PRAGMATICS AS THE BASIS OF TEACHING SPEAKING

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I. INTRODUCTION

1. Rationale

The goal of teaching English as a second or foreign language is to enable learners to communicate in this target language in oral or written form. In order to achive this basic goal learners need to have ample opportunity to use their skills to communicate appropriately in real situations. From this point, communicative language teaching provides learners with communicative competence by encouraging them to use the language communicatively at the outset of their learning of the target language.

In the English language classroom the teaching concern is to develop the communicative abilities of the students. Teachers help them to work with the target language through communicative activities by giving them the opportunity to use English even as they struggle through the learning process. In this case, the main focus is the process of communication rather than the mastery of language forms. In the class the students are provided to use the acceptable language in appropriate situation.

Since English teaching is focused on the use of the language, pragmatics as the study of the use of language from the functional perspective should be applied as the

basis of teaching. In teaching speaking, especially, in which the primary goal is language performance, pragmatics definitely can be applied to help teachers to plan and manage the English speaking atmosphere especially in the classroom interactions. As far as communicative competence is concerned, pragmatics offers some ideas on how to prepare communicative activities which deal with the language use.

2. Background

Teaching English in Indonesian shools formally starts from Junior High School until university level as one of the compulsory subjects. In the university or college level English is taught as the first foreign language and becomes more important especially in understanding reading texts, to acquire advanced knowledge and technology, which are mostly written in English. Besides, students elect English because of the need to use it as means of communication. However, students do not have much opportunity to use English for communication since it is not used as a medium of every day conversation nor as a medium of instruction. Students' activities are often focused on the mastery of grammar rules and, thus, do not seem to be able to communicate even in written form.

In the English Department of IKIP (Institute of

Teachers Training and Education) Padang English teach
ing has gradually improved recently since the new cur.
riculum has been developed in the past few years. Un-
like the past experience when its focus was on gramma
tical aspects, today language teaching is focused on
communicative approach. This is to provide the stud-.
ents the opportunity to use English in communication.
Nevertheles, both the students and the teachers are
not satisfied with the result since this approach is
not fully supported by the English speaking environ-
ment outside of the classroom.

There are some factors which cause the problems.
One of them is that most of the teachers use commun-
icative approach only as a theoritical basis, without
having its practical ways of application. Some stud -
ents are able to practice, to a certain extent, with
a lot of communicative activities in the classroom,
but there are only a few of them who can use English
in every day communication. Besides, the materials and
activities do not seem to incorporate the communicat-
ive aspects of language teaching. The teachers them-
selves would only use English on certain occasions out
side of the classroom; in the staff meeting, seminars,
students examinations, or other occasions which are
held for the English Department or the English speak-
ing community. Furthermore, most of the English Depart

ment students would use English only when they are in
the classroom. They are not strongly encouraged to in-
teract among themselves in English outside of the
classroom.

For a few students who practice English in their
daily interaction they would still have to face problems
with the appropriate use of English. Since they do not
experience living in the "real English speaking environ
ment" they would only use English grammatical forms cor
rectly which are frequently not found acceptable for
certain situation. The teacher, again, is the one of
those to be blamed, because he does not introduce the
use of English which is not only concerned with senten-
ces but more with its utterances in real situations.

3. Scope and Objectives

   3.1 Scope

   This paper is concerned with communicative lang-
uage teaching of English as a foreign language, especial
ly in the subject of speaking for the second year stud-
ents of the English Department of IKIP Padang. Since the
speaking class is concerned with the development of the
students speaking skill, the discussion in this work is
focused on practical ideas that are not only functional
in the classroom but are also useful in the students'
daily interactions. The ideas are based on pragmatics
which would enable the students to use the target lang-

uage in real life situations as the goal of teaching.

Pragmatics, in this case, is only focused in rel
ation to communicative language teaching. Hence, it
does not cover the whole areas of pragmatics. For this
purpose, the paper offers some relevant communicative
activities with pragmatic basis by adapting them into
Indonesian context and the English Department syllabus.

3.2 Objectives

The objectives of writing this paper are as follows::
3.2.1 to introduce pragmatic principles in speaking
activities by providing the opportunity for the
students to use English in real communication.
3.2.2 to try to contribute some ideas about strategy
in handling a speaking class to create an English
speaking atmosphere by facilitating the communi-
cation process between all the participants
3.2.3 to provide some possible communicative activities
by determining teacher and students' roles in
each activity

II. PRAGMATICS AND LANGUAGE TEACHING

The main point of this paper is the basic concept of pragmatics in relation to the English language teach ing especially in developing speaking skill. Since it is presented in a simple book the discussion of this to pic is limited. The following details are about the brief description of pragmatics, language teaching, and the relationship between them particularly in developing speaking skill.

