

Strengthening Student's Pragmatics Competence in Teaching and Learning English Through Animation Video

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Abstract: This study investigates the importance of video as a media to create a better situation in the teaching and learning process and also to help the student to develop pragmatic competence. This study is based on Hymes' theory (1972). To analyze deeply the development of student's pragmatic competence it is applied to Eve V. Clark's theory (2004). It is qualitative research. This research was conducted on the eightth grade student of junior high school. The objectives of this research are to describe the learning process of English by using animation video to the eightth grade student of Junior High School. The second objective is to describe the use of animation video in teaching English to the eightth grade student of Junior High School can develop the student's pragmatic competence. The primary data of this research are the student's interaction in the teaching and learning process. The data were collected through observation, documentation, and interview. The technique of analyzing the data by using spreadly's theory. The results of this study indicate that the teaching and learning process becomes more enjoyable and makes students more active in learning. Furthermore, teaching and learning English for the eightth grade students of junior high school can develop student's pragmatic competence. The development of student's pragmatic competence can be shown in 8 competencies, there are: (1) joint attention, (2) common ground, (3) convention and contrast, (4) speech acts, (5) speaker's intention, (6) taking account to the addressee, (7) taking turns, (8) politeness

Keywords: *teaching and learning english, pragmatics competence, animation video*

Introduction

Pragmatics has an important role in language learning. It guides the students to use language appropriately. The paradigm of language learning that only relies on grammar often makes students fail to convey messages in communication. So the concept of communicative competence of Hymes (1972) is needed in foreign language learning. Furthermore, Canale and Swain (1980) develop the concept of communicative competencies into three main competencies, namely (1) grammatical competence, (2) sociolinguistics competence, and (3) strategic competence. Pragmatic competence is implied in sociolinguistic competence. This competency is related to how to understand the speaker's meaning in communication through the use of appropriate language. It means that pragmatics examines the use of language in communication that is related to utterance and the environment that influences it. In other words, pragmatics examines the meaning of the speaker in relation to context (Levinson, 1983). So students should be given learning that can strengthen their pragmatic competence.

Pragmatic competence in foreign language learning can be developed through the selection of appropriate learning techniques and media. The teacher is required to create a good atmosphere in learning that makes students enthusiastic, active and creative. so students do not only absorb knowledge but they are also able to develop language well. Brock (2005) and Soler (2008) say that foreign language learning should provide many interesting activities in the classroom to learn deeply about pragmatics and socio-cultural differences through the language. It can be verbal language, gestures, intonation, and facial expressions. Animated video is learning media that can help the students to understand the learning material. videos present

images that can move and speak to students. Video capabilities in visualizing the material is very effective for help teacher deliver material. Animated video serves the dynamic pictures that drive

for strength, passion and emotion (Daryanto; 2012). So Animated video is suitable to apply in language learning to develop pragmatic competence. Through animated video students can learn language use related to the context built in the video story.

Some of the previous studies that underlie this research are: Salwa and Widya (2015) conducted the research on the use of film media to improve student's pragmatic competence. Naoko Taguchi (2018) conducted the research with the title pragmatic competence in foreign language education; cultivating learner autonomy and strategic learning of pragmatics. Mutiara Kana (2006) explored the psychopragmatic in acquiring pragmatic competence of the English native speaker child. In 2009 Karen Glaser also conducted research acquiring pragmatic competence in a foreign language mastering dispreferred speech act. Melinda et al (2004) develop pragmatic competence in the EFL classroom. This research focuses on speech acts 'opening and closing'. The result shows that foreign speakers often had problems mastering the elaborate speech act. Moreover, Dasep Supriyadi (2003) tries to explore teacher's awareness in developing pragmatic competence in the teaching of English. Furthermore, Masfuad Edy et al (2015) conducted the research the aspect of pragmatics in second language acquisition. Waliyadin Nuridin (2018) also explored the development of pragmatic competence of Indonesian learners through teaching speech acts of oral and written compliments. Shuo Chi (2017) analyzed student's pragmatic competence of English teaching in the college. Alek Kurniawan (2015) tried to analyzed the effectiveness of animated video in listening to Deutch language of senior high school student Sedayu Bantul. The result of his research shows that animated video can help teaching and learning process effectively. Related to the previous research, this paper explores the newest object as a novelty. It analyze the use of animated video to strengthen student's pragmatic competence.

