PRAGMATIC APPROACH AND INDONESIAN LEARNING

Yakub Nasucha

FKIP Universitas Muhammadiyah Surakarta

yn254@ums.ac.id

Abstract: Students' communication skills can be determined by the use of language for the purpose of conveying messages based on the suitability of the context and situation. The use of language that links and emphasizes the relationship between linguistic forms and their context is what is discussed by pragmatics. Thus, to know a meaning in speech needs to connect the form of language with the context of the use of the language. The pragmatic approach in language learning always emphasizes the context analysis to find out what is meant by speech or speech, not just to interpret semantic language forms. Language learning with a pragmatic approach basically provides assumptions about the nature of language that is associated with contextual use of language. So, the emphasis is not language as a semantic system of meaning but to the "use of the language" which has a specific purpose in the communication process. To find out the message in communication is not enough to understand its meaning, but more important to know the meaning. This is what is examined in the pragmatic approach.

Keywords: Pragmatic, Indonesian Learning, Language

INTRODUCTION

Learning Indonesian in college as a general course (MKU) is considered less successful. This lack of success is based on the fact that the results of many student scientific writings are ambiguous in their use of language. Soenardji (1993: 446) stated that failure to teach Indonesian in college is no secret. The same thing was also expressed by Sihombing (1998: 754) that teaching Indonesian in college was not satisfactory. Such statements are not arbitrary but are based on research of student scientific work in several universities.

Indonesian Language courses are indeed often considered trivial and easy for students. They assume that Indonesian is an additional and less prestigious subject. Therefore, lecturers of Indonesian Language courses in higher education are not only required to master Indonesian language material but need to master education so that Indonesian language courses are "meaningful" and not underestimated by other study program students. As revealed by Subyakto (1993: 5) that teaching Indonesian language must involve at least three disciplines, namely linguistics, psychology, and education. Linguistics is material or material taught, psychology provides a description of how people learn something, and education mixes both. Thus, the teacher is able to apply the appropriate teaching method. One of the approaches offered in learning Indonesian in college is the "Pragmatic Approach".

Indonesian language learning in higher education focuses on the "skills" aspects and not only on "knowledge". Students must be able to communicate, both oral and

written communication. Learning Indonesian in college is actually a continuation of learning Indonesian in public high schools. Learning Indonesian is indeed directed to improve the ability of students to communicate, both oral communication and written communication.

APPROACH & RESEARCH METHOD

Language learning must be more directed on the analysis of language as a medium of communication, not an analysis of language as a language. In language learning there are many schools known for analyzing a sentence, including three influential schools, namely traditional, structural, and transformational. The three schools do not consider the situation as a determinant of meaning in the analysis of a sentence (Lubis, 1994: 18). With the emergence of the ideas of Austin and Searle about the theory of "speech acts", analysis of language changes from analyzing language forms to analyzing language functions and their use in communication (Purwo, 1990: 10). So, to know the true meaning in a speech or sentence is not enough with a semantic approach, but a pragmatic approach is needed

Look at the following example!
(1) Now I am free.

The sentence (1) will know the true meaning if the determinant factors are known, namely the identity of the speaker and the situation. The meaning of the phrase 'Now I'm free' will vary if the 'I' identity as a speaker is different. So, the sentence will be different in meaning if expressed by 'me' as an inmate, defendant, student, 'new migrant' student, someone 'newly retired', or someone 'newly divorced'. Thus, free words have different meanings.

(1a) I as an "inmate in the LP"   : free (not in jail again)
(1b) I as a "defendant in court"   : free (no claim)
(1c) I as a "student in class"   : free (not a student council administrator)
(1d) I as a "student in a boarding house"   : free (not being monitored by parents)
(1e) I as a "new retired worker"   : free (not busy working again)
(1f) I as a "newly divorced person"   : free (not taking care of my wife / husband)

By knowing the context, the true meaning of the sentence can be known through a pragmatic approach. Yule (1996: 3) mentions "pragmatics is the study of contextual meaning". So, pragmatics is the study of the meaning of context. To study a sentence or sentence in pragmatic terms, you must first know the lexical meaning semantically. Semantic and pragmatic studies are complementary, or complementing each other.

