

ABSTRACT

Yoseph Widirahmaya. 2015. The Students' Pragmatic Competence of Implicature in Spoken English. Yogyakarta: The Graduate Program in English Language Studies, Sanata Dharma University.

The goal of the present study was to investigate whether there is any significant difference of the students' pragmatic competence of implicature in spoken English. The considerations behind the goal were as follows: Language Competence consists of Organizational Competence and Pragmatic Competence. To be able to communicate using any language properly and successfully, human beings need to master those two components. However, in learning English as the target language especially at school the students often result at the unequal proportion development between the Organizational Competence and the Pragmatic Competence. Most of the results show that the Organizational Competence developed better than the Pragmatic Competence, although it is also possible that the Pragmatic Competence developed better than the Organizational Competence took place. The researcher was interested to investigate the development of the students' pragmatic competence of implicature in spoken English as the target language. Implicature as one of Pragmatic aspects interested the researcher. Implicature is the conveyed meaning beyond what is literally said. By conducting the present study, the researcher expected to contribute for the theoretical benefit as the description of the students' pragmatic competence of implicature in spoken English for the scientific report that can be used as a review in the second language acquisition, and in practical, it is hoped that the result of the study can be a meaningful input for schools in helping the students acquire the pragmatic competence better.

The present study belongs to the developmental study. To investigate the matter the researcher conducted a cross-sectional study. The population of the present study is the students of the English Language Education Study Program, Sanata Dharma University. The researcher compared three levels of semester students who were studying in the English Language Education Study Program of Sanata Dharma University. The researcher gave the same Multiple-choice Test in interpreting implicature commonly produced in spoken English to the sample of 90 students as the participants; 30 students were the second semester students, 30 students were the fourth semester students, and 30 students were the sixth semester students. The data then was analyzed using One-way ANOVA in order to see if there is a significant development in the Pragmatic Competence of implicature in spoken English between those three levels of semester.

The data analysis showed there was a significant difference between the group means, but surprisingly the pattern of the development showed that it was decreasing. The second semester means was 32.83, the fourth semester means was 32.77, and the sixth semester means was 30.60. In other words, there was a Pragmatic Failure occurred in the

L2 learning process. The researcher offered some suggestions that led to cultural immersion in which facilitates the students to completely immerse in the cultural background of the target language. The suggestions were offered because according to Thomas (1983): “A Pragmatic Failure is usually connected with a cross-cultural communication breakdown.”



ABSTRAK

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Penelitian ini bertujuan untuk meneliti apakah ada perkembangan kemampuan pragmatik mahasiswa yang signifikan khususnya dalam implicature dalam bahasa Inggris lisan. Latar belakang tujuannya adalah sebagai berikut: kemampuan bahasa terdiri dari dua komponen utama yaitu Organisational Competence dan Pragmatic Competence. Untuk dapat berkomunikasi menggunakan bahasa apapun, manusia perlu untuk menguasai ke dua komponen tersebut. Tetapi dalam mempelajari bahasa Inggris, khususnya di sekolah-sekolah, sering didapati ketidakseimbangan hasil dalam proporsi perkembangan ke dua komponen tersebut. Kebanyakan kasus menunjukkan Organisational Competence berkembang lebih baik dari pada Pragmatic Competence, meskipun ada pula kasus di mana Pragmatic Competence-lah yang berkembang lebih baik. Penulis tertarik untuk meneliti perkembangan kemampuan pragmatik mahasiswa, khususnya dalam hal implicature dalam bahasa Inggris lisan. Implicature adalah salah satu aspek dalam pragmatik. Implicature adalah maksud yang tersirat dalam apa yang diucapkan. Diharapkan melalui penelitian ini penulis dapat memberikan sumbangan deskripsi kemampuan pragmatik mahasiswa, khususnya dalam hal implicature, dan dapat memberikan masukan bagi sekolah-sekolah dalam mengembangkan kemampuan pragmatik dengan lebih baik.

Penelitian ini termasuk dalam studi perkembangan. Di dalam melaksanakan penelitian, penulis menggunakan studi cross-sectional. Populasi penelitian ini adalah mahasiswa S1 Universitas Sanata Dharma jurusan Pendidikan Bahasa Inggris. Penulis membandingkan hasil tes pilihan ganda tentang implicature dari tiga semester yang berbeda yaitu semester 2, 3, dan 4 sebagai sample dan untuk tiap semesternya diambil 30 partisipan. Hasil tes kemudian diproses menggunakan kaji statistic One-way ANOVA untuk mendapatkan deskripsi statistic perkembangan antara ke tiga semester tersebut.

Hasil data analisis menunjukkan bahwa ada perbedaan signifikan, tetapi pola perkembangannya menunjukkan grafik yang menurun. Nilai rata-rata semester 2 adalah: 32.83, semester 4: 32.77, dan semester 6: 30.60. Dengan kata lain, terjadi yang disebut Pragmatic Failure dalam proses belajar. Penulis mengusulkan beberapa gagasan yang mengarah pada proses di mana mahasiswa benar-benar masuk ke dalam latar belakang kebudayaan dari bahasa Inggris dalam proses belajar mereka. Gagasan-gagasan tersebut muncul berdasarkan teori Pragmatic Failure yang mengatakan bahwa menurut Thomas (1983): "Pragmatic Failure pada umumnya berhubungan dengan kegagalan komunikasi antar budaya."