



## INTEGRATING SOCIAL, SOCIETAL, CULTURAL, AND SITUATIONAL CONTEXTS TO DEVELOP PRAGMATICS COURSE LEARNING MATERIALS: PRELIMINARY STUDY

### INTEGRASI SOSIAL, SOSIAL, BUDAYA, DAN KONTEKS SITUASIONAL UNTUK MENGEMBANGKAN MATERI PEMBELAJARAN PRAGMATIK: STUDI AWAL

**R. Kunjana Rahardi**

Master Program of the Indonesian Language and Literature Education,  
Faculty of Teachers' Training and Education, Sanata Dharma University Yogyakarta

[kunjana@usd.ac.id](mailto:kunjana@usd.ac.id); [kunjana.rahardi@gmail.com](mailto:kunjana.rahardi@gmail.com)

Submitted: 26-08-2019, Reviewed: 05-09-2019, Accepted: 01-10-2019

<https://doi.org/10.22202/JG.2019.V5i2.3572>

#### **Abstract**

*The industrial revolution 4.0 clearly demands language learners to keep evolving to adapt to the environmental development. The learning of Pragmatics in the higher education cannot be based on the pragmatic concepts as what has happened recently, but it must be integrated with the fundamental research findings in the relevant fields of Pragmatics. This R & D raises the issue of: How the research findings on the situational and socio-cultural contexts are integrated in the material development of the Pragmatics course. The development of the Pragmatics course learning materials which integrates research findings in the pragmatic contexts is based on R & D model. The development output is then validated by experts, and piloted restrictively to several students. In the next step, the product output of the material development is revised to improve, which then will be published and disseminated. Due to the time constraint, this paper limits the scope of discussion only on the result of preliminary study. The other steps belong to the scope of different papers. Whereas the result of the research shows that based on the results of the preliminary study both from the questionnaires distributed to students and from the discussions with experts and colleagues, the development of pragmatics learning course materials is urgently needed. The Pragmatics learning course materials must integrate the research findings in social, societal and situational contexts, instead of relying solely on existing reference books available in the market. By implementing the pragmatics learning materials that integrate the findings in the study of contexts, it is believed that pragmatics learning in universities will be more qualified.*

**Keywords:** development, learning materials, pragmatic contexts, preliminary study

#### **Abstrak**

*Revolusi industri 4.0 jelas menuntut pembelajar bahasa untuk terus berkembang agar beradaptasi dengan pengembangan lingkungan. Pembelajaran Pragmatik di pendidikan tinggi tidak dapat didasarkan pada konsep pragmatis seperti apa yang telah terjadi baru-baru ini, tetapi harus diintegrasikan dengan temuan penelitian mendasar di bidang Pragmatik yang relevan. R & D ini mengangkat masalah: Bagaimana temuan penelitian tentang konteks situasional dan sosial-budaya diintegrasikan dalam pengembangan materi kursus Pragmatik. Pengembangan materi pembelajaran mata kuliah Pragmatik yang mengintegrasikan temuan penelitian dalam konteks pragmatik didasarkan pada model R&D. Hasil pengembangan kemudian divalidasi oleh para ahli, dan diujicobakan secara terbatas pada beberapa siswa. Pada langkah selanjutnya, output produk*



*dari pengembangan materi direvisi untuk meningkatkan, yang kemudian akan dipublikasikan dan disebarluaskan. Karena keterbatasan waktu, makalah ini membatasi ruang lingkup diskusi hanya pada hasil studi pendahuluan. Langkah-langkah lain milik ruang lingkup makalah yang berbeda. Sedangkan hasil penelitian menunjukkan bahwa berdasarkan hasil studi pendahuluan baik dari kuesioner yang dibagikan kepada siswa dan dari diskusi dengan para ahli dan kolega, pengembangan materi kursus pembelajaran pragmatik sangat dibutuhkan. Materi pembelajaran Pragmatik harus mengintegrasikan temuan penelitian dalam konteks sosial, sosial dan situasional, alih-alih hanya mengandalkan buku referensi yang ada yang tersedia di pasar. Dengan menerapkan materi pembelajaran pragmatik yang mengintegrasikan temuan dalam studi konteks, diyakini bahwa pembelajaran pragmatik di universitas akan lebih berkualitas.*

