

**PRAGMATIC COMPETENCE OF INDONESIAN EFL (ENGLISH  
FOREIGN LANGUAGE) LEARNERS IN UNDERSTANDING  
GRAMMAR AND PRAGMATIC ERROR**

**ARTICLE PUBLICATION**



**RESEARCH PAPER**

**Submitted as a Partial Fulfillment of the Requirement  
For Getting the Bachelor Degree of Education  
in English Department**

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**2014**



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(ENGLISH FOREIGN LANGUAGE) LEARNERS IN  
UNDERSTANDING GRAMMAR AND PRAGMATIC  
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Surakarta, 1 Desember 2014

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**ABSTRACT**

**By**

**EMMA FEBRI CAHYANI**

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*This study is about pragmatic competence of Indonesian EFL (English Foreign Language) learners. The researcher focuses on analyzing the comprehension of grammar and pragmatic errors. The objectives of this research are: to analyze the Indonesian EFL learner's comprehension towards the grammar and pragmatic errors; to identify whether the length of study gives influence to the learners in comprehension of grammar and pragmatic errors. The object of this research is the understanding of grammar and pragmatic errors. The subject of this research is Indonesian EFL learners, students in Muhammadiyah University of Surakarta. The researcher takes the subject base on the length of study, there are three levels: second semester (ScS); fourth semester (FS); and sixth semester (SS). The data of this research are errors in grammar and pragmatic. The data source obtained from the result of questionnaire. The method of collecting data is questionnaire (DCT) and interview. Based on the 75 participants and 10 questions of DCT there are 750 data of errors. This research shows that the length of study give influence to the understanding of grammar and pragmatic errors, but can't be measure of knowledge. It is also show that Indonesian EFL learners were more aware grammar error than pragmatic error.*

**Key words:** *pragmatic competence, grammar and pragmatic errors, EFL learners, second language.*

## A. Background

Chomsky (1965) stated that linguistic competence could be achieved with good grammar, but it is refuted by Hymes. Hymes suggested that Chomsky's notion should be replaced. Hymes (1972) coined the term communicative competence to replace linguistic competence. Communicative competence had an expansion since the first time was suggested. According to Jorda (2005) that many linguists gave their ideas about communicative competence, such as Canale and Swain (1980); Bachman (1990); and Celce Murcia et. Al (1995). According to Canale and Swain (1980), communicative competence was divided into three branches, namely: grammatical competence, sociolinguistics competence and strategic competence. In another time, Canale (1983) added one brances, Discourse competence.

From some scholars above, Chomsky's notion about linguistic competence that can be achieved with good grammar is not correct. Pragmatic competence is needed in communication. Therefore, it is necessary to understand the language appropriately according to the form and the use, because failure may cause users to miss key points that are being communicated or to have their message misunderstood (Eslami-Rasekh: 2005).

Based on Bachman (1990), besides learning organisational competence, learners are also required to learn pragmatic competence. Pragmatic component in Bachman's model is made up of two subcomponents, those are illucutionary and sociolinguistic competence. In the context of education in English as Second Language (ESL), English is only taught by focusing the grammatical form. However, in daily activities of ESL learners, they are using English language as L2 to communicate. In the context English as Foreign language (EFL), like it is in Indonesia. English has studied only at schools English, English viewed as a science, and mostly focus on the teaching of grammar and

reading comprehension. Finally, the input of EFL learners' only grammar and there is no input about the pragmatic awareness.

The focus of the present research, the first goal is to analyze the Indonesian EFL learner's comprehension towards the grammar and pragmatic errors. The second goal is to identify whether the length of study gives influence to the learners in comprehension of grammar and pragmatic errors. And, the third goal is to know the reason of learners relating to either grammar and pragmatic errors.

## **B. Method**

### **Participants**

Three groups of subjects participated in this study. The subject of this research is Indonesian EFL learners in University of Muhammadiyah Surakarta 2014. The researcher take the subject base on the length of study. There are 75 students with difference level and without considering between male and female. The first were 25 learners of second semester, the second were 25 learners of fourth semester and third were 25 learners sixth semester. The researcher take the subject base on the length of study, because to know whether the length of study gives influence to the learners in understanding of grammar and pragmatics errors.

### **The Data**

The data of this research are errors in grammar and pragmatic. The data source obtained from the result of questionnaire. There are two results of the questionnaire. First is result of errors, are the errors in grammar, pragmatic or both of grammar and pragmatic. And second is the reason of the learners why choose that answer. In collecting data, the researcher employs the technique as follows: questionnaire and interview. The questionnaire used to know the comprehension of learners in grammar and pragmatics errors. There are ten questions provided, each questions consists of context and conversation. The interview used to know the

reason provided by the learners relating their answer. In the interview, the reason of the learners not only written but also recorded.

### **Instrument**

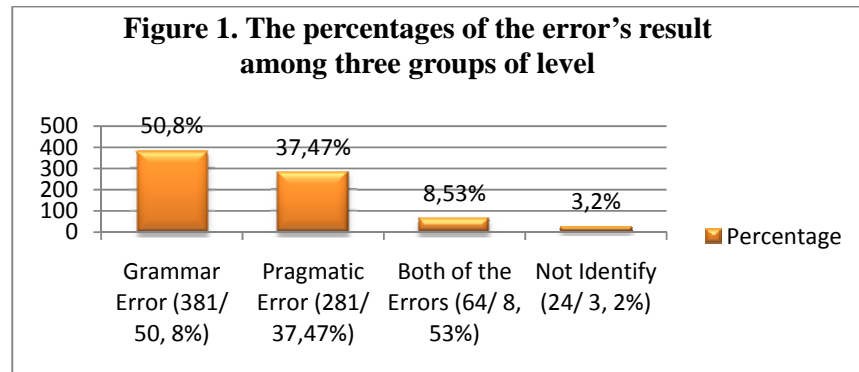
A pragmatic and judgment task was developed. The questionnaire takes from daily conversations. The researcher deliberates to blaming the grammar and the pragmatics. So, in the questionnaire they will get grammatical and pragmatic errors. There are ten questions provided to the learners, and the learners will answer whether the conversation are grammar error, pragmatic error or both of them errors and also enclose their reason.

