TEACHING PRAGMATIC COMPETENCE IN AN ORAL COMMUNICATION CLASSROOM

A DISSERTATION

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Declaration

I hereby certify that the dissertation entitled "Teaching Pragmatic Competence in an Oral Communication Classroom" is completely my work. I am fully aware that I have quoted some statements and ideas from various sources and they are all properly acknowledged. If any claim related to this dissertation persists in the future, I will be fully responsible for clarification.

Bandung, July 2020

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ABSTRACT

The current study was administered to analyze how pragmatic competence is taught in the speaking for general communication course; to assess the development of the students' pragmatic competence, and to discover the students' level of pragmatic competence after being exposed to the teacher's teaching activities. This study was conducted in a private university in Bandung employing a qualitative case study design. Data were collected through Classroom Observation and tests using Discourse Completion Tasks (DCT). The procedures used to analyze the data collected through observation cover the steps of recording the events, transcribing, and coding, meanwhile the data processing of tests was done using the help of (SPSS) V.24. The findings show that the ways the two teachers teaching pragmatic competence are 1) encouraging students to communicate orally; 2) introducing equivalent expressions; 3) raising Students' awareness of pragmatic competence; 4) identifying expressions in context; 5) introducing politeness continuum; 6) assigning students to work in pairs practicing dialogue dealing with speech acts, and 7) facilitating the learners to find an appropriateness in English communication. Meanwhile in terms of the students' pragmatic competence development, class B's development is moderate, whereas class A's is low. This is understandable because teacher B teaches pragmatic competence more often than teacher A. Regarding the students level of pragmatic competence after being exposed to each teacher's strategies, the findings show that class A' level is fair, in the sense that class A's speech act is somewhat appropriate in the level of directness, politeness, and formality, expressions are more direct or indirect than the situation requires. Meanwhile, class B' level is Good, in the sense that although class B's speech act is not perfect but it is adequately appropriate in the level of directness, politeness, and formality. The expressions are a little off from target-like but pretty good. For these reasons, it is highly recommended that in teaching pragmatic competence, teachers implement strategies that are closely related to the pragmatic competence aspects in improving EFL learners' pragmatic competence in case of their oral communication classroom.

Keywords: Oral Communication classroom, Pragmatic Competence

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