**Kata kunci:** *pengembangan, materi pembelajaran, konteks pragmatis, studi pendahuluan*

## 1. Introduction

The development of the 21<sup>st</sup> century science and technology requires continuous improvement in the quality of learning. Language learning cannot escape the fact of the development. The era of the 4.0 industrial revolution demands language learners to adapt to the demands of times with Newton (2014). Pragmatics learning cannot be separated from this. Pragmatics Learning cannot only be based on existing basic pragmatic concepts, but it must also be integrated with the findings of relevant research. In this context, the research team carried out a research to develop Pragmatics learning materials which are integrated with the results of the study of social, societal and situational contexts with Mey (2003). In connection with this, the researcher identified research problems which were used as the basis of formulating the problems of this research. The identified problems are formulated as follows: (1) studies on social, societal, and situational contexts in linguistic-pragmatics studies have not been carried out adequately so that pragmatics studies in universities are not optimal because learning is based solely on the definition of contexts from various references; (2) linguistics-pragmatics learning in universities is not intensive because it is limited to definitions and a qualified Pragmatics learning model is not available with Barnard (2008).

Based on the problem identification, the research question is formulated as follows: How a set of Pragmatics learning materials in universities incorporating the results of studies on social, societal, and situational contexts is developed. Hence, the specific objectives of this applied research are: (a) to describe the results of the studies on social, societal and situational contexts that will be integrated in the Pragmatics learning model; (b) to describe the development of Pragmatics learning materials in universities that integrate the results of the studies on social, societal and situational contexts. The urgency of the applied research is: (a) to improve the quality of Pragmatics learning in Indonesia universities; (b) to provide qualified linguistic references for Pragmatics courses which integrate the results of an in-depth study of social, societal and situational contexts; (c) to improve the quality of the study of pragmatic meaning or speech functions to establish good communication among the Indonesian people so that misunderstanding of the interpretation of communicative intentions will be avoided [4]. The implementation of this research is expected to have a significant impact on the Pragmatics learning in universities.

As a theoretical basis, the in-depth studies of pragmatic phenomena of impoliteness and phatic functions that have been carried out in six consecutive years are all interconnected and cannot be separated from contexts. The linguistic dimension of these



studies corresponds to the internal context of the language (intralinguistic context) which is often referred to as co-text with Chen (2017). The pragmatic dimension of these studies is intertwined with the dimension of extralinguistic contexts which involve social, societal and situational contexts. The research team feels that these studies can be carried out perfectly when the rules of structure, function, and nature of the context are well described. Pragmatic studies are said to be essentially the study of speaker's meaning. The speaker's meaning can only be known and found in utterances analyzed based on their context with Limberg (2009).

The results of the preliminary studies confirm that contexts with all their interconnectedness must be studied in depth. The failure to interpret the context appropriately will result in the failure of Pragmatics studies. This is further strengthened by the results of both informal and scientific discussions with colleagues teaching the Pragmatics courses in the study program with Palacio (2016). The research team and other Pragmatics experts have discussed the issues in face-to-face communication, through writing and compiling reference books, and through national and international seminars and scientific meetings.

The results of the discussions, conversations, and from reviewing theories and opinions proposed by some Pragmatics experts confirm that the structure, function and nature of social, societal and situational contexts need to be studied in depth. The fact proves that by far the study of contexts has not been carried out thoroughly and profoundly, resulting in the stagnant development of Pragmatics studies. The results of the study of the structure, function and nature of contexts must then be integrated to develop the Pragmatics learning model. In addition to the complexities of contexts and the level of understanding, this study also has a very clear approach to analyze linguistic phenomena.

To put it simply, Pragmatics can be understood as a branch of linguistics that studies the relationship between signs and their interpretation. The signs referred to are usually in the form of utterance in the natural language. Therefore, it can be understood that it is the human natural language that is being studied, analyzed, interpreted, and understood in the Pragmatics studies with Limberg (2009). In regard to this, references emphasize that pragmatics is a branch of knowledge that examines speakers' meaning in the context of certain socio-cultural situations and environments. Therefore, it is appropriate for pragmatics studies in Indonesia to explore linguistic phenomena in the form of human natural utterances spoken within the situation and scope of the Indonesian culture. So, pragmatics studies in Indonesia should be culture-specific, hereinafter referred to as sociopragmatics studies.