1. Pragmatics : General Description

As a new area of linguistics, pragmatics has recent ly become more important especially in understanding how the language is used in communication. Historically, it started in the 1960-s with the pioneers such as Ross, Lakoff, Hymes, Austin, and Searle (Leech, 1983). Hymes, for instance, proposes that language is social behavior, therefore, reference should be made to the appropriate ness of what a person says or writes to a given social context. In the middle of the 1970-s Grice and other linguists developed modern pragmatics as a part of ling uistics. From this period thereafter pragmatics has turned out to be one of the basic studies in linguistics.

The term pragmatics has a broad area. Many linguists and those who study it have different views and inter-

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pretations. These are, for instance, on the various definitions and scopes stated by Leech (1983) and Levinson (1983).

1.1 Definition

According to Leech, pragmatics is concerned with the meaning in relation to the speech situation that involves addresser, addressee, context, goals, illucotionary act, and utterance. Furthermore, Levinson in - troduces some definitions that, in this point of view, none is completely satisfactory, but they describe the nature and the scope of pragmatics. From his eight definitions it can be concluded that pragmatics is .a study of language that is purely concerned with perform ance which involves deixis, implicature, presupposi- tion, speech acts and discourse structure.

From the preceding point it can be summarized that pragmatics is the study of the use of the language in appropriate and real situation by focusing on not only the rules of grammar but the functions of language. It is concerned with what the speaker means by uttering something, by relating grammatical meaning (sense) to its illucotionary force. The utterances, in this case, are not always sentences but might be fragments, words which are used in actual context.

1.2 Scope of Pragmatics

As stated in the previous discussion, pragmatics has a very broad area. Kaldor (1989) in her notes draws three ways of seeing it: from broad, narrower, and narrowest definitions. As far as the topic of this paper is concerned, however, the scope of pragmatics is narrowed in four basic points as pointed out by Levinson. They are deixis, implicature, presupposition and speech act.

1.2.1 Deixis

Deixis deals with terms that require information about the speaker or the addresser, including spatial or place, person, time, social and discourse deixis. Spatial or place deixis is the specification of location in speech events such as; here, that, come, bring, etc. Person deixis is the grammatical categories of the speaker (s) and the addresser (s), such as; I, we, and they. Moreover, time diexis deals with the moment of utterance; e.g. now, then, last year, verb tenses, etc. Social deixis deals with the way how the speech act occurs which is determined by certain realities of social situation such as your honour, Mr. President, your worship, etc. As the last part of deixis, discourse deixis is concerned with the use of expression within some utterances to refer to some portion of the dis-

course that contain the utterance signals such as last
paragraph, anyway, after all, etc.

1.2.2 Implicature

According to Grice (1975) implicature is what a
speaker or an addresser can imply, suggest or mean as
distinct from what the speaker literally says. It is
derived from the general principle of conversation
with a number of maxims which the speaker normally
obeys. The maxims are quality, quantity, relevance, and
manner. In conversation the speaker has to be truthful
to make his contribution true (quality). Besides, the
speaker has to make his contribution as informative as
required, but it is not more than necessary (quantity).
In order to make an understandable contribution he has
to be relevant, unless both parties (speaker and hearer)
change the topic. For all of these, the speaker needs
to make the message clear for the hearer (manner). For
this reason, he has to avoid abscurity and ambiguity.

1.2.3 Presupposition

The term presupposition deals with the speaker's
assumption about what the hearer is likely to accept
without challenge. For example; "I have to finish _my_
assignment before leaving." The underlined words are
clearly understood (by the hearer) that the speaker has
an assignment.

1.2.4 Speech Act

Speech act includes any act or event that is realized by an utterance. It is classified into constative and performative. Constative is dealing with the meaning of a statement that can be tested in truth condition. In contrast, performative is dealing with the meaning of statement (s) which can not be assessed for truth or falsity, but rather for the conditions that would make them "unhappy", unfortunate or unfelicious.

Performative performs three acts which involve simulataneously: lucotionary, illucotionary, and perluconionary acts. Lucotionary act deals with determinate sense and reference. Meanwhile, perlucotionary act causes the effect on the hearer by means of the utterance. Illucotionary deals with the way of making a statement, promise, offer, etc. by using conventional force associated with it or with its performative paraphrase.