This is also expressed by Suwandi (2011: 2-3) that pragmatics examines the relationship of signs with interpreters or interpreters and semantics examines the relationship of signs with objects that are the container for the application of signs.

In this study other events need to be examined, for example a teenage boy who is just a high school student in the tenth grade coming home from school. He let go of his shoes by just loosening, then with his feet the shoes were swung so hard that they fell off and hit the window glass. Seeing his son's bad behavior, his mother patiently said, as follows.

(2) You are a grown up.

The child only answered briefly "yes ma'am, sorry". However, after a while, the child told his mother that he already had a girlfriend and wanted to marry a girl of her class. His mother was shocked and forbade him. He then said as follows.

(3) You are still a child.

The sentences (2) and (3) are addressed to the same beneficiary, but there is an antonym in his speech. The existence of these different expressions is caused by different events, so that grown up and child words become relative. In the case of removing shoes by throwing, the child has become a grown up, but related to marrying a girl, a boy who is just a high school student is still child.

Next, look at the following phrase!
(4) Children: Father, now is the first of the month.
Father: Directly giving money to his child for tuition fees.

From the discourse (4) it can be seen that the child not only informs his father that it is now the first of the month, but actually he wants to ask his father for money to pay tuition fees for that month. His father knew the intentions of the child who was going to school by not answering like "Oh, then now the month has changed". Thus, the speech participant uses the meaning of words that are related to the context, place, and situation of the "conversation". Pragmatically there is a relationship between the form of language and the speaker. This was revealed by Yule (1996: 4) the existence of "relationships between linguistic forms and the users of those forms". So, the speech in the form of number dialogue (4) is actually not cohesive but coherent.

The term pragmatics was actually known around 1970. However, the term was only widely known after the emergence of pragmatic teaching which included one of the special components in the Outline of the Teaching Program, the 1984 Indonesian Language Curriculum. The component consisted of conversations in a communication certain with the aim of improving language skills, especially "speaking skills". In addition, to know expressions in communication comprehensively, it is also necessary to know the determinants, such as the situation, cultural context, and the mentality of the speaker.

The use of language in the communication process will face the problem of meaning which is often lexically unappropriate. The statement 'I want to go to the back' will be responded differently by the listener. Some respond really to go backwards, but some give a response to the toilet or urinate. So, there is the influence of the cultural context so that the meanings and messages vary in the utterance. Factors of cultural context play a role in expressions for the purpose of conveying certain meanings in communication (Nababan, 1988: 3). I had experienced such an event while in Makassar. At that time, I said "want to go to the back" to my friend as the host. He was confused, then said "what's back?" This shows the existence of a background cultural context.

The meaning of speech in a discourse is indeed difficult to study through semantics, because what will be analyzed is not the meaning expressed in the sentence. The science that discusses the purpose of speech in discourse or the process of communication is pragmatics. Leech (1993: 8) says that pragmatics is the study of meaning in relation to "speech situations". Then, the method of pragmatics in the study of meaning can be related to its cultural context (Kramsch, 1998: 15). Furthermore, Levinson (in Nababan, 1988: 2) limits pragmatics as a study of the ability of language users to associate the sentences they use according to their context.

Based on several limitations that have been stated in advance, it can be concluded that pragmatics is a study of language associated with the use of language that emphasizes the relationship between linguistic forms and the context. So, to find out the meaning in a speech or a language act 'speech acts' need to connect the form of language with the context of its language use. Indeed, it is very difficult to interpret a word in the phrase "utterance" if you do not know the context or determining factors as the explanatory indicator.

Look at the following example!
(5) Let's do the operation now!

We will find it difficult to interpret the operating word in sentence (5). Such difficulties can be overcome if the context of the situation is known. Who is "us" who asks to do surgery? The meaning of the sentence will be different if the one who does it is the police commander, pickpocket coordinator, head of the team of doctors, school principals, or military commanders. In addition to the 'linguistic' semantic approach, there is also a need for 'extralinguistic' pragmatic approaches to understand the meaning of speech. The phrase in the form of a short sentence like that will be more clear meaning or meaning if there are additional words or phrases as indicators.

