

CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Generally, linguistics discuss human language and attempt to learn languages or change how people express themselves through language both written and oral communication. Several branches of linguistic can be learned such as phonetics, phonology, syntax, morphology, semantics, pragmatics, etc. those branches of linguistic should be learned by language learners in teaching and learning as part of daily communication.

In teaching and learning process, language learners has roles to understand linguistic through pragmatic as study about the aspects of meaning and language use that are dependent on the speaker who addressed the context of utterance. It is purpose to avoid a failures in language use as well in oral or written. As stated by Brown & Levinson, 1987, pragmatics involves using the language to express the linguistic roles increased by the social functions of language. When language learners are able to present the language optimally, there has been a better language that automatically reduces pragmatic failures in language users

As stated by Jenny Thomas (1983), distinguished two kinds of pragmatic failure: pragmalinguistic failure and sociopragmatic failure. She referred to pragmalinguistics as the study of the relation between pragmatics and different branches in linguistics, especially the relation between pragmatics and grammatical forms. When pragmatic force

of a language is misunderstood, the utterance and communication fail it will lead to failures.

The pragmalinguistic failures has relation with a diversity of language. Pragmalinguistic failure are concern in lexical. The researcher argues that language seems to be the basic thing that should be shared in the arena of communication. Communicating each other needs several aspects. One of them is understanding the meaning of the language. Somehow, pragmatic failure does not only occur in a communication of native speaker to non-native speaker, but also, it can occur to the writing text when the writer deliver the point of the text.

In writing, pragmalinguistic failure can influence the writer to convey their ideas and information to the audiences. The influence can be negative or positive, it depends on the readers' perspective in comprehending a text meaning based on social and cultural aspect in a certain area. In writing, the negative influence of pragmalinguistic failure is that the readers do not understand the meaning of words, sentences, texts and what the writer wants to try deliver to the audiences by using a text. It means that the writer should consider social and cultural aspect before starting to write a text, so the writing is appropriate for audience's need.

Basically, to investigate the failure in linguistic are easy to find, those in the angle of pragmatic are even more difficult to find and instruct. Whenever two speakers fail to understand each other's intentions thus the listener can easily identify a grammar error, but we cannot say the same of pragmatic failure. Such failures are caused mainly because of learners' mother culture token, namely different connotations and denotations (or even referent) of word, way of thinking, etc.

In researcher's point of view, it is need to learn about several cases of pragmatic failure, because the failure will guide us to sufficiency of the content in understanding of the particular material. For instance, as well this research will be analyze about pragmatic failure and the researcher should be learn about pragmatic failure and be able to explain the development of it. Therefore, we need to concern about several failures that occur before concerning about the content of those failure.

Based on explanation above, this research will be conducted the analysis as well as about pragmatic failure by misunderstanding or ignoring of the social background and cultural differences and language expression errors by students mother tongue, connotation and denotation word, the way of thinking and politeness aspect.

In researcher mind, the pragmatic failure will found too much in Indonesia. The country that still using English as a foreign language not as a second language. By doing so, the appearance of pragmatic failure will rise up if do not any attention as well, pragmatic language skills or social skills in conjunction with their writing performance possibly because of their limited linguistic competence. Their ability to participate in literacy-related peer interactions as well, and thus reduce their development of reading and writing skills. Because researcher is quiet sure many Indonesian students' who less understanding about pragmatic failure in specific or in all aspect inside it correctly.

In the several fact of the cases and reason above the writer would like to conduct a research about pragmatic failure on several essay from forth semester college students entitled "AN ANALYSIS OF PRAGMALINGUISTIC FAILURE ON FOURTH SEMESTER STUDENTS' ESSAY WRITING AT ENGLISH LANGUAGE

EDUCATION OF FKIP UIR” as a purpose to give some significant effect for against pragmatic failure in Indonesia.

1.2 Identification of the problem

In this case, In order to be successful in communication, it is essential for language learners to know not just grammar and text organization but also pragmatic aspects of the target language. The main problem of pragmatic failure in the particular linguistic context is misunderstanding of what the writer said and what writer meant. So, it will cause misunderstanding in writing if the writer does not understand about what they meant by they write or said in essay especially. In additionally, pragmatic failure is the inability to understand what is meant by what is said in lexical context.

