

## CHAPTER II

### RELATED THEORIES

#### 2.1 Linguistic

Linguistics is a field of language study that becomes a collection of linguistic features, a linguist naturally studies the structure of language: how speakers create meaning through combinations of sounds, words, and sentences that ultimately result in a conversation between friends, a speech, an article or a newspaper. Linguistics is all about human language that means it is primarily concerned with the uniquely human capacity to express ideas and feelings by voluntarily produced speech sounds or their equivalents, such as gestures in sign languages used by deaf persons. (Becker and Bieswanger: 2006).

Moreover, linguistics has a close relation with lexical human behavior that language has change through the history of it. Linguistic is the systematic inquiry into human language-into its structures and uses and the relationship between them, as well as into the development and acquisition of language (Edward F. 2008)

Based on Theory above, Linguistics can be broadly defined as the scientific study of language or of particular languages, which is language as an attempt to learn language or change how people express themselves through language In Becker and Bieswanger book, there are some branch of linguistics such as phonetics, phonology, morphology, syntax, semantic, pragmatics, sociolinguistics, applied linguistics and corpus linguistics. All of those are study about language but each other had different point of view as well.

## 2.2 Pragmatic

The context to result the meaning and it involves speech act theory, conversational implications, and other approaches to language behavior in philosophy, sociology and linguistics, pragmatics is a study that specifically addresses it. Pragmatics is the systematic study of how people understand and communicate more than the literal meaning of words or sentences when they speak, write or gesture, or, in more general terms, when they interpret and produce what linguists call utterances (Becker and Bieswanger: 2006). It has concerned with the use of language in meaningful of communication, it can be usefully define as the study of how utterance have meaning in situation.

The type of meaning studied in pragmatics is known as utterance meaning, meaning in context or meaning in interaction. 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 (Bachman, 1990). In other words, pragmatics examines how speakers understand and communicate more than the literal meaning of words or sentences.

In short, pragmatics is about getting from what is said to what is meant. We communicate more than we say explicitly, this disparity between what we intend to communicate and what we actually say is central to show pragmatics (C. Poole: 2000) It is the bridged by what the speaker implies and what the listener infers on the basis of shared knowledge, shared assumption and the context of the utterance. Some aspect will allow affected the process of transfer the meaning such as culture.

Culture is also one of the issue that caused language change, in communication with people from other cultures, one's proficiency of pragmatic competence is of vital importance. Pragmatic transfer is the impact of the learners' L1 linguistic and cultural knowledge on the understanding, performance and acquisition of the L2 pragmatic knowledge (Kasper, 1992). If the speaker doesn't know about the customs and culture of the listener, he or she may easily transfer some pragmatic knowledge from her first language into L2 communication.

Non-native speakers get a considerable amount of pragmatic knowledge from their L1 and other pragmatic aspects may be successfully transferred from the learners' L1. To start with the pragmatic universals, learners know that conversations follow particular organizational principles, participants have to take turns at talk, and that conversations and other speech events have specific internal structures (Kasper, 1997). It is assumed that some pragmatic knowledge is universal.

### **2.3 Pragmatic Transfer**

Pragmatic Transfer has been found to exist and cultural norms regarding proper behavior are found to have a direct bearing on the extent to which a particular group shows a tendency to transfer rules from the mother language (Wolfson 1989). Cultures are shown to be compatible in terms of perception of social situations, and are even shown to manifest similar levels of directness, we might still misunderstand the observed similarity in behavior if we do not take into account the dimension of cross-cultural variation, "cultures may vary in the social meaning attached to similar linguistic choices" (Blum-Kulka &

House). So it is obvious that negative pragmatic transfer can be counted as the main cause of various pragmalinguistic failures in the writing of Young EFL learners.