Method

This research methodology deals with the provision of data and how the data is analyzed. It is descriptive qualitative research. It means that the data analyzed related to some theories and finally the result of the research can be the development of those theories. The object of the research is the eightth grade student of junior high school. There are 29 students in the classroom. The primary data of this research are the utterance and the student's interaction in the teaching and learning process. The data were collected through observation, documentation, and interview. The research process begins by observing data. Then, designing instruments related to learning continued with the implementation of learning. In this study, the researcher acted as a key instrument. The researcher plays the role of teacher and assisted by a collaborator who helps observe the course of learning. Ethnography is used as a tool to approach data (Hammersley, Martyn Atkinson, 1983; Jensen & Jankowski, 1991)The technique of analyzing the data can be shown by Spreadly's theory there are domain analysis, taxonomy analysis, componential analysis, and discovering cultural themes.

Results and Discussion

Joint Attention

This competency focuses on the attention of the speaker and the listener at the certain object being discussed. The detail illustration of the data can be described below:

- (1) T : Ok, before studying let's pray together, who will be a leader? Who will be a leader? Siapa yang ingin memimpin?
- (2) S : (One of the students stand and move to the in front of the class to lead the pray without saying anything.
- (3) S : Before starting the lesson, this morning i am pray.. (the student feel confuse to arrange the sentence)
- (4) T : Before starting the lesson let's pray together
- (5) S : together
- (6) T : Pray, Pray
- (7) S : Pray
- (8) T : before starting the lesson let's pray (drilling) pray,
- (9) S : pray

The data above illustrates the conditions at the beginning of learning English. The teacher asks students to pray before starting the lesson. The teacher offers students who want to lead the pray. there was one male student who immediately stood up and led the pray by uttering speech un fluently. The teacher tries to guide the student to speak better while leading the prayer. the student try to imitate but he still has difficulties. he only says the last word of the teacher's said "together". when the teacher guides the students to say the word "pray" 3 times it is seen the student tries to imitate well. It means that the teacher does many things to share knowledge, guiding how to lead a prayer by approaching students, stroking his shoulders, and saying the words slowly. So the interaction between teacher and student shows joint attention.

Common Ground

This competence can be defined as shared knowledge between the speaker and the hearer related to the context. The data below describe the common ground happens in teaching and learning process. The interaction begins when the teacher gives stimulate to introduce the topic of the lesson. One of the students (ER) asked about her feeling refer to the word "dikacangin" (being ignored). The teacher asks her to give an example of real situation of it. Then she must show the expression of it in front of the class with her partner. In this task, she did it with her table mate (RA) and 1 male student. For detail utterance can be seen as followed:

- (10) T : can you tell your feeling when you are ignored by someone. *Pada saat dikacangin rasanya kecewa ndak? Pada saat ngapain kecewanya?*
- (11) S : *memanggil*
- (12) T : *manggil nama temennya ndak direken gitu ya? Namanya mbak siapa ?*
- (13) S : Erna
- (14) T : *ayo mbk erna berdiri saja yuk, ayo mbk, dibantu sama mbak Resta dan mas*

Arya ya. Do it like a real situation. Mbak erna coba ditunjukkan maksudnya dikacangin itu seperti apa

- (15) S : Arya ...(calling the name with flat intonation and expression)
 (16) T : *Masak begini. Arya...* (the teacher tried to imitate her student flat intonation and expression). Show the expression . Arya...(teacher said in flat intonation), Arya .. (the teacher called the name by raising the intonation and looked him), Aryaaaa...(the teacher called in long and higher intonation)

The teacher builds students' background knowledge by giving illustrations of daily events of being ignored (*dikacangin*). this is done by the teacher to introduce the topic of learning "giving and asking attention". when the teacher asks students things that make students disappointed. the student answers the experience when calling her friend and her friend doesn't give attention because he is chatting with his friends. the teacher asks to describe his feelings by asking students to play drama in front of the class. It can be seen that the student understand the teacher's order.