In relation to speaking skill, speech act (illucotionary act in particular) becomes the focus of analysis since it is concerned more with the utterance. Therefore, to organize the suitable speaking activities the five categories in illucotionary act should be under consideration. The categories are representatives, directives, commisives, expressive, and declaration (Searl's theory). In representatives the acts commit

the speaker to the truth of the expressed proposition such as assert, conclude, etc. In the category of directives the speaker attempts to get the hearer to do something such as request, question, etc. In commis- ives the speaker commits the hearer to some future act ion or course, e.g. promise, threaten, etc. In order to expresspsychological state such as thank, welcome, apologize, etc. the speaker uses the expressive act. When the speaker affects changes in the institutional state of affairs, for examples; declaring war, firing from employment, he actually performs declaration act.

As far as speech acts and speaking skill are concerned there are seven components as Hymes proposes (Kaldor, 1989) that both speaker and hearer should be aware of in order to make speech act meaningful. The components are sender (speaker), reciever (hearer), message form, channel, code, topic and setting. Those components should go together with illucotionary force to fit "what it is meant and what it is said". On the other hand, there will be a potential failure if one of them does not fit with the others.

2. Pragmatics in Language Teaching

2.1 General View

For a number of years methods of teaching of teaching have been developed to improve language teach

ing especially for the second and the foreign language learners. The main goal is to enable them to aquire the four language skills: listening, speaking, reading, and writing which are commonly grouped into language competence and language performance. Almost every method has a special emphasis on any of those skills. Many of them focus on the language competence in which grammatical rules are greatly taught. The other methods, on the contrary, give the emphasis on the language performance in which the use of language is more important. The latest method, recognized as communicative, combines both competences: language competence as well as communicative (performance) competence, or functional as well as structural aspects (Littlewood, 1988). In the last decades, the latest method above is the concern of the second language teaching profession.

In the communicative method, the term communicative competence deals with the use of the language by applying the correct grammatical form (accurately) and acceptable language (appropriately) in a real situation. From this point, the goal is to enable the learners to communicate orally and in written form (Richards and Rodgers, 1986). They are encouraged to communicate from the very beginning stage even through the process of struggling. Moreover, the emphasis is on the process of communication rather than the mastery of language

forms, although they are not neglected. In other words, knowing the language is not only knowing its grammatical rules but, equally important, knowing how to use the correct form of the language in communication.

Since the language is social behavior the reference should be made to the appropriateness of what a person says or writes to a given social context. Otherwise, the students may speak English correctly but in an inappropriate way. This will lead to serious misjudjements of the speaker's personalities and or their intentions, because pragmatic mistakes may be more serious than errors made in grammar or pronunciation.

From the view of the concept above, the communicative method definitely applies pragmatic basis in language teaching classroom. Both method and pragmatics have the same concern : the use of the language in actual context. Pragmatics theoritically gives the basis of the language used, at the same time, the communicative method plans the teaching procedure with pragmatic basis which can be applied in classroom interaction.

2.2 Pragmatics in Teaching Speaking Skill

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er usually uses various techniques and activities.
The speaking skill might be taught integratedly with
other skills in a certain subject, or seperately in a
special subject which is usually called "speaking sub-
ject". In this part, the main focus is on how the stu-
dents are able to use the language orally in real si-
tuations. Again, the concept of pragmatics is definite
ly essential. In this case, the teacher should be aware
of all components in the speech act as mentioned pre-
viously.

III. SPEAKING ACTIVITIES WITH PRAGMATIC BASIS

Some foreign language teachers still tend to assume that the speaking skill can be developed by putting grammar and vocabulary into practice in language classroom rather than teach the students to use the language in real situations. Having started from this assumption they prepare speaking activities without considering the condition that can help them to achieve the goal such as the needs and the interest of the students, the type of activities and the problems that the students face in speak - ing activities. As a result, the class activities do not seem to be effective and interesting. The students have lack of confidence and interest to practice the language even in the classroom because the activities do not fully fulfill their needs.

As stated by Stubb (1987), to develop the students' speaking skill, the teacher has to devote a great deal of time and effort simply to keep in touch with the students to achieve the ideal communicative condition. He, furthermore, has to attract the students' attention, get them to speak, and understand the utterance. As he prepares a certain activity he should create the positive speaking atmosphere in which the students have opportunity to develop fluency and awareness of the context.

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In speaking activities the students must be provid
ed with rules of speech to enable to enable them to ex
press their ideas in appropriate and acceptable lang-
uage. The students should be aware of certain rules
when they speak such as when and how to say and to lis
ten, how to take turns, to open and to close convers-
ation, and to use body language. Since most speech acts
have more than one function which often lead the stu-
dents to have misunderstanding the teacher has to keep
in mind that he has to prepare communicative activities
into the students' cultural context.

