Pragmatics
Abstract

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Abstracs:

This paper aims to explain the importance of pragmatic areas to be studied in the development of teaching materials, the teaching of linguistics. To that end, I began this paper with a discussion of the linguistics understanding, pragmatics understanding, briefly explain topics development, and, by looking at the difference in studies with another fields in linguistics, showing the importance of pragmatics.The experts define the term pragmatics differently. Pragmatics grows from four trends or tradition, namely: (1) the tendency of insyntaxsism, (2) socio-critical tendencies, (3) the philosophical tradition, and (4) ethnometodology tradition. Topics include discussion of the pragmatics; they are speech acts theory, cooperative principles, implicature, relevance theory, and the theory of politeness. In conclusion, I see the importance of pragmatics in linguistics at least two things: first, pragmatics is the only level in linguistics which studies language by taking into account also users and secondly, relates to the inability of syntax and semantics to explain the phenomenon of the use of everyday language, I concluded that semantics and pragmatics look at the position as two complement each other. Furthermore, with regard to the teaching of language, pragmatics plays a role in the development of communicative competence.

Key words: Teaching Materials Development, Pragmatics, Linguistics

Makalah ini bertujuan untuk menjelaskan pentingnya wilayah pragmatis untuk dipelajari dalam pengembangan bahan ajar , pengajaran linguistik . Untuk itu, saya mulai tulisan ini dengan diskusi tentang pemahaman linguistik, pragmatik pemahaman , secara singkat menjelaskan pengembangan topik, dan , dengan melihat perbedaan dalam studi dengan yang lain bidang dalam linguistik, menunjukkan pentingnya ahli pragmatics.The mendefinisikan istilah pragmatik berbeda . Pragmatik tumbuh dari empat kecenderungan atau tradisi, yaitu: (1) kecenderungan insyntaxsism , (2) kecenderungan sosio - kritis, (3) tradisi filsafat , dan (4) etnometodologi tradisi. Topik meliputi pembahasan tentang pragmatik, yaitu teori tindak tutur, prinsip-prinsip koperasi, implikatur, teori relevansi, dan teori kesantunan. Kesimpulannya, saya melihat pentingnya pragmatik dalam linguistik setidaknya dua hal : pertama, pragmatik merupakan satu-satunya tingkat dalam linguistik yang mempelajari bahasa dengan memperhitungkan juga pengguna dan kedua, berkaitan dengan ketidakmampuan sintaks dan semantik untuk menjelaskan fenomena penggunaan bahasa sehari-hari, saya menyimpulkan bahwa semantik dan pragmatik melihat posisi sebagai dua saling melengkapi. Selanjutnya, sehubungan dengan pengajaran bahasa , pragmatik berperan dalam pengembangan kompetensi komunikatif.

Kata kunci : Bahan Pengajaran Pengembangan , Pragmatik , Linguistik

Preliminary

In the long term, as revealed by Yule (1996: 6), the study of language is dominated by the tendency to describe formal languages based systems, it means systems that are lower in mathematics and logic, and ignore the element of language users. For the latest level in linguistics, pragmatics is the only level that also takes into account human as language users. Despite having a focus of study similar to semantics, the meaning, as I will explain later, meaning that studied in different pragmatic meanings studied in semantics.

This paper aims to explain the importance of pragmatic areas to be studied in the development of teaching materials, the teaching of linguistics. To that end, I began this paper with a discussion of the pragmatics understanding, briefly explain topics development, and, by looking at the difference in studies with another fields in linguistics, showing the importance of pragmatics.

Pragmatics Understanding

The experts define the term pragmatics differently. Yule (1996: 3), for example, cites four pragmatics definitions, namely (1) a field that examines the meaning of the speaker, (2) a field that examines the meaning according to the context, (3) field, beyond the study of meaning which is uttered, examines the meaning of the communicated or communicated by the speaker, and (4) field that examines forms of expression by restricting the social distance participants involved in a particular conversation.

Thomas (1995: 2) mentions two tendencies in pragmatics which is divided into two parts, first, by using a social perspective, connecting with the pragmatic meaning of the speaker (speaker meaning), and second, by using a cognitive perspective, connecting with the pragmatic interpretation of utterances (utterance interpretation). Furthermore, Thomas (1995: 22), assumes that meaning is a dynamic process that involves negotiation between speaker and listener and the context of utterance (physical, social, and linguistic) and the potential significance of the speech utterances may, defines pragmatics as a field of study meaning in interaction (meaning in interaction). Leech (1983: 6 (in Gunarwan 2004: 2)) see pragmatics as a field of study in linguistics that is concerned with semantics. This lis as semanticsm he called, which is seen as part of the semantic pragmatic; pragmatisisme, which is seen as part of a pragmatic semantics, and komplementarisme, or look at the semantics and pragmatics as two complement areas.