Convention and Contrast

The convention and contrast is a pragmatic principle to explain the meaning of the object. Convention relate to the standart of the language use in finding meaning of the object. Meanwhile contrast find the meaning by contrasting the different of the object. The illustration of the data can be seen below:

- (17) T : *Please be quiet, is it polite or not. Itu sopan apa ndak ya*
 (18) S : *Ndak sopan*
 (19) T : *Ok Ndak sopan. Kenapa?*
 (20) S : *Ngomongnya teriak*
 (21) T : *Emmm, sampek gini ya* (the teacher close her ears). *Gak sopan ya berarti*
 (22) T : *Tapi kalau yang di awal sopan ya? Kalau anda yang mengalami gitu gimana rasanya. Sudah minta 4 x mengulang kata please be quite tapi dicuekin, nah yang terakhir akhirnya ngomongnya jadi keras suaranya sambil ditutup telinganya. Sopan ndak kalau yang begitu?*

Convention is depicted when the teacher gives an understanding of the meaning of polite to the illustration of the animated video. The teacher's utterance "Please be quiet, is it polite or not. "Itu sopan apa ndak ya" The utterance requires students to give opinions about the behavior of actors in the video. and students answer by showing their opinions. that the attitude of the actors in the video is not polite. The teacher responses that students' answer is right. While the contrast competence is shown by the teacher in giving an illustration of what is contrary to his previous opinion to explore the ability of students to understand the meaning of polite and unpolite words. The utterance (21) "Emmm, sampek gini ya (the teacher close her ears). Gak sopan ya berarti" and (22) *Tapi kalau yang di awal sopan ya? Kalau anda yang mengalami gitu gimana rasanya. Sudah minta 4 x mengulang kata please be quite tapi dicuekin, nah yang terakhir akhirnya ngomongnya jadi keras suaranya sambil ditutup telinganya. Sopan ndak kalau yang begitu?"* This statement gives a picture that the teacher gives an understanding that assessing or interpreting polite and impolite attitudes must pay attention to the context of the sentence. who is speaking, to whom is speaking, when and where to talk.

Speech Act

Speech act is an utterance expressed by the speaker. It relates with speaker's intention and effect to the listener (Austin; 1962). The dialog below shows the speech act perform in teaching and learning process. The description of the context is the situation on teaching and learning English. The female teacher guides the students to analyze the animation video given. The students look active and enjoy the lesson.

- (23) T : What the expression to ask some one to do something
- (24) T : *The first...to be quiet ...first. The second, to be quieeet. 1,2,3 masih tetep ya. To be quiet. The fourth, to be quieeet (showing hands clenched like worship). The fifth, to be quieeet (showing hands clenched like worship and shake it many times). Keenam Please be quieeet (close the ears). Then the seventh, longer then before “ to be quieeeeeet. How do you think about it. Menurut anda tadi yang pertama kok bilang please be quiet biasa saja. Anda bisa merasakan seandainya anda menjadi yang main gitar dan seandainya anda menjadi yang meminta tidak berisik. Bisa merasakan? Mbak, kalau anda jadi yang bermain gitar perasaan anda kalau lihat video tadi bagaimana?*
- (25) T : *Kalau anda diperlakukan seperti itu bagaimana rasanya*
- (26) S : *Kesal*
- (27) T : *Kesal, nggak mau ya digitukan.*

The data above expose the kind of speech act. The data (23) describe the teacher's utterance in evaluating the students' understanding of the video. She asks the students to analyze some expression shown on the video related to the material asking and giving attention. She asks the students directly. The utterance is clear enough to understand and it seems that the teacher shows her power to the students. The position of the teacher in the classroom is higher than the students. The utterance "What the expression to ask someone to do something" is a directive speech act. According to Searle (1969) directive speech act is the speech that makes addressee perform an act. Then, the utterance of the female student "kesal" is an assertive speech act. The student commits to the teacher's question about the case illustrated in the video. The student can express her feeling by uttering the word *kesal*. The teacher is successful to stimulate the students to use the language appropriately. It is supported by Hymes (1972). It means that the communication runs well.