1. Types of Speaking Activities

Before deciding the suitable activity for a cer-
tain level of the students there are a few things that
the teacher should keep in mind. Firstly, he has to
consider the activities in which he can control, to
some extent, his students to give confidence and sup-
port. Besides, he has to make sure that the activities
can create the students' awareness to increase sensi-
tivity of the students' needs. Gradually, with these
activities he gives more opportunity to practice on
their own. Fourthly, he believes that from the acti-
vities he chooses he can give the feed back task to
allow them to reflect on their performance for speak-
ing improvement.

With reference to the above discussion the teacher can decide the suitable activities for his students. There are some possible activities which can be prepared by the teacher with respect to the students' level. Richards and Rodgers (1986) mention two global types: functional communication and social interaction activities. Functional communication activities give emphasis on the students' ability to practice language function which deals with grammatical rules and semantics. These can be done through activities such as comparing sets of pictures and sequence of events, discovering missing features, completing maps, following direction and solving problems. Social interaction activities, on the other hand, are more complex and meaningful in which the emphasis is on the use of language in real situations either through conversation, discussion sessions, debate, role plays or simulation.

For the second year students of the English Department of IKIP Padang the more suitable speaking activities are social interaction since they passed the subject of speaking I (taught in the first semester of the first year) that focused on functional communicational communication activities. These activities are also based on the students' level and the syllabus of the English Department of IKIP Padang. For this reason, the teacher needs to prepare some activities dealing

with social interaction which can be fit into class room condition.

2. Speaking Activities

As the teacher has decided to choose a certain activity for one topic of speaking he also needs to determine the students and his roles in this activity. Besides, he has to prepare its procedure, materials, and media. The teacher's role is more as an organizer or resource person to facilitate the communication process between participants and various activities. In this role he also can contribute appropriate help to correct he student's errors, if needed. The students, in contrast, play different roles since the activity itself is student-centered. They have to be more involved in the activity.

As the follow up, the teacher should prepare the whole procedure according to the type of activity he chooses. For the conversation and role play, for instance, the teacher firstly should give the student the clear picture of the activity as well as the instruction. In the mean time, he distributes the material and uses the media, if needed. For a few minutes, he leads the class discussion about the topic and the students personal experience, including student's roles, setting, formality or informality of the language, message form, code, and channel. To some extent, he can give oral practice of utterances individually or in groups to enable the students to be familiar with the topic and the language used. Then, the students individually study the basic communicative expression and structures. In this part of the activity

the teacher observes the students understanding and helps them if they need it. In pairs or groups, furthermore, the students work to interpret and practise in real situation (adapted into classroom situation). For the feedback task both the teacher and the students comment group presentation. The teacher finally provides the assignment, class or home work, related to the theme which should be created on their own or in groups and presented in front of the class in the next speaking session.

These are some possible activities selected from communication Games, Dialogues, and Exercises (Palmer at al, 1985), A visit (ETDU, 1978) and Language Games and Activities (Greenal, 1984). The materials are based on illucotionary acts and the syllabus of the English Departement of IKIP Padang and are adapted into the Indonesian Context.

2.1. Role Play

Conversation 1
- Speech acts   : suggesting   stopping
                       expressing intention
                       asking permission
- Type of activity : role play
- Situation   : To the Cinema
                       There is nothing particular to
                       do in the evening, so Dedy and
                       Harry decide to spend the eve-
                       ning at the cinema tolkill ti-
                       me.

- Model :
  Dedy   : Well, I think we might call it a day.
  Harry : Yes, I think we've gone as far as we can. I'm afraid I'm little tired too.
  Dedy   : Yes, it has been a hard fortnight. I should think you'll be glad to get home.
  Harry : I shan't be sorry, I will say.
  Dedy   : Are you doing anything this evening, by the way ?
  Harry : I thought I'd spend a peaceful evening at the cinema, actually.
  Dedy   : Mind if I join you ? Ann's away, and I don't, er ....
  Harry : No, of course not. How about the "Last Emperor".
  Dedy   : Good, I've never seen that. Where's it on ?
  Harry : At Kencana. I was thinking we might have a quick bite in "Kubang" on the way.
  Dedy   : Good idea. Well, shall we ....

- The teacher's notes :
  - material : hand out of dialogue, instruction and student's tasks.
  - media   : casette recorder.
  - language style : informal and neutral.

- The student's tasks :

  - study the message form, setting, the formality and informality of the language, code, channel, and the topic.

- relate to your own experience.
- practice in pairs and perform in front
  of the class.
- create your own dialogue about going
  to the cinema and practice it in the
  next session.