Pragmatics developments

Mey (1998), as quoted by Gunarwan (2004: 5), revealed that pragmatic grow from four trends or tradition, namely: (1) insyntaxism tendencies; (2) socio-critical tendencies; (3) the

philosophical tradition; and (4) ethnometodology tradition. The first tendency, led by George Lakoff and Haji John Robert Ross, rejected the view Chomsky's syntaxism, that the study of language is central to syntax, and that the phonology, morphology, and semantics are peripheral. According to Lakoff and Ross, grace syntax (well-formedness) is not everything, because, as we often see, communication is still able to walk with the use of a form that is not slick syntactically (ill-formed), and even semantic (Gunarwan 2004: 6).

The second trend, which is growing in Europe, specifically in Britain, Germany, and Scandinavia (Mey 1998: 717 (in Gunarwan 2004: 6)), arises from the need for the science of language that is socially relevant, not that busy with mere description language independently. The third tradition, pioneered by Bertrand Russell, Ludwig Wittgenstein, and particularly John L. Austin and John R. Searle, is a philosophical tradition. The experts examined the language, including its use, in conjunction with logic. Leech (1983: 2), as quoted Gunarwan (2004: 7), suggests that the influence of the philosophers of language, such as Austin, Searle, and Grice, in a pragmatic greater than the effect of Lakoff and Ross.

The fourth tradition is tradition of ethnometodology tradition, the branch of sociology that examines how the members of the speech community (speech community) organize and understand their activities. In ethnometodology, language is not based on aspects grammatical studied, but based on the way the mutual interaction of the participants understand what they uttered. In other words, the study of language in ethnometodology more emphasis on communication, not grammar (Gunarwan 2004: 6).

Some of the discussion topics in Pragmatics

Follow-Speech Theory Through his book, *How to Do Things with Words,* Austin can be considered as the main trigger of interest in the study of pragmatics, because as revealed by Marmaridou (2000: 1 (in Gunarwan 2004: 8)), since it is the field of study that has been developed further, so that we can see a number of trends in the pragmatics, the pragmatic philosophical (Austin, Searle, and Grice), pragmatic neo-Gricean (Cole), cognitive pragmatics (Sperber and Wilson), and interactive pragmatics (Thomas).

Austin, as quoted by Thomas (1995: 29-30), means that the notion of logical positivism philosophers such as Russell and Moore, who argued that the language used in everyday life which is full of contradictions and ambiguity, and that statement is only true if both analytical or if can be empirically verified. For examples:

(1) There are six words in this sentence
(2) The President of Indonesia is Susilo Bambang Yudhoyono

From the above examples, it is understood that the philosophers who criticized Austin evaluated based on true or false statement (truth condition), which, according to the example above, the sentence (1) is analytically true and sentence (2) is true because it corresponds to reality. Terms truth was later adopted by the linguistic as truth conditional semantics (Thomas 1995: 30).

Austin (in Thomas 1995: 31) argues that one way to make a good distinction is not according to their truth or falsity, but by how language is used everyday. Through performatifnya hypothesis, on which the speech-act theory (speech-act), Austin argues that by speaking we do not just say something (to make-statements), but also to do something (perform actions). Speech aimed at describing something called constative and speech that aims to do something called a performative. The first subject to the requirements of truth (truth condition) and the second is subject to the terms of validity (felicity condition) (Gunarwan 2004: 8). For examples:

(3) With this, I marry you (performative)

(4) Joni house burned (constative)

In addition, Austin, as well as further emphasized by Searle (in Gunarwan 2004: 9), enter the constative utterances, because it has a structure that contains the meaning of the performative, as part of the performative (Austin 1962: 52 and Thomas 1995: 49). In example (4), the structure of the speech may have sounded *I said Joni house on fire.*

Action generated by the speech contains the three other action related, it means locutions (locutionary act), illocutionary act, and perlocutionary act (Yule 1996: 48). The Locutionary Act related to the production of meaningful speech, The Ilocutionary act primarily concerned with the intention or purpose of the speaker, and the perlocutionary act related to the effects of listener understanding the speaker's intentions are realized in action (Thomas 1995: 49). Moreover, as further developed by Searle (in Gunarwan 2004: 9), may be a follow-speech (direct speech act) and the follow-speech (indirect speech act). In a direct-speech act direct relationship exists between the sentence structure to function, whereas in indirect speech act, it does not directly use the (form) other speech-acts (Gunarwan 2004: 9;, and Yule 1996: 54-55).