Pragmatic failure is often related to lexical pragmatics as the statement is consist of sequences of word, which is the study of the meaning in word, in a certain context or in certain situation. In scope of learning that show in a text of writing highly visible comestible, the directness shown to manifest no balanced of the level between meaning and text, it's come from diversity of language as well culture because language transfer L1 to L2 has affected language learners. Furthermore, differences between sociocultural as well as lack on linguistic proficiency that affected the appearing of pragmatic failure. It might still understand if that do not take into account the dimension of cross-cultural variation by observe the similarity in behavior.

Based on explanation above, the point that pragmatic is consequence of diversity of language and meaning that poured into the text. In other hand, Indonesia is one of the country in Asia that still using English as a foreign language and not often using English

in general communication or daily conversation. Indonesian as usual will transfer their mother tongue into English before starting to speak in English. This is can be caused the pragmatic failure because Bahasa Indonesia and English have a differences of lexical form each other.

The case above is appeared in Essay Writing Subject. Before they start to write, most of Indonesian rather to think first in their mind about what they want to write in Bahasa Indonesia and translate into English then. So, it is quite interesting for observe and checking about pragmatic failure in Essay writing of Indonesian Student.

Considering the setting of this research in Indonesia, English as a foreign language in Indonesia will be appearing several pragmatic failures that expectedly may useful for the next step in avoiding the particular failures from the diversification of the language itself. Based on that, the several failure can be avoid in the writing by some students especially in Essay.

Muir (2011) found several phenomenon of pragmatic failure in writing, their pragmatics failures lies in the following:

1. Pragmalinguistic Failures

- a. Verbose appositions
- b. Combination of two subordinate clauses
- c. Misunderstandings of words
- d. Native construction of sentences
- e. Run-on sentences
- f. Independent subordinate clauses

g. The omission of relative pronouns

2. Sociolinguistic failure

Sociopragmatic failure seems to be considerably rare.

There are so many types of pragmalinguistic failure. Those point above can be the indicator in this research because of those ones are several pragmalinguistic failure and could be used for indicating the types of pragmalinguistic failure found in Indonesian students' essay.

1.3 Focus of The problem

In the identification of the problem researcher has mentioned some several type of pragmalinguistic failure that Muir found. In this case the researcher would like to concern about pragmalinguistic failure's type such as, verbose appositions, combination of two subordinate clauses, misunderstandings of words, native (Indonesian) construction of sentences, run-on sentences, independent subordinate clauses, the omission of relative pronouns. Those failure are expectedly can be representing the pragmatic failure on essay writing. In this case researcher will be focused on pragmaliguistic failure.

The reason of choosing pragmalinguistic because this research field in writing process (lexical cotext), it will be match if the researcher more concern about pragmalinguistic which is having a relation with the writing especially essay writing. So, the essay will be analyze by using pragmalinguistic failure's type that more concern about grammatical form.

1.4 Formulation of the Problem

The problem of this research is formulated in the following questions:

1. What kind of pramgalinguistic failure found in the fourth semester students essay writing result?
2. What is the most dominant pragmlinguistic failure found in the fourth semester students essay writing result?

1.5 Objective of the Research

This research activity is expected to find out the pragmatic failure based on the indicator of this research that dominantly found in pragmatic failure of fourth semester students at English language education FKIP UIR. In several factors, it will investigate what kind of the sources problem that found on students pragmaliguistic failure understanding.

1.6 Significance of the Research

The result of this research hopeful will giving some aspect that could be contribute, there are lies below:

1. For the students, this research expectedly give an understanding about pragmatic failure to be competence when using English language as well as politely and correctly. This research may giving much of understanding about the importance of pragmatic failure and guide them to avoiding the failures by text or explanation.

This research would be as the way for giving a better essay later at English Language Education of FKIP UIR. It means that Indonesian students should be focused on a pragmatic and grammatical context before writing some particular English sentence.

