

CHAPTER V

CONCLUSION AND PEDAGOGICAL IMPLICATION

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This chapter presents two parts. The first is the summary and conclusion of the main points that have been discussed in the earlier chapters in relation with the research problems. The second is about the pedagogical implication of the study which focuses on teaching pragmatic skills to young learners.

5.1 Summary and Conclusion

The study conducted was on describing the pragmatic skills of a three-year old Indonesian toddler. The study was intended to the fulfillment of: (1) providing a description of the conversational skills performed by a three-year old Indonesian toddler, and (2) providing a description of communicative acts performed by a three-year old Indonesian toddler.

The data of the study which had been collected by using a tape recorder and note book were then transcribed and analyzed based upon the theory of conversational skills and communicative acts proposed by Ninio and Snow (1996). The conversational skills cover the turn taking, which include back channel, TRP, adjacency pair, latching, overlapping, topic relatedness, and topic selection and maintenance. The communicative acts cover 9 categories, i.e. Directives and Responses, Speech Elicitations and Responses, Commitments and Responses, Declarations and Responses, Markings and Responses, Statements and

Responses, Questions and Responses, Performances, Evaluations, and Demands for Clarifications.

The conversational skills analysis in turn taking showed that the subject was able to show attentiveness while listening to the interlocutor (back channel). The subject successfully performed this skill twice or 3.5% of the total number of the performed conversational skills (46 times). The skill of signaling the next speaker/interlocutor to take turn (TRP) also performed twice or 3.5%. The subject's performance in adjacency pairs was in two different results. First, the subject successfully gave adjacent responses to the previous utterances which were in form of questions and greetings. He gave adjacent answers to questions 27 times or 47.36% of the total number of conversational skills (46 times) whereas the adjacent response to greeting occurred 1 time or 1.75% of the total number of performed conversational skills. Second, the subject failed to give adjacent responses to the previous utterances which were also in the form of questions and greetings. The failure in providing answers to questions was 5.26% or 3 times of the total number of conversational skills performed by the subject while the failure in responding adjacently to greeting was 3.5% or 2 times of the total number of conversational skills (46 times). The subject sometimes took his turn microsecond after the previous turn end (latching). The subject did latching 4 times or 7.01%. Overlapping the subject did result in two different implications, i.e. negative and positive implications. The negative implications occurred when the overlapping caused violation of turn taking. On the contrary the positive implication of overlapping occurred when it functioned as a way to show

agreement between the speakers. The negative implication of overlapping performed 3 times or 5.26% of the total number of performed conversational skills (46 times) and positive implication of overlapping occurred 2 times or 3.5%. Concerning with Topic Relatedness (content-based), the subject failed to give related utterances 5 times. Three of them or 5.26% were the subject's failure in giving relevant answers to questions while irrelevant responses to statements occurred 2 times or 3.5% of the total number of performed conversational skills (46 times). The last part of conversational skill is the Topic Selection and Topic Maintenance. The subject initiated/selected topic 2 times or 3.5% of the total number of performed conversational skills (46 times). However, in the middle of conversation the subject often selected new topics which were irrelevant to the previous ones. This implies that the subject failed in maintaining topic. This failure in topic maintenance occurred 4 times or 7.01% of the total number of performed conversational skills.

The communicative acts performed by the subject can be listed from the one with the highest frequency of appearance to the lowest one. The analysis showed that the category of Questions and Responses had the highest frequency of appearance compared with the other 9 categories. The Questions and Responses codes performed 54 time or covered 33.96% of the total number of communicative acts codes appearance (159 times). The Directives and Responses came the second. The codes of this category performed 40 times or 25.15% of the total number of pragmatic skills appearance. Then it was followed by Statements and Responses whose codes performed 31 times or had the percentage of

coverage of 19.49%. The subject performed Markings and Responses codes 12 times or covered 7.54% of the total number of communicative acts appearance. Communicative acts skills categories of Commitments and Responses and Evaluations were performed by the subject 9 times for each of them or 5.66% of the total percentage. The subject's performance on Speech Elicitations and Declarations and Responses was the same. Each of them was performed by the subject 2 times or 1.25% of the total number of communicative acts appearance. Two categories, Performances and Demands for Clarifications, were not performed by the subject at all.