In addition, Searle also mention five kinds of follow-speech function, which is assertive, directive, commissive, expressive, and the declaration (Littlejohn 2002: 80, and Yule 1996: 53 -54). Assertive or representative is a follow-speech which says about something the speaker believes is right; directive is a speech-act that requires the listener to do something; commissive is a follow-speaker speech used to express something that is going to do; the expressive speech is a follow-stated feelings speakers, and a follow-speech declarations is that change the status of something.

Principles of Cooperation (Cooperative Principle)

The Cooperative Principles is proposed by Grice. Grice argued that the conversations that occur in members of the community guided by a basic principle, namely the principle of cooperation (cooperative principle) (Yule 1996: 36-37 and Thomas 1995: 61). The cooperation in communication is realized in four maxim (maxim), namely (1) maxim of quantity (quantity maxim), provide information as requested, (2) maxim of quality (quality maxim), stating only that we think is right or sufficient evidence of its truth, (3) the relation maxim (maxim relation), contributing relevant information, and (4) thimbles way (Manner maxim), avoiding disclosure obscurity, avoid ambiguity, revealed briefly, expressed uniformly (Gunarwan 2004: 11 and Thomas 1995: 63-64).

In connection with the cooperative principle Grice above, in fact, in communication sometimes we do not abide by these principles. It is, as revealed by Gunarwan (2004: 12-14), based on several reasons, such as to provide information implicitly (implicature) and keep the other person's face (politeness). Implicature is an additional unstated meaning that has to be assumed in order to maintain the cooperative principles.

Implicature's Grice, as revealed by Thomas (1995: 57), referring to two kinds of implicatures, namely conventional implicature and conversational implicature. Conventional implicature is an implicature generated from logical reasoning, speech containing implicatures this type, as revealed by Gunarwan (2004: 14), can be exemplified by the use of words even. Conversational implicature is an implicature is generated due to the demands of a particular context (Thomas 1995: 58). For examples:

(5) Even the Minister of Religion attend my son's circumcision
(6) I happened to England to study for two years and leave tomorrow

The example (5) above is a conventional implicature that means the Minister of Religion usually does not attend the circumcision ceremony, while the sample (6) is a conversational implicature which means 'no' and the answer to the question would you like to attend my

son's circumcision salvation?. Unlike Grice, according to Gazdar, using the principles of cooperation Grice, implicature implicatures can be divided into specific and general implicature. The first is because of the context of the speech, such as example (6) above, while the second does not, such as the example (5) above.

Relevance Theory

Relevance Theory developed by Sperber and Wilson. It is a critique of the four maxims contained in the principles of cooperation Grice. According to them, the most important maxim in the theory of Grice is the maxim of relevance, and the conversation can continue to run even if only through these maxims. In the theory of relevance to learn how a message payload can be understood by the recipient. Sperber and Wilson (1995), as quoted by Renkema (2004: 22), states that the use of language (language in use) can always be identified by the called indeterminacy or underspecification. Through this, the recipient (addressee) just pick something that it deems relevant to what was to be conveyed by the message sender (addresser) in the context of a particular communication. For examples.

7) Ensure that all doors are locked when leaving the room.

Each reader can understand that the message is valid only if he would leave the room for the last time, not every time they leave the room, for example, to go to the bathroom. In other words, the message is given in the specification agreed by the addresser and addressee in the context of the communication.

Furthermore, to explain how a receiver understood the message, Sperber and Wilson (1995), as quoted by Renkema (2004: 22), set three kinds of relationships between the cue and implicature, namely: first, the speech is a form of communication ostensif action, such action to make things clear and understandable to the recipient, and second, communication not only include what is in the mind of the sender to the recipient in mind, but include the expansion of the area of cognitive (cognitive environment) on both sides. For example, in the example (7) above, the sender of the message recipient can expect a reaction to the message it conveys, it means that no need to lock the door if exit within a time limit and the situation is assumed to be safe, and the third, or the degree of relevance explicature, steps should skipped to understand the implicature in conversation. For instance, a description which is written by Renkema (2004: 23) below will give a pretty clear picture.

(8) A: Well, there is a shuttle service sixty euros one-way, when do you want to go?
B: At the weekend.
A: What weekend?
B: Next weekend. How does it works? You just turn up for the shuttle service?

A: That might be cheaper. Then that's fifty.

