



## The Role of Pragmatics in Improving English Listening and Speaking Skills

<sup>1</sup>Dea Saharani<sup>ID</sup>, <sup>2</sup>Huda Hizkia Ahmad Siregar<sup>ID</sup>, <sup>3</sup>Syafira Hasan Hasibuan<sup>ID</sup>,  
<sup>4</sup>Alya Fadhillah Dalimunthe<sup>ID</sup> <sup>5</sup>Deasy Yunita Siregar<sup>ID</sup>

<sup>1234567</sup>TBI, Universitas Islam Negeri Sumatera  
Utara, Indonesia

ARTICLE INFO	ABSTRACT
<b>Article history:</b>	Pragmatics is the study of how we make sense of what others say when we talk. Meaning links our words with our body language. It can change depending on the circumstance, the relationship between the individuals, and other social variables. Its quick growth has made English a worldwide language that brings people together. English is a language that many people from different places and cultures can speak. In everyday life, people use English in many different situations and talk in many different ways. Speakers need to know about different aspects of pragmatics to avoid misunderstandings when they talk and listen. Using English in fun and interesting ways can help everyone, especially those learning it as a second language, get better at talking and writing. Thomas describes "down to soil competence" as the ability to think carefully about what words mean. It seems like you just shared a number (524) without any extra information or instructions. Please show me the text you want me to make easier to understand. Being good at business means you can talk clearly and choose the right words for different people and situations. The main goal for anyone teaching English to people who don't speak it as their first language is to help them get better at it, which can be difficult.
Received	
Accepted	
<b>Keywords:</b>	
Pragmatics	
Listening and speaking	
English	
<b>Conflict of interest:</b>	
None	
<b>Funding information:</b>	
Type here	

## INTRODUCTION

Nowadays, English has gotten to be the dialect of globalization, universal communication, commerce, music and media. Hence, the inspirations for learning English are exceptionally different. As Richards (2001) focuses out, English is now not portion of the English-speaking world but it is considered a worldwide resource and is some of the time alluded to as English as an universal dialect.

Current ESL instructing strategies and approaches center on English as a down to earth instrument and a world enricher, instead of as a social enricher. For these reasons, the communicative approach to dialect educating has held on into the unused thousand years. The principles of this approach are: Dialect learning may be a communicative aptitude. Learners learn dialect by utilizing it to communicate. Familiarity and precision are basic keys to bona fide and significant communication.

Numerous language specialists utilize the term "competence" to allude to diverse sorts of information totally different settings. Be that as it may, the term competency was initially coined by Noam Chomsky, the father of etymology. In his book *Aspects of the Hypothesis of Sentence structure*, he characterizes competence as: Issues straightforwardly related to linguistic use. Memory issues, carelessness, shifts of consideration or intrigued, blunders in dialect utilize (inadvertent or quirky), etc. (Chomsky 1965:3) Moment, Chomsky recognizes between competence (the speaker's or listener's phonetic information) and execution (the real utilize of dialect in concrete circumstances).

Canale and Swain (1980) characterize communicative competence as the amplex of four measurements: linguistic competence, sociolinguistic competence, talk competence, and key competence. Concurring to Canale (1983), linguistic competence alludes to acing the phonetic code of the dialect being examined. Sociolinguistic competence alludes to information of sociocultural rules in managing with a moment language. Discourse competence alludes to the capacity to choose and organize lexical things and syntactic structures to deliver accurately organized writings. Vital competence alludes to the capacity to secure etymological and non-linguistic apparatuses to fill crevices in information and progress communication abilities.

Bachman (1990) contends that etymological information incorporates two sorts of information that moment dialect learners:

- a. Organizational information, information of how to get the formal structures of a moment dialect so that rectify sentences can be shaped and embedded into a content. This information incorporates information of language structure and information of sentences.

b. Practical information, or h. information of how words and expressions are relegated particular implications in setting and how they work based on client aim. This information is advance partitioned into lexical information, useful information, and sociolinguistic information.

The over concept of communicative competence has one center: pragmatics. The over concept of communicative competence has one center: pragmatics. Without a doubt, Blum-Kulka (1982) emphasizes the got to instruct moment dialect learners to get it particular viewpoints of particular discourse acts within the target dialect: What are the inspirations for performing this discourse act in a specific circumstance, when, where, how and with whom can this be done.