### **Procedure**

The respondents will answer the questionnaire base on their knowledge about grammar and pragmatic. Respondences should choose ones of the possible answers from the answer choices. The questionnaire consists about 10 questions. In each questions there will begins by context and then continue with conversations. There are three possible answers in each questions: Grammar Error (GE), Pragmatic Error (PE), grammar and pragmatic Errors (BE). After that, the response will be interviewed by interviewee (researcher). The interview is about the reason from the answer in the questionnaire. The interview will be record in the recorder.

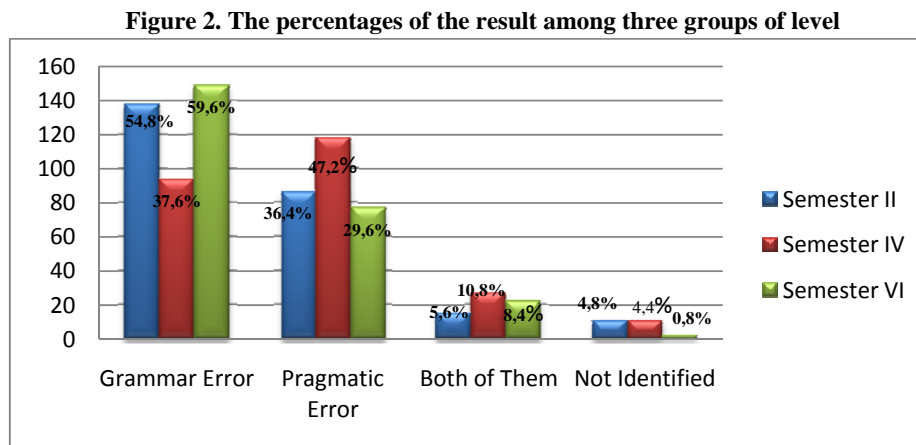
## **C. Result**

There are three objectives in this research. The first objective, the researcher gets From out of 75 participants and 10 situations there are 750 data. From the observation the researcher gets the result there are 381 data show Grammar Error (GE) 50, 8%, 281 show Pragmatics Errors (PE) 37, 47%, 64 show that both of the errors (BE) 8, 53% and 24 did not identify the errors 3, 2%.



It shows that, students in EFL learners were more aware grammar error than pragmatic error.

In the second part of the data analysis and second objective of this research, the researcher analyses whether the length of study gives influence to the learners in understanding grammar and pragmatics errors among three groups of level. From three groups of level that has been explained in above, the researcher limits the data follows:



Based on the graph above, we can conclude that: sixth semester (SS) were more aware grammar error; Fourth semester (FS) were more aware pragmatics error; and sixth semesters (SS) were more aware

grammar error. It means that the length of study influence the understanding of grammar and pragmatics errors of students. But, the length of study can't be measurement of learners in understanding of grammar and pragmatic errors.

The third objective is to know the reason provided by the learners. There are three option of the answer; grammar error (GE), pragmatics error (PE), and both grammar and pragmatics errors (BE). The researcher gets the result that the reason of grammar error (GE) there are 381 reasons; pragmatics error (PE) there are 281 reasons; both grammar and pragmatics errors (BE) there are 64 reasons; and 24 participants did not identify the errors. Learner's reasons provided on grammar error have more a lot of than pragmatics error. The reason in grammatical error was mentioned specifically; which word that makes error, not accurate, why it is error, it should be what; they good at that. For example in situation 9, the learner said that it is more accurate by using "finished", because it is present perfect and the formula is "have+V3"; in situation 8 , the learner said that it should omitted the word "was" in "I was went", because there is two verbs, it should only one verb in one sentence; etc.. The reason on pragmatics error provided by the learner includes appropriateness of the response, the politeness or impoliteness of the sentence. There is no other reason to prove, why the sentence or response is pragmatic error.



#### D. Conclusion

The development of pragmatic competence on the one hand and grammatical competence in other seems to be closely associated. Both of them should be equal to get good communicative competence. Some researchers prove that many EFL learners were more aware grammar error than pragmatic error. Actually, to mastery language the learners need to master both grammar and pragmatics.

In this research the researcher gets the result as:

1. From the analysis there were 381 data shows grammar error (50,8%), 281 shows pragmatic errors (37,47%), 64 shows that both of them errors (8,53%) and 24 did not identifying the errors (3,2%).
2. The length of study influence the understanding of grammar and pragmatics errors. But, the length of study can't be measurement of learners in understanding of grammar and pragmatic errors.
3. The kind of errors that often found by learners is grammar error. The reason in grammatical error was mentioned specifically than pragmatic error.

From the result above, the researcher conclude that the result of this research shows difference conclusion with Chomsky's notion. Grammar error was most appeared error's which found by learners. It means that in the Indonesian EFL learners, they were more aware grammar error than pragmatic error.

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