In the conversation above, an understanding of what the recipient would be submitted by the sender of a message going through several stages. In conversation, B thinks A understands that at the weekend means next weekend, but clearly a need to ensure every book purchase tickets. So is A, it assumes that B can understand that might be cheaper could mean If you purchase a ticket now, you have booked seat roomates costs 60 euros. If you buy tickets when you turn up, it costs 50 euros. In this case, the speech at the weekend, in terms of degree of relevance, relevance is low and speech processing require greater effort, while that might be cheaper is better relevance speech, because the higher the lower the contextual effect he needs processing effort.

Courtesy(politeness)

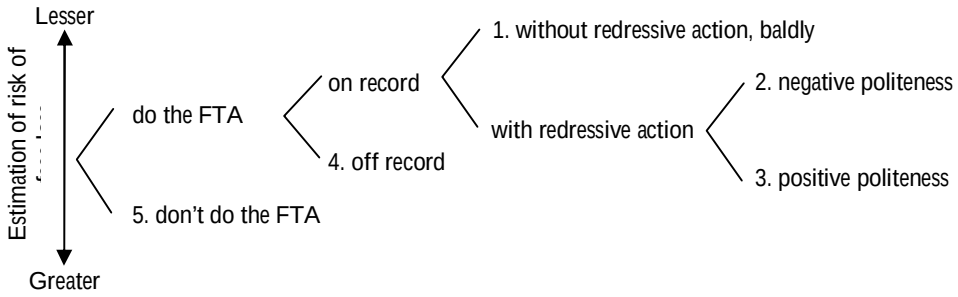
The concept of politeness strategies developed by Brown and Levinson's adaptation of the concept of face, which is introduced by a sociologist named Erving Goffman (1956) (Renkema, 2004: 24-25). According to Goffman (1967: 5), cited by Jaszczolt (2002: 318), "face is a picture of self-image in the social attributes that have been agreed upon". In other words, the face can mean honor, self-esteem, and self-image in public (public self-image). According to Goffman (1956), as quoted by Renkema (2004: 25), each participant has two needs in every social process: namely the need to be appreciated and needs to be free (not bothered). Needs of the first so-called *positive face,* while the second is *negative face.*

Based on the concept of face which is proposed by Goffman, Brown and Levinson (1978) build a theory about the relationship intensity FTA (Face Threatening Acts) with the political reality in the language of politeness (Renkema, 2004: 25). FTA (Face Threatening Acts) intensity expressed by weight or weight (W), which includes three social parameters, namely: first, the degree of disturbance or rate of imposition (R), in terms of absolute weight (absolute weight) a particular action in a particular culture, such as request "May I borrow your car? " have different weights with the request "May I borrow your pen?" and second, the social distance or social distance (D) between the speaker with his interlocutor, for example, the weight of both the above request is not too large if the two expressions are intended to his own, and Third, authority or power (P) owned by other person (Renkema, 2004: 26). Examples.

(9) a. Sorry, sir, may ask?
b. Passenger asked, Mas?

In the example above shows clearly, speech (9a) may be pronounced speaker socially lower than his interlocutors, such as student to faculty or the young to the old, while speech (9b) might say to people who are socially closer distance (9a).

Politeness (civility) in this case can be understood as an effort to prevent and or repair of damage caused by the FTA; FTA threatens the stability of the intensity of communication, it is increasingly necessary politeness strategy. Politeness, face work technique, which aims to get the so-called solidarity politeness positive face, it can be done, for example, with honors, while politeness is done for the purpose of politeness instead called respect, it can be done, for example by performing cooperative actions in communication (Renkema 2004: 25). In connection with this strategy politeness, Brown and Levinson (1978), as revealed by Renkema (2004: 26), the research shows that there are many ways to avoid the FTA to be reduced to five kinds of the ways listed in the chart below.



(Brown and Levinson 1978: 60)

The five strategies are sorted according to their level of risk "losing face"; higher the risk of losing face, the less likely the speaker did FTA. In this case, Renkema (2004: 27) gives an example of this strategy.

(5) a. Hey, lend me a hundred dollars. (baldly)
b. Hey, friend, could you lend me a hundred bucks? (positive polite)
c. I'm sorry I have to ask, but could you lend me a hundred dollars? (negative polite)
e. Oh no, I'm out of cash! I forgot to go to the bank today. (off the record)

Another politeness theory discussed by Leech (1983). Expert discusses the theoretical framework of civility in interpersonal rhetoric (Eelen 2001: 6). In this case, Leech (in Eelen 2001: 8) mentions six maxim of politeness, the thimble wisdom (Tact maxim), thimbles generosity (generosity maxim), thimbles praise (approbation maxim), thimbles humility (modesty maxim), thimbles agreement (aggreement maxim), thimbles sympathy (sympathy maxim), and, as revealed by Gunarwan (2004: 19), plus a thimble consideration (consideration maxim).