2. For the English teacher, because pragmatic failure is one of the consequence in different language this research could be as a reference for his students that expected could help them to avoiding the pragmatic failure.

By this research hopefully all teachers' could be open they are point of view about pragmatic failure especially in teaching. Pragmatic failure should be considered as a language competence in a better understanding of English language.

3. For the researchers, this finding was also expected to be reinforce in carry out the reference of the study in a similar field and hopefully the lack of understanding in this research or the mistake that found in this research could be perfected by another researcher which is in similar study.

1.7 Theoretical Theories

Several words which were used in this study need to be define in order to avoid misunderstanding in the tittle above. Those term means as follow:

1. Pragmatic Failure

Ziran HE(2009) argues that “pragmatic failure does not refer to the general wording and phrasing errors that appear in language use, but rather refers to the failure to reach the expected result because of speaking improperly, expressing ideas in unidiomatic way.

2. Pragmalinguistic Failure

According to (Thomas, 1983) pragmalinguistic failure “occurs when the pragmatic force mapped on to a linguistic token or structure is systematically different from that normally assigned to it by native speakers, or when speech act strategies are inappropriately transferred from L1 to L2. In other words, Kasper and Rose (2001), pragmalinguistics is the linguistic resources available for conveying communicative acts and performing pragmatic functions. The resources “include pragmatic strategies such as directness and indirectness, routines, and a large range of linguistic forms which can intensify or soften communicative acts.

2. Essay

According to Dorothy (2003) essay is a group of paragraphs written about a single topic and central main idea. Based on Richard Nordquist (2011) in his site about Grammar and Composition” he stated that “essay” may refer to just about any short piece of nonfiction: an editorial, a feature story, a critical study, even an excerpt from a book. From definition above we can catch that Essay is a piece of writing consist of minimum 250 words or 3 paragraphs essay forum about some particular topics.

1.8 Source of the Data

This study was took students writing as a sample to get the analysis data about pragmalinguistic failure in the fourth semester students at English Language Education of FKIP UIR.

1.9 Research Methodology

This section discusses about research method where the researcher will explain clearly below.

1.9.1 Method of the Research

This research was used descriptive qualitative research method. Qualitative research is the appropriate research method dominantly use for this study because the explanation of this study concern with the comprehensive elaboration of the nature phenomenon. According to N.J.Salkind (2012) the purpose of descriptive research is to describe the current state of affairs at the time of the study. It's mean that qualitative research will describes the current state of some phenomenon that happened in certain time, in Rugaiyah (2016) argue that:

“descriptif kualitatif merupakan metode yang di gunakan untuk membedah suatu fenomena di lapangan, penelitian deskriptive kualitatif adalah metode yang menggambarkan dan menjabarkan temuan di lapangan”

So, based on both of argument above, the researcher will explain a phenomenon about pragmalinguistic failure found in essay writing of the fourth semester student at English Language Education of FKIP UIR by adapt a descriptive qualitative method.

1.9.2 Instrument of the Research

This study, the researcher was use some instruments to collect the data. Those instruments can be seen as follow:

1.9.3 Documentation

According to Creswell (2012) documents consist of public and private record that qualitative research obtain about a site or participants in a study, and they can include newspapers, minute of meetings, personal journals, and letters. This is provide valuable information that easy for researcher to understand about central phenomena in qualitative study.

In other word, documents also serve to confirm or contradict information gathered that obtained need to make an argument. Therefore, documents is an important research tool to collect the data and then the researcher will analyze the student essay result.

1.9.4 Data Collecting Technique

To collecting the data the researcher was analyzed and interpreted pragmatic failure on students essay based the indicators below.

Table 1.1 Blueprint of Indicators

NO	INDICATOR	SUB-INDICATORS
1	Pragmalinguistic Failure	Verbose appositions
2		Combination of two subordinate clauses
		Misunderstandings of words
		Native (Indonesian) construction of sentences
		Run-on sentences
		Independent subordinate clauses
		The omission of relative pronouns

1.10 Time and Place of the Research

This study was take place at English Language Education on the fourth semester academic year 2016/2017 of FKIP UIR where located on Kaharuddin Nasution Street No 113 Perhentian Marpoyan Pekanbaru, and it was investigate and analyze as well the pragmalinguistic failure through Essay writing of their class. The study was conducted on February-March 2018.

