LEARNING STRATEGY OF PRAGMATICS IN NONFORMAL EDUCATION DEPARTMENT

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Abstract

This study was classified as an experimental study with 144 sample members selected by random sampling from 578 members of the population. Indonesian students' learning achievement data was collected using research instruments through tests conducted before and after treatment. The data is analyzed using descriptive and inferential statistical analysis. The results showed there were differences in Indonesian language learning achievement of students who were taught pragmatics and students who were taught with nonpragmatics. The scientific facts found in this study indicate that the pragmatic teaching and learning strategy is one of the approaches that need to be considered to be developed and disseminated to university lecturers in schools, so that the quality of the teaching-learning process in Indonesian in general and language learning achievement Indonesian students in particular can continue to be maintained and improved in making students proficient and familiar in using everyday Indonesian.

INTRODUCTION

The 1994 High School Curriculum emphasizes that Indonesian language studies at the University are programs to develop Indonesian language knowledge and skills. In addition, it is also emphasized that the use of Indonesian is a very important part of the application of the knowledge and understanding of the Indonesian language. With that emphasis, making students able to speak Indonesian properly and correctly in various communication events.

Language as a communication tool is used in various language functions according to what the language user wants to convey. Therefore, the

teaching of Indonesian must be directed to the ability to communicate associated with determinants of communication in the context of language use. Nababan (1987) has said the determinants of communication, namely: (1) Who is talking to whom; (2) for what purpose; (3) under what circumstances (place and time); (4) in what context (other participants, culture and atmosphere); (5) by what line (oral or oral), (6) what media (face to face, telephone letters, wires, books, newspapers); and (7) in what event (conversations, lectures, reports, ceremonies, job applications, expressions of love).

The inclusion of pragmatics in the 1984 curriculum as one of the subjects that colored all language activities was one of the efforts to improve the teaching-learning process in the Indonesian language in order to improve the achievement of learning Indonesian. This is advantageous, if pragmatics are used as an approach to teaching languages so that all the subjects in the curriculum are presented in accordance with pragmatic principles. In this connection, the structure, vocabulary, reading, listening, speaking, and appreciation of language and literature are associated with pragmatics. That is, pragmatics do not need to be taught separately from other subjects. However, pragmatics are used as an approach for every language teaching activity (Said, 1986: 109).

Pragmatic teaching through communicative approaches in teaching Indonesian language aims to improve the ability of language students to achieve learning achievement in Indonesian. In this case, students are not really required to master the language, but students are expected to be able to use Indonesian properly and correctly in the various contexts encountered.

Pragmatic influence on Indonesian language learning achievement in addition to being able to improve understanding of language elements, can also improve students' ability to use Indonesian as a communication tool because ultimately the skill of using language as a means of communicating is more functional compared to knowledge of language in daily life .

Based on this background, the main problems in this study are: (1) What is the pragmatic teaching and learning strategy in Class II of the 14th University of the City of Makassar? (2) Is the level of Indonesian language learning achievement of PNF students of the University of Muhammadiyah Parepare being taught pragmatically better than students taught by nonpragmatics?

In accordance with the formulation of the problem, this study aims to describe: (1) the right pragmatic teaching and learning strategy, (2.) The level of Indonesian learning achievement of PNF students of Muhammadiyah Parepare University taught by pragmatics and nonpragmatics.

Expected benefits, namely: (1) Contribute to Indonesian language teachers regarding pragmatic teaching

and learning strategies that are appropriate, (2) As input for Indonesian language teachers about pragmatics as a new approach in language teaching, which colors all teaching activities especially teaching Indonesian.

PEMBAHASAN

As for the literature review that the concise author in this study is a term of strategy known today, actually quoted from the military term which was originally only used by people to fight, as a result of the development of science through scientists or language methodologists, studying so as to find a new breakthrough in learning to increase the success of the learning process that is globally included in the world of education, especially in the field of teaching into teaching strategies or teaching and learning strategies.

Stern (1975) suggests ten types of strategies that also influence the success of language teaching and learning in the classroom, namely: (1) Planning strategies, namely personal learning styles or positive learning strategies, (2) Empathy, namely a tolerant and welcoming approach towards the target language, (3) Active strategies, i.e. active approaches to learning tasks, (4) Experimental strategies, i.e. how to develop the teacher's language in an orderly system, (5) Formal strategies, i.e. technical skills in handling a language, (6) Semantic strategy, which is constantly looking for the meaning of a word, (7) Strategic practice, namely the desire to practice the language being studied, (8) Communication strategy, namely the desire to use language used in real communication, (9) Strategy internalization, i.e. continually combining the second language, and (10) Monitoring strategies, i.e. strategies by self monitoring ra is critical of the use of a language.

According to Taringan (1990) in the language teaching and learning process an approach, method, and technique are needed. Richards and Rodgers (1986) interpret the term, namely: Approach is a set of correlative assumptions that deal with the nature of axiomatic teaching and learning in describing the subject being taught. The method is an overall plan for the presentation of language materials in a neat and orderly manner in which there are no contradictory parts and is based on all the selected approaches that are procedural. Technique is a trick or invention which is used to complete and perfect an immediate goal, which must be compatible with the method and approach. The three terms in the teaching-learning process must be related because all three have a hierarchical relationship that is procedural, that is, the technique is the elaboration of the method, while the method is the elaboration of the axiomatic approach.

