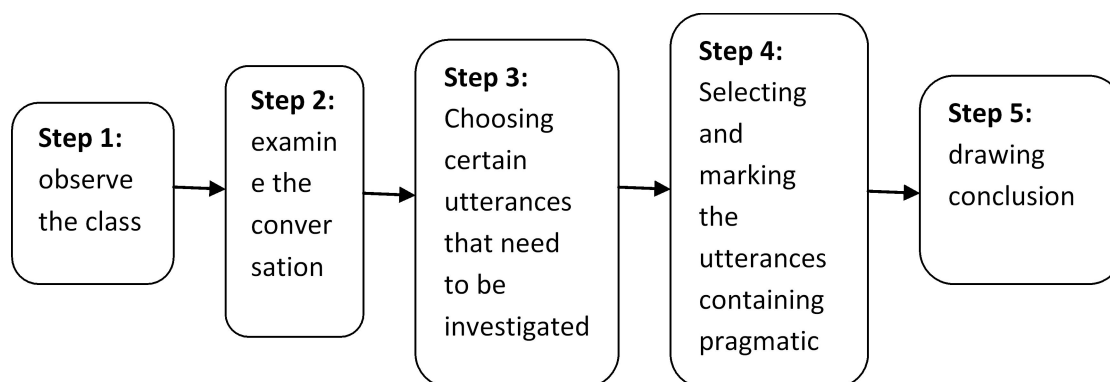
f. Taking dictation

In this advanced strategy, the students not only required to comprehend the passage but also to understand each word and the relationship between the words. in this strategy the students is presented with authentic recording such as a song, a speech, a segment of conversation, etc.

RESEARCH METHOD

The design of this study is descriptive qualitative method. The data is about classroom conversation and utterances which consist of pragmatic failure in Listening class of SMK Tamansiswa Cilacap. Qualitative method is used because of four reasons based on Bogdan and Biklen's characteristic (1982) quoted from Ni'mah (2009), (1) naturalistic which the key instrument is the researcher, (2) the data about utterances that are spoken by the characters of the movie is in form of words rather than numbers, (3) concerning with process rather than simply with outcomes or products, and (4) analyzing the data inductively.

In qualitative research, the main instrument of this study is the researcher herself (Ni'mah, 2009). The data collections are collected from documentation and the investigation from the researcher.

Step 1: observe the class → Step 2: examine the conversation → Step 3: Choosing certain utterances that need to be investigated → Step 4: Selecting and marking the utterances containing pragmatic → Step 5: drawing conclusion

DISCUSSION

This part explains the result of the observation through the above methodology. The data based on the class observation of listening class 1x45 minutes to limit the observation. The data collected into five conversations, in which each conversation has pragmatic failure. The data analysis classified into several parts including situation, conversation, and analysis.

Conversation 1
Situation:
The teacher comes into the class and greets the students

        Teacher: "Good morning students. How is it going on?"

        Students: "Good morning ma'am …."

        Students: "I'm going…. (Confuse)"

Analysis:

        The students recognize the utterance "good morning" (greeting) and understand the meaning of it. They also understand how to response the greeting by replying "good morning" to the teacher. But the later utterance "how is it going on" is not usual for them. They used to hear "how are you" instead. In this case the pragmatic failure appears because of the word "going". This failure categorized as *pragmalinguistic failure* because it relies on the linguistic form. The word "going" as they students know is the example of Present progressive. Some of the students -a stand up students- still try to answer the question "how is it going on" with uttering "I'm going…" and they do not know how to continue their word. It is usually happened in EFL class, because of the lack of linguistic knowledge of form and practice.

Conversation 2
Situation:
The teacher prepares the listening class.

        Teacher: "Be ready class, we're gonna have a cloze test"

        Students: "what ma'am?"

        Teacher: "a cloze test"

        Students: "test… close book, ma'am?"