1.10.1 The Population

The Population in this research was located on Universitas Islam Riau at Kaharuddin Nasution street no.113 perhentian Marpoyan Pekanbaru, Riau especially on fourth semester of English Language Education students that is about 6 classes (A-F). Each class is about 26 students and the entire of fourth semester students is about 164 students. The total of population can be seen in the following table below:

Table 1.2 Population of the Research

No	Class	Number of Students
1	A	28
2	B	30
3	C	27
4	D	29
5	E	24
6	F	26
Total		164

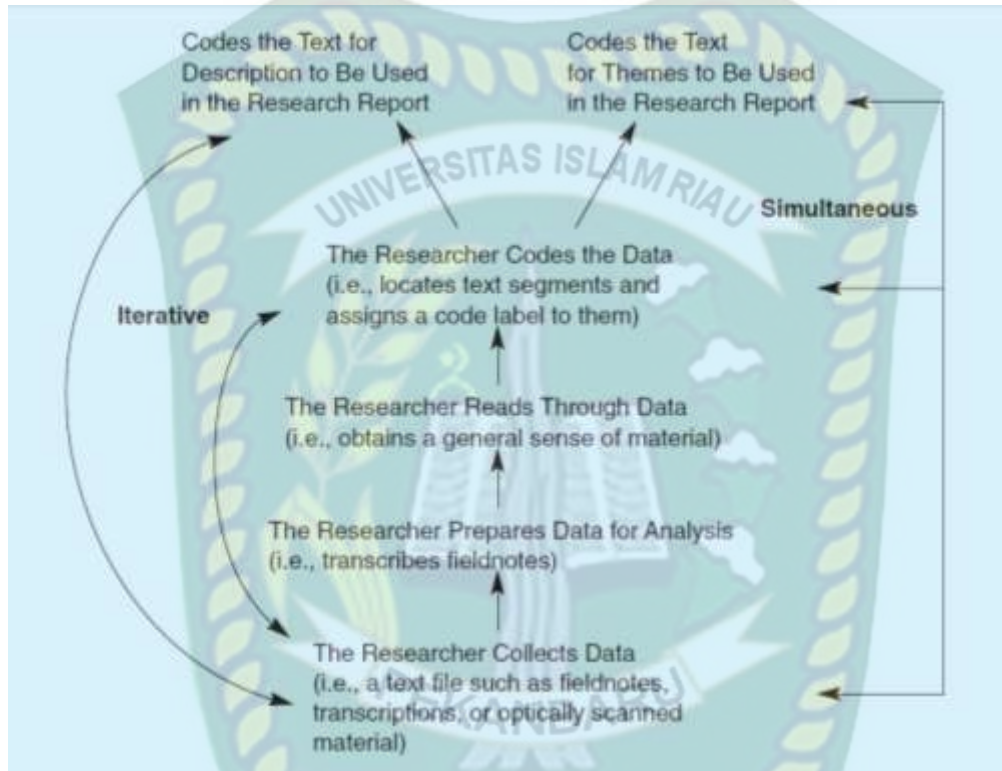
1.10.2 The Sample

Sampling is the process to selecting a number of individual to represent the large of group from which that selected. Creswell (2012) he states that, in purposeful sampling, researcher intentionally select individuals and site to learn or understand the central phenomenon. The purpose of sampling is to gain information about population that include the total of interest of the subject.

The sample technique of this research is purposive sampling. According to Arikunto (2010) purposive sampling is the process of selecting sample by taking subject that is not based on the level of area, but is taken based on the specific purpose. The sample of this research was fourth semester of D class in English Language Education of FKIP UIR which is about 30 students.

1.10.3 Data Analysis Technique

Analyzing Qualitative Data (2012) by Creswell, is requires understanding how to make sense of text and images so that you can form answers to your research questions. In this study the researcher would like to use Creswell method to analyzing qualitative data.



Source: John W. Creswell (2012 p. 237)