## 2.4 Cross-Cultural Pragmatic

A cross cultural pragmatic is comparison of the area that claimed to be crucial as it provides background knowledge of pragmatics of both L1 and L2 by which possible pragmatic errors could be predicted whether the results from L1 transfer or from other sources. The failure is caused by sociocultural differences as well as lack of linguistic proficiency. Cross cultural pragmatic research of refusal strategies have yielded insightful results in L2 learners' specific pragmalinguistic variations in comparison with native speakers of the target language regarding the use of semantic formulae and adjuncts (e.g. Chang 2008; Nugroho 2000; Seran and Sibel 1997; Takahashi and Beebe 1993; Wannaruk 2008). Meanwhile, as one of the five suggested ingredients of language curriculum objectives in language syllabus, cultural awareness, illustrated in a wheel, contains cultural knowledge, cultural understanding, cross-cultural communication, cultural perception and insights (Ministry of Education, 2001) In cross-cultural communication, when we speak a foreign language, though our grammar may be OK, we cannot speak it thoughtfully and appropriately just because of cultural difference. If we make mistakes in grammar when we speak, we are said to speak badly only; however, if we cannot speak thoughtfully and appropriately, we are said to behave badly. Socio-pragmatic failures refer to language expression mistakes caused by having no knowledge or ignoring the differences of cultural backgrounds between two countries. The root of socio-pragmatic failures lies in that people from different cultures have different ideas about proper social behaviors.

## 2.5 Concept of Pragmatic Failure

Pragmatic failure is often related to lexical pragmatics as statements that consist of sequences of word, which is the study of meaning of word in certain context or in certain situation. Pragmatic failure was first proposed by Jenny Thomas (1983) to define the inability to understand what is meant by what is said. Ziran He (1997) points out that pragmatic failure is not the general performance errors in using words or making sentences, but those mistakes which fail to fulfil communication because of infelicitous style, incompatible expressions and improper habit.

Pragmatics failure caused by misunderstanding linguistic context. Leech, G (1983) also pointed out that pragmatic-language errors are mainly on linguistic and pragmatic failures and the social pragmatic failures are mainly on the interface. This is mainly because the understanding of pragmatics has not been highly valued. Pragmatic failure is the sort of failure in understanding the use of language function. Liu (2004) any failure in L2 learners' comprehension and production of the idiosyncrasies of either component in any language use situation would lead to pragmatic failure or communication breakdown. Thereafter, pragmatic failures had undergone an unprecedented development.

Pragmatic failure is a misunderstanding in communication that happens between interlocutors due to problems in the use of language, especially by foreign language. Hong (1991), he states that pragmatic failure is closely linked with language itself. It refers to the case that language learners unconsciously transfer native expressions into English ignoring their pragmatic meaning. Whereas He Ziran (1988) believes that pragmatic failure is the inability to achieve the wanted communicative effects in communication.

The concept “pragmatic failure” applies to misunderstandings between people from the same speech community; however, the term “cross-cultural pragmatic failure” is used to describe the case of pragmatic failure between people from different speech communities (Charlebois, 2003). Since a pragmatic force cannot be judged as wrong but as a failure to reach the objective, it is still easy to observe.

## **2.6 Categories of Pragmatic Failure**

Thomas in Muir (2011) has distinguished two kinds of pragmatics failure, there are pragmalnguistic failure and sociopragmalinguistic failure which is both of that have a differences about understanding in pragmatic failure.

### **2.6.1 Pragmalinguistic Failure**

Pragma-linguistic failure is a linguistic failure occurred due to dissimilarities in expressing a pragmatic force (Thomas, 1983). That is, it is the failure to choose the appropriate linguistic means to express pragmatic objectives. Thomas (1983) affirms that pragma-linguistic failure occurs when speech act strategies are transferred from the first language and applied in the second language resulting in inappropriate effects in the target language.

Main sources of pragmatic failure are cultural difference, negative pragmatic transfer, teaching induced errors, foreigners’ tolerance toward learner speakers’ pragmatic failure, some constructive suggestions for college English teaching, etc. To solve this

dilemma, it is necessary to support a stable approach between language knowledge and language skills, so that learners not only learn about English, but also learn how to use their knowledge in interactive situations. In real communications, oral or written, people normally try to understand not only what the words mean, but what the writer or speaker of those words intend to convey, which is the ‘intended speaker meaning’ in pragmatics (Yule, 1985:127).