Speaker Intention

Speaker intention can be defined as speaker's meaning. The data below describe how the teacher digs the student's knowledge and make the students do some action.

- (28) T : My name is Rosita Ambarwati
- (29) T : Can you spell it mbak
- (30) T : How to spell it mbak (the teacher approaches the student and holds the student's shoulder)
- (31) S : R /r/

The description of speaker intention can be seen when the teacher introduces her name. Then, she asks the student to spell her name. Realizing the situation that the student doesn't understand her order, she gets closer to the student and holds softly the student's shoulder then

asks again in a smiling face by uttering the word “mbak”. “Mbak” is the specific calling name of javanish girl. The teacher tries to create a comfortable situation to make the student more relax and understand what the teacher’s meaning.

Taking account to the addressee

This competency is related to the conditions that students realize to whom they are saying. The students' greeting "Miss, Miss" is intended to call the teacher politely. Students do not know the difference between mrs and miss. He thought that the word Miss was the same as Mrs. It was agreed when the teacher asked students about the word "miss". The student explains that miss is "mother", so he prefers to choose the word miss. This case is often found in second language learners. Errors or mistake can occur in learning. The most important thing is its meaning.

- (32) S : Miss, miss (the female students call the teacher and raise her hand)
 (33) T : Yes, wait for mbk

Taking Turns

Taking turns means to alternate doing something. The data below describe the teaching-learning process that students know the time they take turns answering the teacher’s question after the teacher asks in the second time. This data shows that when the teacher asks “How do you think of English” the student is only silent. Then, in a second question “Is it difficult or easy, ayoo” the student answers the question. It happens because students do not understand the teacher’s question, and the other students wait teacher’s order to answer.

- (34) T : How do you think of english
 (35) T : Is it difficult or easy, ayoo
 (36) S : Not easy
 (37) T : Mas, what about you
 (38) S : Litle litle

Politeness

Politeness is an important aspect of communication. It is the way to save the interlocutor’s face. Brown and Levinson serve some politeness strategies (1987). This data below show the politeness as a part of pragmatic competence.

- (39) T : We try to study English joyful and easier, Ok
 (40) S : *Gak paham aku* (i dont understand).
 (41) S : *Ha ha ha*

The teacher’s utterance “We try to study English joyful and easier, Ok” is spoken to create a comfortable situation. The word “OK” is uttered to serve the agreement. The teacher says in a friendly manner. Surprisingly, the student answers “*Gak paham aku*” (he doesn’t understand what the teacher said). The student tries to close to the teacher, although he realizes that he has a lower power because he is a student. He is brave to say to the teacher. He treats the teacher his friend. It means that he can choose politeness strategy appropriately. It is a positive politeness strategy. Based on the analysis it can be assumed that teacher can develop student’s pragmatic competence by using politeness strategy. Students choose a positive politeness strategy because they know that the teacher creates a comfortable situation. In another situation when the teacher

creates a situation that student must concentrate on the material fully without any joke the students will answer seriously.



Figure 1. Imitating expressions from animated videos

Conclusion

Based on the research findings it can be concluded that:

- Pragmatic competence can be developed in the teaching and learning process.
- learning English using animated video media can make the learning atmosphere come alive and delight. students to be enthusiastic and active.
- Pragmatic competence can be built through verbal and non-verbal speech (gesture).
- Hopefully, the results of this research can be developed and further investigated.

The researcher suggests that this research can be used as a basis for deeper research into the effectiveness of animated videos to strengthen students' pragmatic competence.

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