This example is an extension by adding indicators from the sentence (5)
(5 a) Let's do the operation now, the target is pickpockets at the station!

The explanatory indicator: the target is snatcher. So, the word operation in the sentence means raids from the police.

(5 b) Let's do the operation now, if someone is caught please shut up!

Explanatory indicators: if someone is caught. So, the word operation in that sentence means doing pickpocketing from the pickpocket.

(5 c) Let's do operation now for cancer patients!

Explanatory indicators: patients. So, the word operation means surgery from the team of doctors.

(5 d) Let's do the operation now for students who bring drugs!

Explanatory indicators: students. So, the word operation in the sentence means a search from the principal / teacher.

(5 e) Let's do the operation now with the Desert Storm Password!

Explanatory indicators: password for desert storm. So, the word operation in that sentence means the attack of the allied army.

From a short sentence "Let's do the operation now!" Can be formed into several expanded sentences by adding words or phrases as explanatory indicators to give meaning or message. Thus, a sentence basically has an inner structure of "deep structure" more than one, which is as much as the intent of the language user in his speech. To analyze the sentence in language learning completely, besides the semantics, a pragmatic approach is also used. The semantics investigates the values of truth and pragmatics are semantics minus the value of truth (Sumarsono, 1987: 9).

Learning Indonesian as an MKU in Higher Education with a pragmatic approach greatly helps students to reason and develop their scientific insights. Here are some examples of Indonesian language learning materials that can be analyzed using a pragmatic approach:

(6) Can you come to my house?

The sentence (6) can cause various meanings, (a) I really ask, do you have the opportunity to be able to come to my house, (b) I hope that you can come to my house, and (c) the possibility of being a base-form stale, please if you can come to my house.

(7) The teacher has arrived.

The sentence (7) has various interpretations of meaning, namely (a) a class leader wants to convey to his friends that the teacher really has come, and (b) a class leader wants to tell his friends to get ready or put their selves in their seats.

(8) Dad is sleeping.

The sentence (8) also has various interpretations of meaning, namely (a) an older sister informs his younger sibling that their father is indeed sleeping, (b) the father is sleeping so the children are free to play outside, (c) the mother asks the children to keep quiet, and (d) a child tells the guest that the father is sleeping and he does not dare to wake him up.

(9) It is just three o'clock 'how come' are you home, babe?

The sentence (9) has various interpretations of the meaning, namely (a) the husband's return earlier than usual, because he usually returns at four o'clock. The use of the new word on the phrase shows that the wife's expression is really an ordinary question with a sense of wonder, and (b) the husband's return is more delayed than usual, because he usually comes home at two o'clock. So, the wife's expression is a satire.

(10) Guests: Is Mr. Prof. Sunaryo there?

Host: Dad is sleeping.

Guest questions about whether or not Prof. Sunaryo present, but the host answered that he was sleeping. The dialogue is not cohesive but coherent. In an informal situation, the use of language does not need to be complete but brief, because what is important is understanding between the two participants. Following is the development of the example

Guest: Is Mr. Prof. Sunaryo there?

Host: Yes.

Guest: I want to meet him.

Host: You can't!

Guest: Why?

Host: Because he is already sleeping. I did not dare to wake him up

Based on the description with several examples that have been expressed, the pragmatic approach is very appropriate to be applied in the process of learning Indonesian. An Indonesian language lecturer in learning must always try and need to develop themselves creatively and innovatively. If the pragmatic approach is applied with the right method, students will not feel bored and they will actually feel happy

RESULTS AND DISCUSSION

The discussion of pragmatics as an approach in language teaching is always related to context. The context in an oral and written discourse is very influential on the meaning of a speech or sentence, because the context can distinguish understanding and purpose in communication. Jalaluddin (1993: 191) says that context is a beam of pledge about the world psychologically nurtured by listeners. The world that is fostered can be in the form of writing or environment, so that listeners can understand the meaning and purpose of the contents of the context. In connection with that, Keraf (1981: 56) argues that the environment entered by words is the context. So, the context is in the form of writing or utterance which contains ideas in a discourse with several interconnected texts. So, the text that following other is context (Halliday, 1994: 6). The notion of the text that following other is not only orally or written, but can also be silent. That is, understanding that is not written or explicitly explained.