Conversation II

- Speech Act   : reprimanding, and defending.
- Type of Activity : role play
- Situation   : At the office
                      Ms. Rita is the head of a small
                      company. Last night her secre
                      tary, Miss Marni, worked
                      late typing some letters.

- Model
  Ms. Rita   : Marni, where are those letters
                I gave you yesterday ?
  Miss Marni : In the mailbox. I mailed them
                right after I finished typing them.
  Ms. Rita   : I've told you before that
                I always want to look them
                over first.
  Miss Marni : But Ms. Rita! Those letters
                didn't seem especially important,
                I didn't want to bother you
                when you were so busy.
- The teacher's notes :
  - material   : hand out
  - language   : formal

- The student's tasks :
  - study all components of speech acts
  - practice
  - create your own dialogue

Conversation III

- Speech Act   : agreeing, refusing, complaining.
- Type of Activity : role play
- Situation   : At the neighbour's house. Wawan and Gita are neighbours. Wawan has just come into Gita house and requested that she let him use her tele phone.
- Model
  Gita   : You want to use the phone again? What's it for this time ?
  Wawan : Got to talk to PERUMTEL again. That's all right with you, isn't it?
  Wawan : Thanks. You know, it really bugs me that they won't give me my own phone.

- The teacher's note :
  - explaining the illocutionary force
  - discussing the speech act components (setting, meeting form, channel, code, topic, speaker, and hearer).

- The student's tasks :
  - create a conversation with situation :
    in the office. You and your friend both

work for the same company. Your friend
has been hired very recently and his/her
office is not well equipped yet. She
has just come into your office for the
third time this morning. Find out what
it is he/she want. If she wants to use
the phone, agree. If she wants to use
the type writer, refuse without giving
any reason or because it always come
back broken when you lend it out. What
is her response ? (he/she might respon
by : insisting on something, making a
threat, or making complain).

Language Game I

- Speech Acts : describing impressions,
                and personal appearance,
                giving opinions, agreeing,
                and disagreeing.
  - Type of Activity : Game
- Material : card with a number of picture
             portraits of famous people.
             Thee should be as varied as
             possible e.g. a politician,
             a film star, a singer, a nobel
             price winner etc.
- Procedures : - Form groups of two or
                 three. Give each
                 group a picture of a famous
                 person. Ask them to studyt
                 theportrait for a few minutes

and to build up an impression
of the person, his/her life
style, what he/she does,
leisure intersts, education,
and even religious views.
- Ask each group to show the
  picture and give some comments
  (agree of diagree) about
  the person.
- Give the other groups the
  opportunity to comment

Language Game II
- Speech Act : making suggestions, and asking
              for help
- Type of activity : Game
- Material :
  - Cards with different situations (e.g.
    you can not find your way back to the
    hotel, you have lost your passport,
    you left your suitcase on the train,
    you have missed your flight home etc).
  - Cards with different job tittles :
    policeman, consulate official, lost
    property official, airline representative,
    etc.
- Procedure :
  - Ask the class about the worst experiences
    which would happen to them while they
    are in an English speaking country
    where they only have limited competed.
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- Give half the class situation cards and ask them to imagine that they are ini that situation. Ask them to think about what they would do and who they would ask for help. Give the other half of the class job tittles and ask them to think of what kind of things they might have to help the tourists (the students with situation cards).
- Ask the tourist to go around explaining the situation to anyone with a job card. The student with the job card must try to help the tourist. If he/she cannot, ask the tourist to continou to look for someone who can.
- The first tourist to find someone to help and who can help him are the winners.

IV. CONCLUSIONS

There are several conclusions that can be drawn from the previous discussion as follows :

1. Pragmatics as the new area of linguistics contributes very useful ideas especially for foreign language teaching since it builds the concept of the use of language in real communication. For this reason, it should be used as a bases to develop the student's language skills.

2. In teaching speaking skill, particularly, pragmatics is essentially needed as the basic concept to intoduce the students to the use of the acceptable and ppropriate language. With this bases the teaching should be focused on communicative activities by bringing real life situations into the class room in which the students become a center of activities.

3. The speaking activities should be well prepared by considering all factors which influence the achievement of the teaching, including the students needs and interests, the components of the speech acts introduced, materials, media, procedures and other factors.

4. Speaking activities can be classified into functional communication, for the lower level, and social interaction activities for the advanced one. Since social interaction deals with the more complex activities and require higher order competence it

would be suitable for the second year students
of the English Departement of IKIP Padang.
These activities can be developed through
conversations, discussion sessions, debate,
role play, simulation, etc.

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