### **Understanding Pragmatics**

One of the most effective approaches to the learning process, especially when it comes to learning English in elementary school, is a hands-on approach. An approach that can be utilized as a device to realize the learning objective of learning English. The definition of pragmatics is the ponder of the meaning of phonetic expressions in setting (Doulash Brown, 1987). Pragmatics is exceptionally closely related to the utilitarian utilize of dialect (dialect utilization). Practical people characterize this term in an unexpected way. There are four definitions of pragmatics, to be specific:

- (1) the field that ponders speaker meaning;
- (2) the field that considers meaning in setting;
- (3) the field that goes past the consider of talked meaning to consider the meaning passed on or passed on by the speaker; and
- (4) the field that considers shapes of expression in terms of the social separate that characterizes the members in a specific discussion (George Yule, 1996).

According to Donald Butler in his book *Four Philosophies in Education and Religion*, pragmatics developed in the second half of the 20th century and was pioneered by Charles Sander Peirce, William James, and John Dewey. According to Graff et al, Peirce questions the ability of those who claim that knowledge can be acquired without following multiple paths by testing it for validity. One of the difficulties in knowledge is the so-called semantic difficulty. Words are symbols, but symbols cannot be expressed precisely and directly and tend to be ambiguous. For this reason, Peirce tries to make it possible to translate abstract ideas and meanings from the forms of rational cognition (knowledge) into rational purposes and actions. Thus, Peirce attaches great importance to the principles of logic and epistemology.

Thomas describes two pragmatic trends in two parts: the first, using a social perspective that combines pragmatics and speaker meaning; the second, using a cognitive perspective that combines pragmatics and statement interpretation (Jenny Thomas, 1995). Furthermore, Thomas defines pragmatics as the study of meaning exchange, contending that meaning may be a energetic prepare that includes transaction between the speaker and the listener, and between the setting of the articulation (physical, social, phonetic) and its underlying meaning. explanation. Agreeing to Siphon (1974), the primary individual to deliver the present day definition of pragmatics was Charles Morris, and since at that point numerous other

specialists have advance created this department of phonetics. Morris initially characterized pragmatics as "the consider of the relationship between signs and their translators, though semantics is the ponder of the relationship between signs and the objects to which they are connected" (cited in Siphon, 1974, pp. 11, 172).

Kasper (1993) characterizes the term as "the consider of human understanding and generation of discourse acts in setting. "Here we see the words activity and setting, which are the two critical components of discourse acts in dialect. Kasper employments the term discourse act to characterize the learner's capacity to create dialect. He also emphasizes on comprehension and efficiency, which are exceptionally vital within the way of life of moment dialect learners. Crystal (1985: 240) characterizes pragmatics as: The ponder of dialect from the user's point of see, in specific the choices clients make, the imperatives they confront when utilizing dialect in social intelligent, and the impacts of users' dialect utilize on other members in a communicative act.

For language used in communication to be truly communicative, linguistic forms must adapt to the linguistic situation. Communication requires not only that speaker and listener agree, but also that there is a comfortable feeling between them. The comfortable feeling arises when both parties adapt themselves and their words to the situation. Therefore, it can be emphasized here that pragmatic skill is the ability to use language to communicate, that is, to use language appropriately, harmoniously and coherently depending on the factors of the situation. The choice of words, the structure of expressions, the length and order of sentences, (in written discourse) the length and order of paragraphs, and other aspects of language must all be adapted to the situation.

### **Types of Competencies in the Language Teaching Process**

Pragmatics is characterized as the science that at the same time examines and considers articulations, speakers, activities and intentions. To superior get it the advancement of down to business competence in outside dialect educating, able to briefly analyze the sorts of competence from diverse viewpoints of etymologists as takes after:

#### **a. Sociolinguistic competence**

Sociolinguistic competence in French and English is the capacity to translate the social meaning of phonetic components and to utilize socially important dialect for communicative purposes.