Factors that play a role in the context can be in the form of elements such as situations, speakers, followers, time and place. Those elements can influence the meaning of the context.

Look at the example context in numbers (11) and (12).

(11) A young man tells kindergarten children in the classroom that he can lift a table that weighs 40 kg.

(12) A young man told students in the classroom that he could lift a table that weighed 40 kg.

Contexts (11) and (12) have the same elements, the difference is only on the audience. In the context of (11) listeners are kindergarten children. They were very impressed with the young man who was able to lift a table that weighed 40 kg, because for a kindergarten child they could not lift a table weighing 40 kg. Then, at (12) the listeners are students. They also did not react to the words of the young man, because 40 kg for students was not too heavy.

CONCLUSION

1. Learning Indonesian must involve three disciplines, namely linguistics, psychology, and education.
2. Learning Indonesian with a pragmatic approach is directed at the analysis of language as a medium of communication and not analysis of language as a language.
3. The pragmatic approach analyzes speech intent and does not analyze words semantically.
4. Context is the environment that words enter.

REFERENCES

Departemen Pendidikan dan Kebudayaan. 1995. Kurikulum Sekolah Menengah Umum,

Garis-Garis Besar Program Pengajaran Bahasa Indonesia. Jakarta: Depdikbud.

Halliday, M.A.K. dan Ruqaiya Hasan. 1994. Bahasa, Konteks, dan Teks: Aspek-Aspek Bahasa dalam Pandangan Semiotik-Sosial (edisi terjemahan oleh Asruddin Barori Tou dari judul asli Language, Context, and Text: Aspect of language in a social-semiotic perspective 1985). Yogyakarta: Gadjah Mada University Press.

Jalaluddin, Nor Hashimah. 1993. Analisis Semantik dan Pragmatik dalam Implikatur

Bahasa Melayu (dalam Penyelidikan Bahasa & Perkembangan Wawasannya I. Iakarta: Masyarakat Linguistik Indonesia.

Keraf, Gorys. 1981. Diksi dan Gaya Bahasa. Ende Flores: Nusa Indah.

Kramsch, Claire. 1998. Language and Culture. New York: Oxford University Press.

Leech, Geoffrey. 1993. Prinsip-Prinsip Pragmatik (edisi terjemahan oleh M.D.D. Oka dari judul asli The Principles of Pragmatics). Jakarta: UI Press.

Lubis, Hamid Hasan. 1994. Analisis Wacana Pragmatik. Bandung: Angkasa.

Nababan, P.W.J. 1988. Pengajaran Bahasa dan Pendekatan Pragmatik. Jakarta: MLI

Purwo, Bambang Kaswanti. 1990. Pragmatik dan Pengajaran Bahasa. Yogyakarta: Kanisius.

Sihombing, Liberty P. 1993. "Beberapa Masalah dalam Pengajaran Bahasa Indonesia di Perguruan Tinggi" dalam Penyelidikan Bahasa & Perkembangan Wawasannya II Jakarta: MLI.

Soenardji. 1993. "Problematika Pengajaran Bahasa Indonesia di Perguruan Tinggi" dalam Penyelidikan Bahasa dan Perkembangan Wawasannya II. Jakarta: MLI.

Subyakto, Sri Utari dan Nababan. 1993. Metodologi Pengajaran Bahasa. Jakarta: Gramedia.

Sumarsono. 1987. Semantik (Ilmu Makna). Singaraja: Fakultas Keguruan Universitas Udayana.

Suwandi, Sarwiji. 2011. Semantik Pengantar Kajian Makna. Surakarta: Yuma Pustaka.

Yule, George. 1996. Pragmatics. New York: Oxford University Press.