Pragmatics in Linguistics

As I described a bit in sub 3 above, one of the underlying trend is the development of pragmatic antisintaksisme Lakoff and Ross. In the syntax, as proposed by Yule (1996: 4), learned how antarbentuk linguistic relations, how these forms are strung together in a sentence, and how the circuit may be expressed grammatically well-formed. In general, the syntax does not question the meaning of the designee or the user language, so it forms like a cat raking leaves, although it can not be empirically verified, it still can be expressed syntactically slick.

In everyday life, the use of language is not solely based on the principle of well-formed in the syntax, but on the basis of interest in order to keep the communication going. More precisely, following the trend in ethnometodology, the language used by the speech community as a way of understanding the interaction of the participants what they ujarkan. On this basis, first, to understand, and often we find that communication can still run even if the language is not syntactically slick, and second, for the needs of the members of the speech community to mangorganisasi and understand their activities, in addition to grammar, meaning also a thing that can not be ignored in the analysis of language. Thus, it is understood that the main difference between syntactic and pragmatic, as well as stating the importance of pragmatic studies in linguistics, is the meaning of the user's speech and language.

Discussion of the meaning brings us to the importance of semantics, namely the level of linguistics which studies the relationship between linguistic forms (linguistic forms) and entities that are outside of language, the language analysis. Based on the truth conditional semantics, to be declared righteous, a statement must be empirically verified or should be analytical. Thus, swept the cat form is a form that is semantically unacceptable, because it can not be empirically verified and not including a statement of logic. However, the

discussion of the semantic meaning inadequate, because they overlooked the language of the user, so the form as if I could stand I would not be able to stand and I will come tomorrow morning, although this form may be encountered, can not be substantiated for the first violation and a second logic could not be verified immediately. In other words, to explain the phenomenon of the use of everyday language, in addition to syntax and semantics, it is also pragmatic in this case I understand as a field that examines the relationship between the structure used speakers, the meaning of what is spoken, and the purpose of the speech. Pragmatic usefulness, that are not in syntax and semantics, in this case can be demonstrated by, for example, how politeness strategies affect the use of language, how to understand conversational implicatures, and how Felicity conditions that allow for a follow-up speech.

Furthermore, to see the importance of pragmatics in linguistics, I will express opinions Leech (1980). According to Leech (in Eelen 2001: 6) the difference between semantics and pragmatics to, first, examine semantic meaning (sense) sentences are abstract and logical, pragmatic while examining the relationship between the meaning of speech and power (force) pragmatiknya, and second, semantically bound the rules (rule-governed), while bound to the pragmatic principle (principle-governed). On the difference of the first, although the meaning and power are two different things, they can not really be separated, because the power includes the meaning. In other words, the semantic meaning of the speech reviewing spoken, while study pragmatic meaning of utterances are communicated or communicated. Furthermore, in contrast to the principle of rule by its nature. Descriptive rules, absolute or absolute, and have clear boundaries with other rules, while the normative principles can be applied or relative, may conflict with other principles, and have restrictions pertaining to other principles.

Furthermore, in language teaching, as expressed Gunarwan (2004: 22), there is a relationship, that pragmatic knowledge, in a practical sense, it should be known by teachers to equip learners with the knowledge about the use of language in a particular situation. In the Indonesian language teaching, for example, this knowledge is essential for guiding learners to use a variety of language appropriate to the situation, because in addition to true, the language used should be good. In foreign language teaching, knowledge of the pragmatic principles in language that is essential for good communication skills in the language. In general, it can be concluded that the relation between pragmatics and language teaching is in terms of communicative competence that includes three kinds of competencies other than grammatical competence (grammatical competence), the sociolinguistic competence (sociolinguistic competence) related to socio-cultural knowledge of a specific language,

discourse competence (discourse competence) that are associated with the ability to pour a good idea, and strategic competence (strategic competence) that relates to the ability of exploring ideas through a variety of styles that are specific to each language.

Conclusion

As already mentioned above, the purpose of this paper is to show that pragmatics is important to learn the teaching of linguistics. Based on the explanation above, I see the importance of pragmatics in linguistics at least two things: first, pragmatics is the only level in linguistics which studies language by taking into account also users and secondly, relates to the inability of syntax and semantics to explain the phenomenon of the use of everyday language I see the position of the semantics and pragmatics as two complementary terms. Furthermore, with regard to the teaching of language, pragmatics plays a role in the development of communicative competence.

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