As Savignon (1983: 37) focuses out, "sociolinguistic competence is information of the sociocultural rules of talk and dialect. This aptitude requires understanding the social setting in which dialect is utilized, the parts of the members, the data they share, and the capacities of the discourse. » Instruction advance clarifies that the sociolinguistic data that speakers communicate to each other incorporates a down to earth competence that makes a difference them to translate and act completely different situations using distinctive relevant clues. It moreover incorporates the components "social" and "associations". This reflects the essential concepts of verbal and non-verbal communication.

#### **b. Interactional competence**

In his exposition "From Phonetic Competence to Dialogical Competence", French Clamsch (1986:367) characterizes the term "exchange" as: A cautious adjust

between planning, seen and anticipated implications. “Erton (2007) considers this definition and concludes: “Interactional competence includes not as it were the utilize of the auxiliary rules of dialect, but too the fulfillment of the mental and sociolinguistic capacities of dialect, contributing to the change of the common precision and understanding of dialect and guaranteeing the exactness of the discourse acts examined.

So-called "useful" abilities incorporate the capacity to set up question-answer associations in concrete life circumstances, the capacity to recognize the speaker's deliberate by assessing body dialect and recognizing the semiotic signs utilized, mindfulness of social intuitive (e.g. behavioral thoughts, welcome, goodbyes, etc.), information of the communicative capacities of dialect and the capacity to recognize fitting communication and behavior.

#### c. Cultural competence

Lyons (1990:302) characterizes the term culture as takes after: "Culture can be depicted as socially procured information, that's , the social competence that a individual has as a result of participation in a specific society. "It is hence characterized as the capacity to get it and utilize dialect in a way that's reasonable to the individuals of that culture. "Agreeing to Le Trang (1978:41), in connection to the central address of "competence", we ought to inquire: "What does an person got to know in arrange to operate as a part of society.

It as it were capacities when its individuals are competent. “A dialect exists as it were much appreciated to the capacities of those who utilize it and consider themselves its clients, the last mentioned being an basic middle person framework for the previous. “The term competence is here caught on as an experienced social behavior that impacts social behavior within the course of accomplishing this objective clearly and maintaining a strategic distance from mistaken assumptions.

#### d. Communication competence

H.G. Widdowson (1989:135) portrays communicative competence as takes after: “It is or maybe the information of a set of foreordained models, a formal system and a set of rules, as well as the capacity to apply these components and the rules.” “necessary to meet wants of the circumstance.

From this viewpoint, communicative competence is basically a matter of adjustment, and rules are standardizing and subordinate instead of productive. » As Widdowson says, communicative competence is the capacity to utilize dialect for communicative purposes. From the communicative competence point of view, dialect is seen as a implies of communication. It centers on the advancement of four etymological abilities and their connections.

Canale and Swain (1980) consider the concept of communicative competence as a medium and highlight the relationship between syntactic competence (information of the rules of dialect) and sociolinguistic competence (information of the rules of dialect utilize).

#### e. Strategic competence

Canale and Swain (1980) characterize vital competence as the capacity to procure dialect abilities and to utilize that information successfully and fittingly to take an interest effectively in a communicative trade.

Erton (2007:64) proceeds: Key competence is the string that "holds it all together". A classic illustration of typically :After you are late for a assembly and got to come up with a conceivable pardon, the white lie you told is the result of your vital competence and tests the genuine nature of your key competence. Reflect client audits.

Be that as it may, beneath the rubric of key aptitudes, basic and imaginative angles of the human intellect can moreover be considered. When it comes to talking, there's a correspondence between key capacity and basic considering. Richards (1998:95) states: "Critical reflection alludes to the movement or handle of reviewing, exploring, and assessing encounters, frequently in connection to broader objectives. It may be a reaction to past involvement and includes deliberately recalling and considering encounters as a premise for judgment and choice making, as well as a source for arranging and activity. » As Richards clarifies, basic considering is portion of assessing dialect and data. Both are based on encounter and information. It may moreover incorporate other variables such as: exactness, consistency, consistency. Subsequently, this prepare can be considered as a methodology between inquiring questions and replying questions to fortify basic considering.

#### f. Discourse competence

Erton Erton (2007:64) proposes that: discursive competence alludes to the capacity to build sentences into a coherent structure. In talk investigation, the term talk competence is considered within the setting of discussion, interaction in which dialect is seen as a instrument for effective communication. These connections designs can be exceptionally different.

