

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Problem

Language is a tool that human used to communicate each other in the community or region, without language there is no communication or interaction. Human as social being, they use language to deliver the message, feeling, mind, and opinion to others. Language is also an apparatus which is used to influence and be influenced by spoken or written. Language is the important for a human interact with others in society. For example, in a context between a speaker and audience in doing communication there is a case such as miscommunication between another because what the speaker tell will be different from what the audience intends to mean. In this world, there are many languages and English is a compulsory language of them.

English is an international language which used all over the world. When someone can master the English language, it will help to increase their knowledge, because many journals, websites, or books release with the English language. There is scientific study of language that sought to understand how language are structured, used, and acquired. That scientific study is called linguistic.

Furthermore, linguistic is the scientific study language, such as it is comprised of the study of the structure, development of a particular language and

it is a relationship to other languages, the connection between language and mind, the relation between language and society and many other fields.

The study of language has several branches. It consists of five main branches, there are phonology, morphology, syntax, semantic, and pragmatic. The first is phonology, the science that study about the sounds of letter in a language. The second is morphology, it is about a process the formation of morphemes and word in a language. Then, syntax is the third branch of linguistic, it learns about the combination of words in phrases, clauses and sentences. Next, semantic is a branch of linguistics that relates to the study of meaning which contains in a language. The last branch is pragmatic. It is about relationship between language and context that is used by human.

Talking about pragmatics, pragmatics learns about meaning based on the context which communicated by a speaker (or writer) and interpreted by the listener (or reader). Pragmatics is the study of the relationship between linguistic forms and the users of those forms. The advantage of studying language via pragmatics is that one can talk about people's intended meanings, their assumptions, their purposes or goals, and the kinds of actions that they are performing when they speak, especially for students who learn about language.

The study of pragmatics can also facilitate people's sense of being able to find socially appropriate language for the contexts that they find. Moreover, pragmatic elements can avoid inaccuracies and misunderstandings during

communication. Studying pragmatics can also help all those who speak or learn English as a second language.

Studying pragmatics is quite interesting because this is a study of utterance's meaning based on the context. Utterances are spoken, written or gestured contributions within a particular social context which take their meaning partly from the context. An utterance that people produce at every speech called as speech act. Speech act is the study of how speaker or writer do things with sentence. It is verbal action happening in the world. When the speaker utters a speech act, the speaker does something with her/his words.

Moreover, speech act is a kind of verbal communication. Speech act is human interaction involve two main elements, speaker and listener. Speech act focuses on the meaning and meaning of action in his utterances. In daily life, the speaker does not realize the utterances that his or her produced consisted of speech act. Therefore, sociolinguistic skills, including an understanding of speech acts, are essential in communicated because humans often dealt with the need to understand and used different types of speech acts.

Furthermore, illocutionary act is an important part of speech act because illocutionary act become one of the main central to linguistics in element of communicate. An illocutionary act is an act of doing something, the utterance that uttered by the speaker not only to say or state something but also it is used to ask someone else to do something. In utterance, speaker performs an illocutionary act in using a particular locution to refer. Illocutionary act has five

classifications, those are declaratives, representatives, expressives, directives and commissives.

Directive speech act occurs when the speaker expects the listener to do something as a response. For example, the speaker may ask a question, make a request, or issue an invitation. Directive speech acts are common in message board posts, especially in the initial post of each thread when the writer or speaker explicitly requests help or advice regarding a specific topic. The following context is taken as an example.

**Context:** Your roommate plays music very loudly, so you can't go to sleep. You ask him/her to turn the music.

In this response, the first sentence "would you like to turn down the music?" was a request, and the second sentence "I don't want to complain but I can't stand you playing music" is complaint. This category cover acts in which the sentences are aimed to make listener do something, called directive speech act.

Interlanguage pragmatics is an interdisciplinary subject of second language acquisition and pragmatics. Many experts interpret about Interlanguage pragmatics (ILP). One of them is Kasper & Rose (2002: 5) who state that interlanguage pragmatics examines how nonnative speakers (NNSs) comprehend and produce action in a target language. As the study of second language learning, interlanguage pragmatics investigates the way second language (L2) learners develop the ability to understand and perform action in a target language.