With regard to pragmatics, Nadar states further that pragmatics involves examining the context-dependent meanings. In interpreting the meaning of utterances, the presence of context that encompasses and accommodates the utterances must not be ignored. Therefore, pragmatics studies are context-bound, not independent or out of context. Thus, the context plays a very important role in the study of pragmatics Rahardi (2016). It is worth noting that the study of context was initiated by Malinowsky (1882-1944) in his research in the Pacific region of the Trobriand islands. Malinowsky as Kulkarni (2014) states that *'Exactly as in the reality of spoken or written languages, a word without linguistic context is a mere figment and stands for nothing by itself, so in the reality*



*of spoken living tongue, the utterance has no meaning except in the context situation.'*

Halliday and Hasan asserted that context can be divided into four, namely (1) situational context, (2) cultural context, (3) intertextual context, and (4) intratextual context with Meyer (2006). These four kinds of contexts influence the aspects of meaning of a text. Somewhere along this line, Leech (2014) explained that the context of situation consists of five elements, namely (1) addresser and addressee, (2) context of an utterance, (3) goal of an utterance, (4) utterance as a form of act or activity, (5) the utterance as a product of a verbal act. As for Cutting's view, the context is divided into three, namely (1) the context of the situation, (2) the context of prior knowledge, and (3) the co-textual context.

Thus it can be emphasized that the above theories can be used to underline the development of the pragmatic course learning materials. The result of the development will be of some use to better the learning and teaching process so that the teaching is not merely based on pragmatic textbooks, but further, it must be based on the result of the research, i.e. the research of social, societal, cultural, and situational contexts.

## **2. Research Method**

The research was conducted by applying the principles of Research and Development (R & D) model proposed by Borg and Gall [12]. The full development research design includes the following steps: (1) research and data collection, (2) planning, (3) development of preliminary form of product, (4) preliminary field testing, (5) main product revision, (6) main field testing, (7) revision of product, (8) operational field testing, (9) final product revision, and (10) dissemination and implementation.

Each step in the research design is presented as follows. First, in the data collection and analysis stage, the research team conducted a needs analysis to obtain the necessary information related to the development of a Pragmatics learning model. The needs analysis was carried out to find out the significance of the development of the learning model, the scientific value, and practicality of the learning model, the competence and experience of the researcher in developing a Pragmatics course learning model, and the time allotted to develop the Pragmatic subject learning model.

Second, in planning the learning model, the research team made a product design in the form of a Pragmatics course learning model. The design of the learning model includes the following three main things: (a) the purpose of developing the learning model, (b) the user of the developed learning model, and (c) the description of the components of the learning model and the manual. Next, the third step is to develop a learning model of the Pragmatics course that integrates the results of the study of social, societal and situational contexts. The learning model includes the approach, the method, and the techniques being employed, as well as learning steps that are complemented with the use of appropriate learning media.

The fourth step is to test the Pragmatics learning model in small groups. From the results of the trial, useful feedback for the main product revision was obtained.

Therefore, this step was followed by the revision of the main product after the research team discussed the results of the field testing with the subject of the field testing. Then, the fifth step was the revision of the learning model based on the results of the field testing of the Pragmatics learning model in small groups. The results of field testing are



used to improve the learning model.

The sixth step is testing the Pragmatics learning model. The test was intended to examine whether the developed Pragmatics learning model was feasible and had more advantages in its implementation than other books. Furthermore, the seventh step was the improvement of the learning model based on the results of a large group field testing. In this step, the research team improved the learning model based on the results of a large group field testing. Large group testings were conducted twice. Thus, improving this learning model can be done optimally. The eighth step is the validation of the learning model to experts. This validation step was carried out to ensure that the developed learning model was substantively and methodologically acceptable. Therefore, this model was validated by linguistic and language teaching experts.

After the learning model was validated by experts, the research team implemented the model both internally and externally. Internal implementation was carried out within the Sanata Dharma University campus, while external implementations were conducted outside the Sanata Dharma University campus, especially in the study programs that taught Pragmatics courses. The final step was the institutionalization and dissemination of the main products. The developed Pragmatics learning model was institutionalized in the Intellectual Property Rights in the form of Patents and Copyright and registered in the International Serial Book Number. After obtaining the Intellectual Property Rights, the learning model was widely disseminated to students throughout Indonesia.

However, the implementation of the development research and the research paper writing have not reached the last stage of the development research design as proposed by Borg and Gall. The research team has just conducted a preliminary study which included data collection activities, the distribution of instruments, and interview with lecturers and students. To obtain a concrete picture of the needs to develop Pragmatics learning materials, the collected data were then analyzed using the quantitative-qualitative analysis method by applying a simple statistical calculation model. The diagrammatic presentation and discussion of the data analysis results were presented in the following sections.