As Akmajian (1997:369) outlines, "there are numerous shapes of talk and numerous shapes of verbose trade. Letters, jokes, stories, addresses, sermons, addresses, etc. Speech includes all types of speech: debates, interviews, business transactions, instructions and conversations are all forms of verbal communication.

Therefore, developing discourse competence helps learners acquire knowledge by experiencing different forms of interaction in different physical and socio-cultural contexts.

#### g. Pragmatic competence

Pragmatic Practical competence in English alludes to the capacity to get it, develop and communicate meaning precisely and suitably within the socio-cultural setting in which communication takes put.

Blackman (cited in Barron, 2003, p. 173) distinguishes down to business competence as one of the components of communicative competence and relegates it to phonetic competence. Etymological competence is the combination of discourse acts and dialect capacities and the fitting utilize of dialect in setting. Basically put, pragmatics is about culture, communication and, within the case of moment dialects, intercultural communication.

To secure viable competence, moment dialect learners ought to obtain social understanding and communication aptitudes. Watzlawick composes in Novinger (2001, p. 19): "Each activity or behavior is considered communication, and each of our activities reflects our social foundation, counting sees on sex, religion, sexual introduction, way of life, legislative issues, and indeed individual space.



## METHODS

This article is a library study focusing on reflective interpretation research. Reflective inquiry refers to the study of John Dewey's theory. As a pragmatist, he stated that change, process, relativity, and reconstruction of experiences compensate for the reflection of previous experiences (Anamofa, 2018). The goal of reflection is to make human life more prosperous and productive. We must learn to interpret and understand experiences in order to grow and be enriched by these experiences. This is the nature of reflective experiences. At the same time, interpretive research seeks to examine some previous works of other researchers to solve the problem interpretively through rational consideration and reflection to achieve a certain goal. The source of research data is from articles that refer to the context and pragmatic meaning. The source of data is taken from Verhagen, A (1977), Dijk, T.A. Le Song L (2011), Tham, L.

(2012), Ho, (2014). The research instrument is the researcher himself, who uses his knowledge of pragmatics and linguistics to collect research data. Data analysis begins with data identification, that is, searching for characteristic signs of the context of interest for analysis. After data identification, the data are classified based on the type of context. Data classification is achieved by classifying the data based on the context criteria surrounding the statements. Finally, the analysis report of the results is written on paper.

## FINDINGS

### **The Role of Pragmatic Competence In The Process Of Teaching And Learning English**

The four language learning skills (reading, writing, listening and speaking) do not appear separately in texts or communicative activities.

In order for language learners to develop good practical skills, they need to take into account:

1. Language course objectives should be designed to meet the learners' needs and to help them develop and improve their communication skills. Because the main goal of second language learning is to enable fluent and accurate written and oral communication, language teachers and students should design language activities and communication skills so that the development of communication skills is the main focus. Stern (1983: 346) summarises "competence" in language teaching as follows:
  - a) Intuitive mastery of linguistic forms.
  - b) Intuitive mastery of the linguistic, cognitive, emotional, and sociocultural meanings expressed through linguistic forms.
  - c) The ability to use language with maximal attention to communication and minimal attention to form.
  - d) Creativity in the use of language.

Learners' practical skills should be well developed to enable them to communicate accurately. The development of coherence and the ability to deal with a variety of situations indicates an adequate level of functional competence. The

grammar of the target language should not be taught separately from its use. Learners must be able to apply their language skills in practice. The term competence clearly encourages teachers and students to develop linguistic and sociolinguistic skills in order to achieve complete and accurate communication. There are many activities that can contribute to the development of practical competence. Moreover, these activities will increase students' awareness of the importance of this skill in mastering the target language. Mey (1993: 185-6) states: "Linguistic behaviour is social behaviour. People speak because they want to communicate in the broadest sense.