Analysis:

        The word "cloze" and "close" have similar pronunciation. It usually overlaps one to another. The phrase "close test" for native speaker usually refers to the test with fill-in the blank space. It is also understood by higher level students of EFL, but for vocational school students, especially those who have never heard the phrase, it will cause confusion. This also considered as *Pragmalinguistic failure*, because the failure is not the meaning, but rather the confusing form of word.

Conversation 3
Situation: after explaining what does the cloze test mean. The teacher spread a sheet contains of the paragraph with some blank space.

        Teacher: "Are you ready class?"

        Students: "Yes... ready…"

        Teacher: "I will read the text twice, try to concentrate with that"

        Students": (silent)

        The text:

To : Office Staff
From : Bill John, Director

Subject : (1) Lunch Hour

All staff members are requested to (2)have lunch in the employee (3)lounge only. Please don't take the food into the conference room and please don't eat at your desk. We want to keep the office (4) clean. A dining table and chairs are available in the break room for your comfort. We also plan to buy a small refrigerator (5)at the break room. You will be able to store your food there.

Analysis:

In this situation, the students are concern to the test item. The five questions are usually done well because it uses very common word they have already known. Some students give wrong answer in question point (1) they overlapped the word "hour" with "our". Many students also got wrong answer in point (3) because the word "lounge" has similar pronunciation with "lunch", more over the word "lounge" is not very common in use. The *pragmatic failure* appears in this test, regarded to the wrong answers. It will cause the communication in this text error if they read overall the text with some wrong form of words.

Conversation 4
Situation:
The discussion class begins; they change their sheets to their next chair pairs.

>Teacher: "good… let's check your answers, number one, who will answer number one?"
>Student: "me!"
>Teacher: "yes you…"
>Student: "lunch hour"
>Teacher: (write down the words) "good, correct"
>Student: "ma'am… no H?"
>Teacher: "if there is no H, the meaning will be different"
>Student: "lunch our?"
>Teacher: "yes, what do you mean with lunch our"
>Student: "our lunch… (Giggling)

Analysis:

It is very clear from the conversation that some students seek the meaning of the "lunch hour" inappropriately. They try to get the meaning by other similar word "our" that it means possessiveness. They recognize it when the teacher try to explain the word "lunch our" is incorrect. This pragmatic failure again concern with the form of the word, which should be "hour" by the meaning of time but overlapped with the word "our". The students of vocational school usually take simple words as a chunk, sometimes they do not really understand when the words combined all together.

Conversation 5
Situation:
The discussion comes to the next question point (3)
Teacher: "next... number three"
Students: "lunch"
Teacher: (points a student) "write it down in the whiteboard!"

Student: (writes the word) L-U-N-C-H
Teacher: "any other answer?"
Students: (murmuring)
Teacher: "Okay then, let's see the text: all staff members are requested to have
            lunch in the employee lunch only"
Students:" double lunch ma'am

Analysis:

The homonymy of "lunch" and "lounge" again made the students confuse. The students simply choose the common word "lunch" because they are sure with that. They will not realize the matter of the wrong answer if the teacher does not repeat the whole sentence. Their recognition again is not touching the meaning of the wrong sentence, it rather they feel unsure with the answer because the teacher re-read the sentence and found that the lunch repeated twice.

CONCLUSION

From the discussion above, it can be concluded that overall mistakes in the conversation .... *Pragmalinguistic failure*. As it is a foreign language learning class, there some cross culture understanding.

For example, the greeting of the teacher using "how is it going on". The native speaker will not have problem with such of greeting, because in their country, it is usual to greet people that way but for foreign language learners, greeting "how are you" is more common than the above utterance. The word "going" also donate the failure of meaning, because the students of EFL receive grammar focus that shows the use verb with "ing" form belongs to progressive form. As stated by Thomas (1983) in Muir & Zongfang (2011) she has distinguished two kinds of pragmatic failure: pragmalinguistic failure and sociopragmatic failure. She referred to pragmalinguistic as the study of the relation between pragmatics and different branches in linguistics, especially the relation between pragmatics and grammatical forms. It can be refer that the pragmalinguistic usually happen in EFL class, related to the grammatical and linguistic less understanding.

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