Interlanguage pragmatic have relationship with language proficiency, where language proficiency is vitally important for the acquisition of second language pragmatics. Language proficiency is referred to as the learners' knowledge of second language vocabulary and grammar, and their ability to use language skills. It means that the students or English foreign language (EFL) learners' ability should understand that certain norms, strategies and phrases that are used in their native language to achieve a certain purpose can also be employed in a translated form in their second language to achieve the same purpose.

In this research, the writer focuses at the fourth semester students of English study program of FKIP UIR, because they have learned about that before in introduction to linguistics. Based on the explanation above, so the research was interested in conducting a research entitled "STUDENTS' INTERLANGUAGE PRAGMATIC COMPETENCE: AN ANALYSIS STUDY".

## **1.2 Identification of the Problem**

In this research, the problem occur because the students have a lack knowledge in understanding about the meaning and context of utterances. If the students cannot understand the context of a speech act, the students cannot get the meaning of speech act that the speaker says. Context has an important rules in speech act or especially illocutionary act. The reader should know the context first to get the meaning of what the speaker says.

Illocutionary act is an important part of speech act because illocution act become one of the main central to linguistics in element of communicate. An illocution act is an act of doing something, the utterance that utterance by the speaker not only to say or state something but also it is used to ask someone else to do something. In utterance, speaker performs an illocutionary act in using a particular locution to refer.

To make clear about the meaning from utterances which speaker said, Searle (1976) proposed that speech act could be grouped into five parts. Five part of actions that perform through utterance. There are representatives, commissives, declaratives, expressives and directives.

The representative is speakers commit themselves to something being true, for example: to boast or to deduce. The commissive is speakers commit themselves to some future course of action, for example: to promise or to threaten. The expressive is speakers express their psychological state, for example: to thank or to apologize. The declarative is speakers bring about correspondence between propositional content and the reality, for example: to christen or to appoint. The last, the directive is attempts by speakers to get hearers to do something, for example: to request or to beg.

The most prominent context in directive speech act is about the hearer, and the relationship between speaker and hearer. Relationship between speaker and hearer can be an indicator that makes speaker use different way to ask hearer do something for them. This is the logically reason why directive speech act

divided is into four specific aspects. They are: commands, orders, requests, and suggestions. In daily conversation, command properly use to friend or younger hearer, but request, order, and suggestion can be used for any age of hearer.

In this research, the writer have investigated at least six types of methods for interlanguage pragmatic assessment, in example the Written Discourse Completion Tasks (WDCT), Multiple-Choice Discourse Completion Tasks (MDCT), Oral Discourse Completion Tasks (ODCT), Discourse Role Play Talks (DRPT), Discourse Self-Assessment Talks (DSAT), and Role-Play self-assessments (RPSA) are reviewed in detail in Yamashita (1996) and Yoshitake-Strain (1997).

### **1.3 Focus of the Problem**

In this research, interlanguage pragmatic competence concerns foreign language learners' ability to comprehend and develop pragmatic knowledge. It has many indicators, one of them is speech act. Speech act is seminal work in natural language processing that opened up a new way of thinking about conversational dialogue and communication. Speech act has many type, one the other is illocutionary act. Illocutionary act is an act of doing something, the utterance that utterance by the speaker not only to say or state something but also it is used to ask someone else to do something. That has five basic categories, which one is Directive speech act.

Based on the explanation above, the writer chooses a directive speech act of pragmatic tasks as the object of the research because the context of pragmatic tasks that represented our daily. In this research, the writer uses Written Discourse Completion Tasks (WDCT) to analysis students' interlanguage pragmatic assessment, because WDCT is easy to administer with a large sample, and with both quantitative and qualitative data include, it can help deepen the understanding of language students' interlanguage pragmatic (ILP) competence. Further, WDCT has been proved to be a reliable instrument in testing EFL learners' ILP competence on speech act by most researchers (Yamashita, 1996a, 1996b; Hudson, 2001; Liu, 2006; Rover 2005).

#### **1.4 Formulation of the Problem**

In the research, the writer only focused on an analysis of students' Interlanguage pragmatic competence at the fourth semester of English study program of FKIP UIR. Based on the explanation above, the problem of this research formulated as following question: "What is the language proficiency level of students' Interlanguage pragmatic competence of the fourth semester of English Study Program at FKIP UIR?"