From the findings above, it can then be concluded that the subject failed to perform particular conversational skills, i.e. in maintaining topic, giving relevant responses, providing adjacent responses, and did overlapping which had the negative implication. In Communicative Acts the subject did not perform two categories. They are Performances, which has 1 code, i.e. PR (perform verbal move in game) and Demands for Clarifications which also has 1 code, i.e. RR (rerun request = request to repeat utterance). Ninio and Snow stated that children's ability to relate one's own utterance to the preceding utterance of the interlocutor and in a content-based way, providing answers, acknowledging requests, or requesting clarification of the interlocutor's utterance emerge later on (1996: 143). In Ignas case this late-emerging abilities result in his conversational inadequacies which are identified in some conversational skills failure and the absence of some communicative acts codes. Based upon this fact it can be said that considering the age, the subject still needs longer times and more stimulus

from his environment – parents, caretaker, peers, teachers – to develop his pragmatic skills. Interactions with others, adults and peers, in various speaking situations would encourage and provide assistance to the subject to perform pragmatic skills in a better way.

5.2 Pedagogical Implications of the Study

As well as acquiring words and rules about how to construct language, children need to learn to become skilled conversationalists and to adhere to the social conventions of conversation. However, pragmatic skills in children, especially at the age of three, are not well developed. This undeveloped state of pragmatic skills might lead children to conversational inadequacies. These inadequacies include a tendency not to respond appropriately to many conversational exchanges, failure to maintain conversational topic, perform many overlapping in conversation, failure in self-expression through communicative acts, such as inability to promise, thank, respond politely to thanking, request, answer call, express sympathy, give satisfying answer, etc. Ninio and Snow also stated that children acquire this ability over a long period of time. However, the writer believes that this ability is in a way teachable, that is, by providing sufficient, appropriate stimuli to children to assist them in acquiring this ability earlier. Therefore teaching pragmatic skills is necessary as the purpose of teaching them is to provide them with skills that will assist them to become good conversationalists.

Therefore, in the light of the findings, parents and teachers can start making an effort to create conditions which in effect will speed up the development of children's pragmatic skills. The writer has no doubt that pragmatic skills can be taught both at home and school. At home the parents are the ones who are responsible for providing the pragmatic skills stimulus to their children, while at school teachers are the ones who are responsible for preparing and teaching the pragmatic lessons. However, the fact shows that pragmatic lesson is never conducted in children classrooms. Based on this fact, then the writer would like to propose a pragmatic lesson with a hope that it will benefit the children as the purpose of giving pragmatic lesson is to provision them to interact effectively and appropriately with others. The pragmatic points brought to children classroom should be selected to contain only those which are suitable for the students' need and age. The followings are some examples of pragmatic skills which can be taught to children in classroom setting:

1. Greetings
2. Thanking and response to thanking
3. Answering calls
4. Requesting
5. Apologizing and response to an apology
6. Overlapping
7. Waiting for a turn
8. Interrupting
9. Asking permission

10. Asking for help
11. Giving and receiving compliments
12. Choosing appropriate topics for context

Here is an example of a pragmatic lesson which is suitable for the students of age 3 to 4 years old (preschoolers) and the pragmatic point introduced is 'Greetings'. The proposed lesson is in the form of a lesson plan on account for presenting clear procedures of what a teacher should do in a preschool classroom. The time allocation for the pragmatic lesson is 40 minutes (the Main Lesson) with ten students, at the most, and two teachers in the classroom. The following is an example of the proposed pragmatic lesson plan.