2. Language teachers need to develop literacy tools that enable learners to make practical, consistent and functional use of language for communicative purposes. Erton (1997) explains: "The functional study of language means the study of language use. For example, awareness of the specific purposes that language serves and how members of a language community achieve and respond to these purposes through speaking, reading, writing and listening should lead to good development of learners' practical skills. "You can communicate directly, can't you. The development of consonance and the ability to respond to a variety of situations indicate a good level of functional competence. The alphabet of the target language should not be taught without considering its applications. Learners must be able to apply their language skills.
3. There are many activities that help to develop practical skills. Moreover, these activities should make learners aware of the importance of this skill in learning the target language. May (1993: 185-6) states: People speak because they want to be social in the broadest sense of the word: for fun, to communicate their ideas to others, or for "serious" reasons such as architecture.

May argues that language represents people as social beings and that language is a social being. Language used in a particular context is important in the context in which linguistic interaction takes place. "Such a situation naturally presupposes the existence of a particular society with its implicit and explicit values, norms, rules, laws and all its special living conditions. time. economic, social, political and cultural conditions', he acknowledges (1993: 186-7).

## DISCUSSION

Halliday (1976) classified language functions based on continuous observation of language use by his own children. Based on the seven language functions commonly used by children, they tend to be developed into an almost unlimited number of other functions that we use through language.

The taxonomy created by Van Ek and Alexander (1975), for example, contains around 70 different functions to be taught in the English curriculum. Then, Van Ek himself listed language functions that he divided into six categories that are commonly used in verbal communication or speaking skills (Brunfit and Johnson, 1983):

- 1) Imparting and seeking information (giving and seeking information)
- 2) Expressing and finding out emotional attitudes (using and understanding



intellectual attitudes)

- 3) Expressing and finding out emotional attitudes (expressing and understanding emotional attitudes)
- 4) Expressing and finding out moral attitudes (expressing and understanding moral attitudes)
- 5) Getting things done (trying to get things done/suasion). Socializing (to socialize as a member of society)

Each of the six categories or (six language functions) is realized separately in the form of language acts. According to Brown, two or more functions will often combine at once in one language act. So, at the same time someone can be seeking information and expressing surprise (emotional attitude).

The communicative ability of native speakers as a model according to Van Ek above is actually a combination of six competencies, which are united in personal responsibility (autonomy) and social. The six competencies include: linguistic competence, sociolinguistic competence, discourse competence, strategic competence, sociocultural competence, and social competence.

Returning to the main issue, in principle the general functions of language as explained above should be mastered by English learners in Indonesia, because these language functions are designed for the needs of the threshold level. Because as SUS. Nababan said that "With Indonesia's increasingly broad international relations, graduates of Senior High Schools should be equipped with BT skills up to the threshold level so that their knowledge horizons are broader." (SUS Nababan, 1989).

Based on the description above, it can be concluded that the ability to use language functions such as a person's ability to use language according to its social function. This means that a language speaker, in this case English, must really understand the social rules of the native speaker community in using their first language. Thus, English learners in Indonesia, especially at the high school level, must master communicative expressions that are appropriate to the context of the situation, when, where and with whom they are speaking. The functional language expressions that must be mastered by English learners in principle refer to the needs up to the threshold level that has been formulated by the Council of Europe through a classification based on the needs analysis made by Van Ek.

## CONCLUSION

The aim of implementing various teaching and learning activities is to enable students to communicate more effectively, fluently and successfully in the target language. Harlow (1990: 348) states: "Most importantly, teachers and textbooks alike make it clear to students that language is not simply a linguistic and lexical element.

Rather, language also reflects social context and communicative behavior takes into account situational and social factors. "Ha. Personal responsibility (autonomy) and prosocial behavior. The six competencies include linguistic competence, sociolinguistic competence, discourse competence, strategic competence, sociocultural competence and social competence.

Pragmatic competence ensures an appropriate level of grammatical and functional competence. You respond fluently, consistently and accurately. Moreover, practical competence promotes critical thinking. Van Eck himself lists the functions of language and classifies them into six categories that are commonly used in oral communication and speaking skills (Brunfit and Johnson, 1983): conveying and seeking information (giving and seeking information), expressing emotions, discovering attitudes (using and expressing intellectual attitudes), expressing and discovering emotional attitudes (expressing and understanding emotional attitudes), expressing and discovering moral attitudes (expressing and understanding moral attitudes), getting things done (trying to get something done/persuading) and socializing (socializing as a member of society).

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