

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter consists of two major parts. The first part presents the conclusions and the second part presents the implications for applying teaching strategies for teaching pragmatic competence in an oral communication classroom including the recommendations to the teachers, administrator, government, and other researchers.

5.1 Conclusions

As mentioned in the previous chapter, this study was intended to identify how pragmatic competence is taught, the development of students' pragmatic competence, and the students' levels of pragmatic competence after being exposed to each teacher's strategies.

In response to the first research question - how is pragmatic competencies taught in the speaking for general communication course? - the findings reveal that the teaching strategies which contain more efforts to bring students to develop pragmatic competence implemented by two teachers 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 practising dialogue dealing with speech acts, and 7) facilitating the learners to find socially appropriateness in English communication.

In response to the second research question- how is the development of students' pragmatic competence?- it can be identified that the development of Students B's pragmatic competence is moderate, meanwhile the development of Students A's pragmatic competence is low. This is understandable because as discussed in RQ 1 that teacher B teaches pragmatic competence more often than teacher A. in other words, being frequently taught through the pragmatic

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TEACHING PRAGMATIC COMPETENCE IN AN ORAL COMMUNICATION CLASSROOM

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competence instruction, the students are more capable of borrowing something from their friend in the class; asking for repetition; expressing how to take the test at some other time to their teacher; asking their teacher for two extra days to finish their writing task; giving opinion to their friends; giving their friends suggestion that the introduction of their writing draft is too long; Giving explanation to their teacher that they missed three classes, but they always turned in homework on time and got 80% on the test; and complaining their teacher about the way their teacher teaching speaking subject of which the teacher talks about the story of her own life most of the time. This means that they are much closer to the ability to communicate.

Results dealing with the third research question- what are the students' levels of pragmatic competence after being exposed to each teacher's strategies?- indicate that the mean score of students A pragmatic competence is 2.85, which means fair, in the sense that class A's speech act is somewhat appropriate in the level of directness, politeness, and formality, the expressions are more direct or indirect than the situation requires. Meanwhile, the mean score of class B pragmatic competence is 3.61, which means Good in the sense that class B's speech act is not perfect but adequately appropriate in the level of directness, politeness, and formality.

5.2 Recommendations

The findings of this study bring two implications, namely implications for teaching pragmatic competence in EFL context, and implications for applying pragmatic category-based strategy in pragmatic instruction. The findings further support and suggest the inclusion of explicit instruction on pragmatics in EFL learning settings because EFL learners do not acquire appropriate usage of the target language on their own. The role of instruction in pragmatics becomes even more important in EFL classrooms since pedagogical intervention is the primary access by which learners explore the target language. Learning English is more difficult in an EFL learning atmosphere compared to an English as a second language atmosphere

since EFL learners tend to lack the opportunity to interact with native speakers of the target language as ESL learners do.

Hence, the role of instruction of EFL teachers is very important to language learners' acquisition of target language pragmatics. An EFL teacher's responsibility is to remind learners that grammatical knowledge alone does not ensure language proficiency, but that proficiency comes from knowing and implementing linguistic rules found in the target culture. Also, EFL teachers have to provide explicit instruction on pragmatics so that learners have the opportunity to recognize certain pragmatic features as they build on their existing pragmatic knowledge and move toward the fluency of English as a second language.

This study, which found the strategies or classroom activities related to pragmatic competence as one of the delivery channels in speaking for general communication instruction, investigated the way the teachers teaching pragmatic competence to develop EFL students' level of pragmatic competence. It was identified that Teacher B's strategies can promote the development of students' pragmatic competence. Such a strategy provides EFL learners with the skill to use the target language in a real-life situation.

Noticing that the findings bring some implications particularly for the implementation of strategies or activities related to pragmatic based- strategy to improve students' pragmatic competence especially at this research site and at Indonesia's EFL classrooms in general, some recommendations are addressed to the teachers, administrator, government, and other researchers.

The development of pragmatic instruction as part of Communicative Language Teaching brought with it a methodology which emphasized communication in the classroom, pair and group activities and student involvement in the learning process. The teachers need to remember that in the communicative classroom students negotiate (for meaning) between themselves in their ways in the classroom communications. Therefore, the teachers need to consider what strategies or classroom activities they need to pick up to help students enhance their pragmatic

competence. Thence, it is recommended to English teachers to apply strategies related to pragmatic category-based strategy in the process of teaching and learning, especially in speaking activities. It is because the use of such strategies may improve students' pragmatic competence. The teachers are also recommended to consider the strategies or classroom activities concerning principles that need to be addressed in teaching speaking embracing the teaching of pragmatic competence, namely using strategies that cover message-based focus on interaction, meaning, and fluency; giving learners opportunities to oral communication; encouraging the use of authentic language in meaningful contexts; providing appropriate feedback and correction, and encouraging the development of speaking strategies.