Moreover, pragmalinguistics failure is also concern about relation between pragmatics and grammatical forms. So that “the pragmatic force mapped by speakers or writer giving a message in utterance that systematically different from the force most frequently assigned to by native speakers of the target language.

### **2.6.2 Sociolinguistic Failure**

Concerning socio-pragmatic failure, it is the failure to choose what to say under certain circumstances and social factors. Leech (1983) states that it is “the sociological interface of pragmatics. Riley (1989) asserts that socio-pragmatic failure is the outcome of applying the social rules of one culture in a communicative situation where the social rules of another culture should be applied. Thus, misunderstandings may occur in communication.

Sociopragmatic failure is about understanding cultural differences between a different languages. Unawareness of cross-cultural differences between people speaking different languages further causes socio-pragmatic failure in cross-cultural communication (Thomas, 1983). That is, what is considered an appropriate linguistic behavior in one culture may not be so in another cultures.

He Ziran points out that English learners run into socio-pragmatic failures mainly because they have no idea about different cultural, backgrounds which influence the choice of language forms. They are related to status, register, level of familiarity with the topic, etc. involving people's concepts and ideas and concerning what people can say and what they should not talk about. They are difficult for people to detect. (He Ziran, 1988).

## **2.7 Underlying causes of pragmatic failure**

According to Shen (2013) there are three aspect that causes pragmalinguistic failure based on general.

Firstly, pragmatic failure can be teaching-induced. For instance, a source of teaching- induced pragmatic failure goes to the over-emphasis on the parallel between the grammatical category “the imperative ” and the speech act “ordering”, but actually, “imperatives are scarcely ever used to command or request in formal spoken English” (Thomas, 1983).

Secondly, pragmatic failure can result from the negative transfer of pragmatic knowledge from L1. It has the correct meaning based on the grammatical aspect, but when transferring the L1 it may found a bit false on pragmalinguistics understanding.

Thirdly, L2 learners do not always transfer some aspects of universal or L1-based pragmatic knowledge to L2 communication. For example, when a friend of yours came to see you, two hours later he was about to go, you could say “Would you like to stay a bit longer? Your invitation would make her feel puzzled, wondering why she was asked to stay a bit longer.



The case above, is about false in pragmatic knowledge when transferring L1 to L2 that away from the context and create ambigie meaning that called pragmalinguistic failure. So, people will know what are we said or write by meaning that they accept from and imagine what is run. By doing so, the subject language that convey should in circle of good context of the meaning to resolve the failure.

## 2.8 Types of Pragmalinguistic Failure in Writing

According to Muir (2011), he was investigate about exploring the pragmatic failure in EFL writing. Muir found some phenomenon in pragmatic failure in EFL writing that concern in pragmalinguistic failure, and the indicator will taken from that phenomenon. Those are as follow:

a. Verbose Apposition

Verbose apposition is a ind of pragmalinguistic failure where the apposition is not effectively put in the sentence and imprinted excessively.

For example :

- Mr.Cheng, my English teacher, *he* is a kind man

b. Combination Of Two Subordinate Clauses

This is kind of pragmalinguistic failure where two subordinate clauses put in the same sentence like, “*because of that, so*” these two subordinate clauses are putted in the wrong place and should be separate each other. It also have a relation with cause and effect.

For example :

- *Because of that, so i must study hard to enter key senior middle school*
- He has taught students for about eight years. *Although so long, but* he still love his job.
- *Because i have spend three or four hours in finishing homework, so i can't go to sleep until midnight*

#### c. Misunderstanding of Word

Missunderstanding of word is one of pragmalinguistic failure caused by a misrtaken understanding on choosing a proper word in particular topic of some sentence we wish to write.

For example :

- “Healty life style is good medicine.” This *sentence* is *right* and very useful.
- I will go to attend the English summer Camp in july next year. I want to *live* at your home. I'm very happy to *live* in your home.
- I *lost* a lot of lesson (I have missed a lot of lessons)

#### d. Indonesian cuntruction of sentence

considering with this research the setting is in indonesia, so the researcher would like to change into indonesia cuntruction of sentenceas as the one of setting point in this research.