### **3. Research Results and Discussion**

The preliminary study which served as the basis to develop the Pragmatics learning model based on the research findings in the social, societal and situational contexts, was conducted to the undergraduate (S-1) and postgraduate (S-2) students of the Indonesian Language and Literature Education Study Program, Faculty of Teachers Training and Education, Sanata Dharma University. In the two study programs, Pragmatics are offered in the curriculum. In the S-1 program, the Pragmatics course is a general overview, while the Pragmatics course in the S-2 program is specifically designed for education, called Educational Pragmatics. Twenty-nine (29) graduate students and sixty-three (63) undergraduate students filled out this preliminary research questionnaire. The total number of questionnaires being analyzed in this research was ninety-three (93).

The questionnaire consisted of three focus areas, namely (1) respondents' understanding of the nature of context, (2) respondents' understanding of the nature of pragmatics, and (3) respondents' understanding of the pragmatics learning model integrated with the results of the study of contexts. The first focus area was broken down into ten statements; the second focus area was divided into seven statements; and the third



focus area was broken down into three statements. The descriptions of the focus areas and the details of each focus area are presented as follows.

**Table 1. Understanding of the Nature of Pragmatic Context**

---

<b>A. Respondents' Understanding of the Nature of Pragmatic Contexts</b>	
1.	Context is divided into intralinguistic and extralinguistic contexts.
2.	The intralinguistic context influences the goal of an utterance.
3.	The extralinguistic context influences the goal of an utterance.
4.	The extralinguistic context plays a bigger role in determining the goal of an utterance.
5.	The extralinguistic context is understood as the same background of knowledge among the interlocutors.
6.	The extralinguistic context includes social, societal, and situational contexts.
7.	The social context has the same contextual elements as the societal context.
8.	The social and societal contexts have the same contextual elements as the situational context.
9.	In pragmatics, the situational context is the only one that determines the goal of an utterance.
10.	In the Pragmatics study, the social and societal contexts play a small role in determining the goal of an utterance.

---

**Table 2. Understanding of the Nature of Pragmatics**

---

<b>B. Respondents' Understanding of the Nature of Pragmatic</b>	
1.	Pragmatics is generally understood as the study of language use in context.
2.	Pragmatics is understood as the study of a speaker's meaning.
3.	The Pragmatics study must be based on the basic Pragmatic concepts proposed by the Western theories.
4.	A study of Pragmatics must be based on the basic concepts of contexts as explained in the Western literature complemented by the local culture-based research.
5.	A study of Pragmatics must integrate the basic concepts of contexts proposed by Western theorists and the results of local culture-based pragmatic research.
6.	A concept-based study of Pragmatics provides an extensive, precise, and profound understanding of the pragmatic scope and phenomena.
7.	A research-based study of pragmatics provides an extensive, precise, and profound understanding of the pragmatic scope and phenomena.

---

**Table 3. Understanding of the Pragmatics learning model integrated with the Research Results on Pragmatic Contexts**

---

<b>C. Respondents' Understanding of the Pragmatics learning model integrated with the Research Results on Pragmatic Contexts</b>	
1.	The current pragmatics learning is based on the existing basic concepts of

---



- pragmatics.
2. The current pragmatics learning is based on the research findings on pragmatic contexts.
3. The pragmatics learning conducted based on the research findings on the social, societal, and situational contexts is necessary to improve the quality of Pragmatics learning.