#### **1.5 Objective of the Research**

In relevant with the problems that have been stated previously, the objectives of the study is to find out the language proficiency level of students'



interlanguage competence of the fourth semester of English Study Program at FKIP UIR.

## **1.6 Significance of the Research**

The writer hopes that this research gives some significance as follow:

1. Theoretically, based on the purpose of the research above, the result of this study is expected to give something worthwhile for people who want study English. So, the result of this study give more explanation about students' competence in interlanguage pragmatic of speech acts especially about directive acts.
2. Practically, it gives consciousness to the readers that there is phenomenon of meaning in communication. Thus, it helps English study program to understand deeply in study meaning especially about directive acts.

## **1.7 Assumption**

Based on the explanation above, the writer assumes that the students of the fourth semester of English Study Program of FKIP UIR have the medium level of language proficiency in Interlanguage Pragmatic competence.

## **1.8 Definition of the Key Terms**

There are some terms used to give clear explanation related to this study. Those terms are defined in order to give readers better understanding and also to make it clearly in order to avoid misunderstanding. They are:

1. Linguistics can be defined as 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. The scope of linguistics includes both language structure (and its underlying *grammatical competence*) and language use (and its underlying *communicative competence*). (Language: Is Structure and Use, Fifth Edition created by Edward Finegan).

In this research means that linguistics is a study of language as the structure and the meaning of language.

2. Interlanguage pragmatic competence concerns foreign language learners' ability to comprehend and develop pragmatic knowledge (Kasper & Blum-Kulka (1993).

In this research means that interlanguage pragmatic competence is how the nonnative speakers are able to comprehend and produce action from source language to target language.

3. Speech act is seminal work in natural language processing that opened up a new way of thinking about conversational dialogue and communication, (Searle, 1976).

In this research means that speech act is verbal language to deliver information with each other.

4. Illocutionary act is an act of doing something, the utterance that utterance by the speaker not only to say or state something but also it is used to ask someone else to do something.

In this research means that illocutionary is the way to indicate from language to the action.

5. Directive speech act is attempts by speakers to get hearers to do something, for example: to request or to beg, (Searle, 1976).

In this research means that directive speech act is the instruction from the speakers to the hearers to get doing something.

## 1.9 Grand Theories

The writer uses some experts' theories to review the related literature. They are such as Kasper & Rose (2002) explained about the definition of interlanguage pragmatic. Then, Kasper & Blum Kulka (1993) told about Interlanguage pragmatic competence. Searle (1976) introduced about the classification of speech act. Yamashita (1996) and Yoshitake-Strain (1997) have investigated six types of methods for interlanguage pragmatic assessment. Yamashita (1996a, 1996b); Hudson (2001); Liu (2006); Rover (2005) stated the Written Discourse Completion Tasks (WDCT). So, in analyzing this research, the writer conducted the research based on theory proposed by Yamashita;

Hudson; Liu; Rover; Liu. Hence, this research is a pragmatic analysis of directive speech acts in situation based on Searle.

## **1.10 Research Methodology**

The research uses some theories that discuss about research methodology to support doing this research as follows:

### **1.10.1 Method of Research**

The design of this research uses qualitative research. Qualitative research analysis is the research that disposes of using analysis with a qualitative approach. The qualitative approach has grounded theory, ethnographic and narrative as the procedure of qualitative research. In this research, the writer uses ethnographic design.

According John W. Creswell (2012:462), Ethnographic designs are qualitative research approach procedures for describing, analyzing and interpreting a cultural-sharing group's shared patterns of behavior, beliefs, and language that develop over time. Central to this definition is culture. A culture is "everything is having to do with human behavior and belief" (LeCompte, Preissile, & Tesch, 1993, p. 5). It can include language, rituals, economic, and political structures, life stages, interactions and communication styles. Ethnographic have tree type, they are realist ethnography, case study and critical ethnography. The writer uses case study because that is more interested in

describing the activities of the group instead of identifying shared patterns of behavior exhibited by the group.