For English teachers, especially teacher A in this research, a large amount of teacher talking time results in long periods in a monotonous pace of teaching/learning. Besides, student less-involvement inevitably leads to boredom and reduced learning. If the teacher takes the dominant role in the classroom, the student's role is only that of the respondent not as a player. Opportunities for developing pragmatic competence and speaking skill are therefore severely limited.

The wide variety of learner roles which are possible in the EFL classroom include: the learner is an inter-actor and negotiator who is capable of giving as well as taking; the learner is listener and performer who has little control over the content of learning; the learner is involved in a process of personal growth; the learner is involved in a social activity, and the social and interpersonal roles of the learner cannot be divorced from psychological learning process; learners must take responsibility for their learning, developing autonomy and skills in learning how-to-learn. As players, learners must participate actively. At the same time, learners must concentrate by observing what others do. Learners take part in all of the interactional configurations which are important in a communicative language course: as individuals, in pairs, in a small group, and whole-group displays. As players, learners can come to view language learning as something quite different from 'knowing' which they associate with other schooling experiences in their lives. In the EFL

classroom, learners expect to be challenged; they are not satisfied with unnecessary, repetitive procedures. Learners are more apt to their own real-life needs since they direct their attention more, to meaningful objectives than to details of blackboards exercises. To achieve meaningful objectives, various teacher roles are needed.

If the teacher is constantly dominant and controlling, the learners take no responsibility for their learning but learning what the teacher decides and when student autonomy is thus limited. The overuse of teacher talking time is often the realization of the lack of communicative approach use in the classroom. Many activities do not need to be teacher-led, grouping strategy can be implemented instead. Since teacher talking time was counterproductive then the teacher should promote students talking time more in EFL classroom.

Meanwhile, for the administrator, it is prominent to provide suitable classrooms for practising language use since students need more convenient spaces to learn pragmatically and to enable them to achieve pragmatic competence. The principal must enhance teachers' professionalism of teaching in natural language setting in which teachers are shaped to be near-native speakers of English who can cope with various decision-making steps dealing with language use.

For government, since the ultimate goal of learning a language is achieving an *intact* communicative competence, the emergence of achieving pragmatic competence, as one of the constituents of the *intact* communicative competence, cannot be ignored. It constitutes a fundamental element of language ability for learners. Meanwhile, some teachers tend to be unaware to develop learners' pragmatic competence. Hence, the government must provide training about everything dealing with the implementation of the pragmatic category-based strategy for English teachers. Along with this, it is also a good idea for the government to provide facilities and fund for piloting schools.

The process of learning is not only influenced by the teaching strategies implemented by the teachers, but also by another important aspect namely students' awareness of pragmatic competence. Hence, it is recommended that the students are

aware that pragmatic competence is an important constituent of their language proficiency and its existence during the communicative event is prominent. Having this awareness, it is expected that they focus more on the practice of this pragmatic component and have the ability to identify and produce language choices connected to the context of interactions. Meanwhile, in terms of speaking for general communication, hopefully, they could minimize their speaking difficulties. It is recommended that they practise their speaking skills more, either in or outside the classroom and explore activities that help themselves learn the typical ways to express language functions. Enhancing speaking skills can be administered by let say watching videos or having conversation practice with native speakers.

This dissertation has some limitation. First, the study was conducted to the researcher's colleague in teacher institution. Therefore, there is a possibility of reducing the objectivity in the research, in terms of data collection and analysis. Second, the sample size of the present study is limited to 68 students. Third, the present study is limited in its design, method, measuring devices and statistical techniques. Due to the present study conducted in a limited scope, it is recommended several points might be beneficial for next research investigating students' pragmatic competence; next research may include more data collection to gain more satisfying result, such as oral discourse completion task; future research may include more social variables such as age and gender, and further research may include more participants to get more successive conclusion regarding students' pragmatic competence. Besides, the area of investigation of this study was only on verbal realization, then the future studies may enlarge the investigation area beyond the scope of verbal realizations in certain speech acts situations. Instead, to account for more comprehensive students' pragmatic competence, the future studies are recommended to incorporate non-verbal aspects as the point of investigation. It is because non-verbal aspects such as gesture, prosody, or even facial expression are considered equally important in realizing messages.