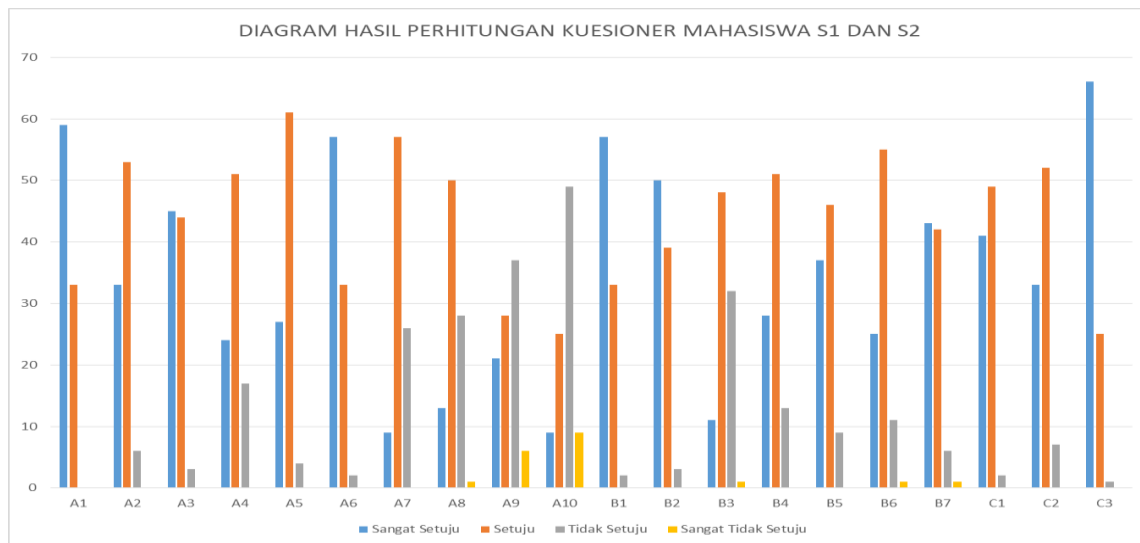
---

The calculation of the students' perceptions of each focus area is presented as follows. Thirty-four percent (34%) of the respondents **strongly agreed** with the focus area A, i.e. understanding the nature of the context. Forty-five percent (45%) of the respondents **agreed**. Nineteen percent (19%) of the respondents **disagreed** and two percent (2%) of the respondents **strongly disagreed** with the statement. Thus, it can be asserted that most respondents **agreed** with the statements of the nature of the context. In other words, respondents who were undergraduate and graduate/master students had a good understanding of the true nature of context in pragmatic studies.

In terms of understanding of the nature of pragmatics, the results of the study indicate that 39% of all respondents **strongly agreed** with the statements in the questionnaire. A total of 49% of respondents **agreed** with the statements in the questionnaire, especially for focus area B, namely their understanding of the nature of pragmatics. In summary, students did not have problems related to their understanding of the nature of pragmatics in learning. Only 12% of the respondents **disagreed**, and absolutely no one **strongly disagreed**. The preliminary study on the focus area B, i.e. understanding the nature of pragmatics, shows that only a few respondents did not understand the nature of pragmatics. Around 88% of the respondents stated that they had understood the nature of pragmatics in language learning.

The preliminary study further illustrates the respondents' understanding of the importance of the pragmatic learning model based on the results of the study of social, societal and situational contexts. A total of 51% of the respondents **strongly agreed** with the design a pragmatic learning model based on the study of contexts. A total of 46% of the respondents **agreed** with the development of the pragmatic learning model based on the results of the study of contexts. Combining these two statements on the focus area C together, 97% of the respondents, both undergraduate and graduate students, supports the development of the pragmatics learning model. Only 3% of the respondents expressed their disapproval of the development of the pragmatic learning model. Therefore, it can be emphasized that the development of the Pragmatics learning model was very important and urgent to implement.

The following diagrams illustrate how the undergraduate and master students perceive each question in each focus area. Codes A1 to A10 refer to the statements in focus area A, i.e. understanding the nature of context; codes B1 to B7 refer to the statements in the focus area B, i.e. an understanding of the nature of pragmatics; and codes C1 to C3 describe the statements in the focus area C, i.e. the importance of integrating the results the research on social, societal, and situational contexts in the Pragmatics learning.



**Picture 1. Diagrams illustrate how the undergraduate and master students**

The diagram above shows that in each formulated question in the focus areas A, B, and C, the respondents mostly **agreed** and **strongly agreed** with the statements. All the respondents **disagreed** with statement A9, which states, “In pragmatics, the only context to determine the intent is only the situational context”. It means that the majority of the respondents think that the goal of an utterance in pragmatic studies is not determined by the situational context alone, but also by the social and societal contexts.

This fact explicitly states that students really understand pragmatics studies in a culture-specific setting, especially in the Javanese culture. In the Javanese society, the social and societal contexts are very influential in determining the goal of an utterance. The concepts of *angon rasa* – “being considerate of others’ feelings” - and *adu rasa* – “converging with others’ feelings”, as explained by Pranowo (2009) are important aspects related to contexts to understand the goal of an utterance in the Javanese society.