Pragmatic Point : Greetings
 Teaching Technique : Story Telling
 Time Allocation : 40 minutes (Main Lesson)
 Grade : Preschool
 Student Age : 3 – 4 years old

PROCEDURES	TIME ALLOCATION
Free Activity Students are free to play with their own favorite toys provided in the classroom. This is the time to introduce the pragmatic point.	15 minutes
Singing (topic-based) <i>Hello good morning</i>	20 minutes

<p><i>How are you, how are you?</i></p> <p><i>Hello good morning</i></p> <p><i>How are you, how are you?</i></p> <p><i>I'm fine thank you</i></p> <p><i>I'm fine thank you</i></p> <p><i>I'm fine thank you</i></p> <p><i>I'm fine thank you.</i></p>	
<p>Meal Time</p>	<p>15 minutes</p>
<p>Main Lesson (Story Telling)</p> <p>Ina goes to school. She goes to Playgroup.</p> <p>At school she meets her teacher, Ms. Ranti.</p> <p>Ms. Ranti greets her, "Good morning Ina."</p> <p>Ina replies, "Good morning Ms. Ranti."</p> <p>"How are you today Ina?" Ms. Ranti asks.</p> <p>"I'm fine, thank you. And you?" Ina replies.</p> <p>"I'm fine too." Ms. Ranti answers.</p> <p>Then both of them enter the classroom.</p>	<p>40 minutes</p>

If the material is presented in an Indonesian classroom, the pragmatic lesson is as follows:

PROSEDUR	ALOKASI WAKTU
<p>Aktifitas Bebas</p> <p>Anak-anak bebas bermain dengan mainan yang tersedia dalam kelas. Saat bermain ini bisa digunakan untuk memperkenalkan poin pragmatik yang akan diajarkan.</p>	15 menit
<p>Bernyanyi (sesuai topik)</p> <p><i>Selamat pagi</i></p> <p><i>Bu Guru, Bu Guru</i></p> <p><i>Selamat pagi</i></p> <p><i>Kawanku, kawanku</i></p> <p><i>Halo, halo</i></p> <p><i>Apa kabar?</i></p> <p><i>Halo, halo</i></p> <p><i>Apa kabar?</i></p>	20 menit
<p>Makan Bersama</p>	15 menit
<p>Pelajaran</p> <p>Ina pergi ke sekolah. Ia sekolah Playgroup.</p> <p>Di sekolah Ina bertemu dengan gurunya, Bu Ranti.</p> <p>Bu Ranti menyapa, “Selamat pagi Ina.”</p> <p>“Selamat pagi, Bu” jawab Ina.</p> <p>“Apa kabar?” tanya Bu Ranti.</p> <p>“Baik, Bu.” jawab Ina.</p> <p>“Ina sudah makan pagi?” tanya Bu Ranti.</p> <p>“Sudah” Ina menjawab dengan tersenyum.</p>	40 minutes

In the above lesson plan, the procedures are divided into 4 parts:

1. Free Activity

Here the students are free to play with any toys provided by the school. This activity can be conducted both indoor or outdoor. During the free activity teachers are supposed to introduce the pragmatic point. This introduction is done individually. As the pragmatic point is 'Greeting', teachers can greet each child personally while accompany him/her playing. Teachers should encourage the students to provide adjacent responses.

2. Singing

The purpose of this activity is as a warming-up before the students are led to the main lesson. This activity should be topic-based in which the song given is related to the pragmatic point the teachers wish to introduce.

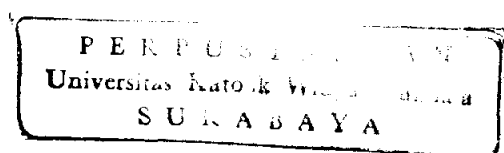
3. Meal Time

It is the time the students can have the meal they bring from home.

4. Main Lesson

Here teachers explain the topic to the students. The teachers are free to choose the appropriate teaching technique. Various technique can be applied to help/assist the students develop their pragmatic skills. In introducing 'Greeting' the story telling technique is chosen with the reason that through this technique teachers can easily invite students to participate to the story which in turn benefit them to absorb the pragmatic point better. Applying story telling technique requires media, in this case the availability of dolls or pictures representing the characters in the story is recommended. After the

story telling, teachers can lead the students to practice 'greeting'. Teachers can give different activities to put the students in real situation. The main lesson is closed by singing the song.



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