The purpose of pragmatic teaching through communicative approaches in teaching Indonesian is to make students able to use a variety of language skills properly in accordance with the rules of correct language. To achieve this goal

Savignon (1983) advocates the principles of pragmatic learning through communicative approaches in language teaching, namely: (1) Meaningfulness is very important in the process of language teaching and learning; (2) The context of communication is very important; (3) Learning the language basically learns to communicate; (4) The success of communicating in the target language should be grown in the learner as early as possible; (5) Various efforts such as the use of the first language, explanation of the rules, grammar, and translation can be done if necessary and effective in the interests of mastering the target language; (6) Language variations both in language variety and registers are central concepts in planning the development of subject matter; (7) The fluency of language acceptance (language fluency and acceptability) is the main thing; (8) Students are expected to have a lot of orientation with others, both in the use of spoken and written languages; and (9) Intrinsic learning motivation will develop from things that are interesting to communicate with language.

Pragmatics is one of the new approaches in communicative-integrative language teaching. It is a synthesis of language knowledge and language use. According to Said (1996: 105) language learning is not just learning grammatical rules, mastering vocabulary, and speech in accordance with native speakers, but more than that, learners must try to acquire the language skills learned as a means of communication.

Furthermore, Littlewood (1981) said language teaching is teaching material that consists of language functions and language elements. So, learners are not only skilled at mastering structure and vocabulary, but also learners are expected to be able to use language that is socially acceptable and adequate in various functions, variations and sociocultural contexts.

Furthermore Leech (1983) suggests that phonology, syntax, and semantics are part of the use of language (language use). Still in the same book, this expert shows that pragmatics can interact with grammar or grammar which includes phonology, syntax and semantics.

In line with this statement, Levinson (1993) defines pragmatics as the study of the relationship of language and the context in which it is grated. The context in question is organized and codified so that it cannot be separated from the language structure. Based on this limitation, it can be understood that in order to master a language one must also understand the context that precedes the language.

Another expert who sets limits on pragmatics is Akmajian (1995) which states that pragmatics is the study of the use of language in relation to the structure of language and the context of utterance. Furthermore, Searle, et al. (1980) says that pragmatics is the study of language acts in the context of language use. Thus, pragmatics is a linguistic study of the use of language properly and correctly in accordance with the context at hand.

By based on pragmatic teaching theories based on the communicative-integrative approach, students who are taught will more quickly understand and use Indonesian properly and correctly. Thus students succeed or excel in learning. Learning achievement is the result of learning obtained through learning activities in a field of study within a certain time. Therefore, pragmatic teaching and learning strategies are closely related to Indonesian language learning achievement because students can be said to be successful in learning, if they are able to apply their learning outcomes in the form of knowledge and understanding in the use of language properly and correctly.

To achieve these learning outcomes, then of course there is a process taken. The process undertaken in the pragmatic learning process, namely (a) pragmatic teaching planning, (b) pragmatic teaching implementation and (c) pragmatic knowledge assessment (Tarigan 1990).

Based on the method applied, the test used should also be in accordance with the method used, i.e. if in the teaching and learning process the pragmatic method used, the test must be pragmatic. This is based on the opinion of Sapani (1997: 47) which says if in the evaluation used a pragmatic test, the test used by the teacher in assessing students should also be a pragmatic test.

Pragmatic tests are tests of language skills that are considered easier to prepare and interpret. Therefore, pragmatic tests are certainly in line with the communicative approach in language teaching which emphasizes the formation of language competence, language skills and communicative functions properly. From the background and formulation of the problem, the framework in this study can be seen in the following scheme:

Based on the Rumsan hypothesis, namely:

Ho: There was no significant difference in the level of Indonesian language learning achievement of PNF students of Muhammadiyah Parepare University who were taught with pragmatics compared to students taught with non-pragmatics

H1: There is a significant difference in the level of learning achievement of PNF students at Muhammadiyah Parepare University who are taught with pragmatics, compared to students who **are taught with nonpragmatics.**

RESEARCH METHODS

The design of this study was divided into two groups, namely the experimental group and the control group. The experimental group is directed at pragmatic teaching through communicative-integrative approaches, while the control group is directed at nonpragmatic teaching. Before the treatment or treatment is given a pre-test and after the treatment is given a post-test.

The population and sample in this study were 578 students. The number is randomized (random sampling) by taking 25% of the total population, so the number of samples tested is 25% x 578 = 144. So, taken as a sample of 144 people.

Experimentation procedures, both for the experimental group and the control group. In the experimental group the researcher sets a theme to be used as a topic, then in the teaching-learning process the researcher takes the steps, namely: (1) the researcher conveys a discourse and students listen attentively (listening aspects); (2) the researcher then assigns students to discuss the contents of the discourse (aspects of speaking); (3) after that researching assigns each student to summarize the contents of the discourse in several paragraphs (writing aspects), (4) the researcher asks some students to read their conclusions and other students respond to them (reading and speaking aspects) and (5) the researcher explains the errors spelling, vocabulary, sentence structure (linguistic elements).

In the control group the researcher teaches by taking steps, namely: (1) the first meeting the researcher reads a discourse, after which students are asked to repeat it, (2) the second meeting of the researcher explains the content of the discourse, (3) the third meeting of researchers assigns students to summarize content of the discourse, (4) the fourth meeting of the researchers asked some students to read the conclusions, and (5) the fifth meeting of the researchers explained the errors in the elements of language.

The data to be obtained in this study is the achievement of Indonesian language learning of PNF students of the University of Muhammadiyah Parepare which is compared with the results through experimental and control activities. The data is analyzed using the t-test with the following formula:

$$t = \frac{Xe - Xc}{s\,(\overline{X}e - \overline{X}c)}$$

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CONCLUSION

Based on the results of the study, stated above, it was concluded that there was a significant difference between the Indonesian language learning achievements of PNF students of Muhammadiyah Parepare University who were taught using pragmatic teaching-learning strategies compared to students who were not taught using pragmatic teaching-learning strategies.

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