Furthermore, most of the respondents disagreed with statement A10, which states ‘In Pragmatic studies, the social and societal contexts play a small role in determining the goal of an utterance.’ This fact further reinforces the previous view, which states that the social and societal contexts play an important role in determining the goal of an utterance. In regard to the goal of an utterance, the linguistic data in the local culture is very different from the linguistic data of the Western culture (UK and USA). The linguistic data in the Western culture is largely determined by the situational context, while the linguistic data of the local culture is strongly influenced by social, societal and situational factors. Finally, the majority of the respondents agreed with statement C3, i.e. ‘Pragmatic learning based on the results of research on social, societal and situational contexts is important to improve the quality of learning in Pragmatic courses.’

This further confirms that pragmatics studies should not be merely based on concepts from existing Pragmatics reference books. Pragmatics learning, which is based on the research on social, societal and situational contexts, is desired by both undergraduate and postgraduate students. The small percentage of disagreement over this statement





proved to be very insignificant. Therefore, it is urgent to develop a Pragmatics learning model that is derived from the research findings in social, societal and situational contexts.

Furthermore, in the preliminary studies, questionnaires were distributed to obtain data from the prospective students on the feasibility of developing this learning model. In addition, the researcher also engaged in discussions with colleagues, both in Sanata Dharma and in other universities. The results of the dialogue with pragmatic experts further emphasized that Pragmatics learning model in universities must be modified, from merely focusing on the basic concepts of available sources to research-based learning, as done in the development of this Pragmatic learning model.

Finally, based on the results of the questionnaires distributed in the preliminary study and the discussion with the experts, the researcher believes that the development of a new pragmatic learning model is urgently needed. Based on the results of the preliminary study, the product, i.e. a Pragmatics learning model integrated with the results of the study of contexts, was designed to be developed.

#### 4. Conclusion

To conclude, based on the results of the preliminary study, both from the questionnaires distributed to students and from the discussions with experts and colleagues, the development of pragmatics course learning materials is urgently needed. The pragmatics learning materials must integrate the research findings in social, societal and situational contexts, instead of relying solely on existing reference books available in the market. By implementing the pragmatics learning materials that integrate the findings in the study of contexts, it is believed that pragmatics learning in universities will be more qualified. Through these learning materials, students will develop their critical awareness. The development of critical awareness through learning is expected to forge students to become reliable and resilient future researchers, in search of academic truths especially those related to the nature of language. Essentially, the end of any linguistic studies in various perspectives is on the nature of language itself, which acts as the nurturer of reason or awareness, initiator, developer, and caretaker in the cooperation.

#### 5. Acknowledgment

Thank you to Master Program of the Indonesian Language and Literature Education, Faculty of Teachers' Training and Education, Sanata Dharma University Yogyakarta for granting permission to carry out research. Then, editorial team of Gramatika Journal who has agreed to review and publish this article.

#### 6. References

- L. D. Newton and D. P. Newton. (2014). "Creativity in 21st-century education," *Prospects*.
- J. L. Mey. (2003). "Context and (dis)ambiguity: A pragmatic view," *Journal of Pragmatics*.
- R. Barnard, J. C. Richards, and T. S. Rodgers. (2008). "Approaches and Methods in Language Teaching," *TESOL Q*.
- C. Gretsch. (2009). "Pragmatics and integrational linguistics," *Lang. Commun.*



- J. Chen. (2017). "Research Trends in Intercultural Pragmatics," *Aust. J. Linguist.*
- H. Limberg. (2009). "Impoliteness and threat responses," *J. Pragmat.*
- M. A. Palacio and L. Gustilo. (2016). "A pragmatic analysis of discourse particles in Filipino computer mediated communication," *GEMA Online J. Lang. Stud.*, vol. 16, no. 3, pp. 1–19.
- R. K. Rahardi. (2016). "Personal and Communal Assumptions to Determine Pragmatic Meanings of Phatic Functions," *Ling. Cult.*, vol. 10, no. 10(2), pp. 95–98.
- D. Kulkarni. (2014). "Exploring Jakobson's 'phatic function' in instant messaging interactions," *Discourse Commun.*
- C. F. Meyer, M. A. K. Halliday, and R. Hasan. (2006). "Language, Context, and Text: Aspects of Language in a Social-Semiotic Perspective," *TESOL Q.*
- G. Leech. (2014). *The Pragmatics of Politeness.*
- M. D. Gall, W. R. Borg, and J. P. Gall. (1996). *Educational research: An introduction, 6th ed.*