ICS(Indonesia Constructio Sentence) is the situation of transferring L1 to L2 especially in writing. Indonesia people has in diversity of basic language that they are bring from mother tongue, so the basic L1 itself will influence the sentence.

- I'm a *like English's girl*
- I have a good something to you say

e. Run-on sentence

Run-on sentence is a basic way of construction among young EFL learners, and it is the general phenomenon in Indonesia. While in English conjunctions are normally employed for such circumstances, or it is appropriate to separate it into two simple sentences or to connect the two parts with a semicolon if the meaning is not conveyed thoroughly. It caused by Indonesian mother tongue, before they are try to write some sentence it will run to the mother tongue translate into English. The result meaning will be imprinted or away from the context.

- *Everyone makes a contribution, the world will become more beautiful*
- *There are lots of products, ads can help us choose one of our needs.*

f. Independent Subordinate Clauses

Independent subordinate is clause that never occur except for orally short responses (for instance, responses to why-questions).

- my hobby is reading and listening to music. Do you know why i like reading? *Because books are our good friends.* They can give me knowledge and make me happy.
- It says we should protect our enviromet. *Because it is our duty to protect it.*

#### g. The Omission of Relative Pronoun

in this failure, the omission of relative pronoun come from the source of L1 negative transfer.

- The most problem is our environment is harmed
- There are many exercise are waiting to be finished for us.

Based on explanation above, the researcher take all the phenomenon that found by Muir, it will as the limitation of this reserach. So those failures are forwardly will concerned in this research with another failure in which each other has in different way to compare it.

#### 2.9 Past Study

The first past study is about cross-cultural pragmatic failure was done by Jenny Thomas on his research about “*cross-cultural pragmatic failure*”. In this study he argue that the pragmatic failure is one of essential to avoid prescriptivism in very sensitive area of language in use. To do so we must draw on insights from theoretical pragmatics and develop ways of heightening and refining students' Meta pragmatic awareness, so that they are able to express themselves as they choose. He refer frequently to cross-cultural pragmatic failure, which may give the unfortunate impression that pragmatic failure is restricted primarily to interactions between native and nonnative speakers, and which further implies that there exists in British society a single system of pragmatic values.

The second past study is about pragmatic failure was done by Peter Yulin Muir on his research about “*Exploring Pragmatic Failure onto the Writing of Young EFL Learnera : A Critical Analysis*”. In his research Muir has explore about pragmalinguistic failure and

sociopragmatic failure from Chinese's EFL learners. And he found some phenomenon on pragmalinguistic failure too from Chinese's EFL learners. Those phenomena are so useful in my research because all that ones can be as the indicator on my research to selecting the data. The result of his research, Muir found several phenomenon about pragmalinguistic failure and sociopragmatic failure from Chinese's EFL learners. In the next hopefully the researcher can use the sociolinguistic failure phenomenon as the indicator for the research.

The third study is about *A Study of Chinese EFL Learners' Pragmatic Failure and the Implications for College English Teaching* by Zheng Lihui and Huang Jianbin. On their study the main causes of pragmatic failure, feasible methods can be designed and implemented. Because to improve English teaching, EFL teaching thus will not only focus its attention on teaching the language itself (grammar, vocabulary, semantics, etc.) but also attach equal importance to the pragmatic and cultural aspects of language mastery, including both increasing the students' cultural knowledge and developing their pragmatic competence. This paper investigated the pragmatic failures that Chinese EFL learners commit in cross-cultural communication. In accordance with the analysis of different types of pragmatic failures that occur in intercultural interaction.

The last is my study is about *An Analysis of Pragmalinguistic Failure on Students' Essay Writing of the Fourth Semester at English Language Education of FKIP UIR*. In this study hopefully can be found several results to identification about pragmatic failure and which one are most dominant happened on students' essay writing that run on their essays. To analyze that, the researcher will apply seven indicators that taken from Muir's study.