### **1.10.2 The Source of Data**

Source of data is one of an important part in a research. It is because the accuracy of selecting and determining the type of data source determines the amount of data obtained. According to Ibrahim (2015:67) said that data source in a research is human, thing, an object that can give information, fact, and reality which relate or relevant to what is studied or researched.

The participant is people who is called upon to issue a response to communication made by another. In this research, the participants will be the fourth semester students of English Study Program of FKIP UIR. The respondents of this research will be random class of six classes, IV A until IV F. The writer uses opportunistic sampling to choose the respondents. Opportunistic sampling is purposeful sampling undertaken after the research begins, to take advantages of unfolding events that will help answer research questions (John W. Creswell, 2012:209). Thus, in this research there are 25 respondents from IV A until IV F of English Study Program FKIP UIR.

The data source will be taken from the fourth semester students' individual respond of interlanguage pragmatic tasks as questionnaire. According to Gay (2012:388) said a questionnaire is a written collection of self-report questions to be answered by a selected group of research participants. The

questionnaire as the premier data. The premier data will be collected and analyzed in order get valid finding and discussion. The writer obtain the data of this research as an instrument, such as tasks of students' of inter-language pragmatic that called document.

### **1.10.3 Research Instrument**

This writer used questionnaires (WDCT) as document, because the data source have taken from the fourth semester students' individual respond of interlanguage pragmatic tasks as questionnaire. Document consists of public and private records that qualitative research obtain about a site or participants in a study, and they include newspaper, minutes meeting, personal journal and letter (John W. Creswell, 2012:462).

Qualitative methods involved a research describing kinds of characteristics of people or event without comparing events in terms of measurement or amount (Thomas, 2003:1). The researcher collected the data from the pragmatic tasks especially directive speech act. The data limited only in the type of directive speech act such as request.

### **1.10.4 The Data Collection Technique**

Data collection technique means identifying and selecting individuals for a study, obtaining their permission to study them, and gathering information

by asking people questions or observing their behaviors (John W. Creswell, 2012:9).

In this research, ways of data collection technique are: firstly, finding the indicator of interlanguage pragmatic tasks. Second, constructing the questions and then giving the tasks. Based on that technique, the research analyzed the data by using some theories, concept and approach. This technique used to help the research in analyzing the data.

#### **1.10.5 The Data Analysis Technique**

In analyzing data involves drawing conclusions about it; representing it in tables, figures, and pictures to summarize it: and explaining the conclusions in words to provide answers to your research questions (John W. Creswell, 2012:10).

Based on the data collecting technique above, in this research the researcher analyzed the data by the rating of the WDCT. The rating rubrics are adapted from Hudson et al. (1995), and four aspects in conducting speech acts are evaluated with a five point rating scale. Ranging from “1” not appropriate at all to “5” completely appropriate.

The variation pattern is “High>Medium>Low” in each aspect of the rating rubrics, and the students with higher language proficiency performed

better than the students with lower language proficiency. The level of language proficiency have some typical expressions as following:

For example:

**Context:** Your roommate plays music very loudly, so you can't go to sleep. You ask him/her to turn down the music.

**Response:** \_\_\_\_\_

1. High language proficiency

Apology + request + explanation + gratitude (for example: "*I am sorry to interrupt you, but could you please turn down the music? It's little bit late. Thank you*"). The score for typical expressions is five points.

Apology + request + explanation or apology + explanation + request (for example: "*Sorry, it's time to sleep. Could you turn down the music*"?). The score for this response is four points in the aspect of typical expressions.

2. Medium language proficiency

Request + explanation + gratitude (for example: "*Would you mind turning down the music? It's a little bit too loud for me to go to sleep. Thank you*"). This response is also four points.

Request + explanation (for example: "*Would you mind turning down the music? I feel so tired that I want to go to sleep*"). This response receives a score of three points.

3. Low language proficiency



Complaint + request (for example: *“I can’t hear your loud music, and please turn down it”*). Two points were given for this response.

Request (for example: *“Turn down the music”*). This response received a score of two points.

Complaint (for example: *“The music is too loud to go to sleep. It bother me a lot”*). The score for this pattern is one point only.

So, in this step the writer checks the questionnaire agree with the rating scale to find out the language proficiency level of the fourth semester student of English study program at FKIP UIR.

