

CHAPTER I

INTRODUCTION

1.1 The Background

Foreign or second language (L2) listening is an important skill that provides the students of EFL with the ability to process second language input and to have interaction with speakers of other languages in their real-life everyday communications (Wolf et al., 2019). Listening is one of the basic skills that have to be mastered in learning English. In learning English there are two major skills: receptive skills which include listening and reading, and productive skills which consist of writing and speaking.

The first step if people want to speak English must be listening to sounds, words, and speech patterns (Wijayatiningsih, 2015). This means that listening has a fundamental role in language learning. However, listening is accepted as a difficult skill to master. The importance of listening in learning and communicating a language does not make it any easier. A group of people, especially students, think that listening is a difficult skill. Many people, especially students who study English in school usually believe that verbal communication is the main goal of their learning. However, according to the curriculum adopted by the school, speaking skills tend to be prioritized over listening.

Communication in society happens especially by the meaning of language. However the users of language, as social beings, communicate and use language in society's arguments. Society controls its access to linguistics and communicative means. Pragmatics, as the study of the way people use their language in communication, bases itself on a study of those premises and determines how they affect and bring about human language.

Sociolinguistic features influence language users in every context. As social people, we tend to pass on communication when we meet someone, it could be a simple question about how their day was or rather just a hello. People convey meaning, information, thoughts, beliefs, attitudes, and emotions when they speak with one another (Fathi et al., 2020). There are many types of communication acts that we use related to the term sociolinguistics. Examples of contexts that we usually use are pragmatics. (Rudner et al., 2018) asserted in his book "The Study of Language" clearly explains the meaning of pragmatics. Pragmatics is concerned with the study of meaning which is communicated by the speaker (writer) and interpreted by the listener (reader). Other theories about pragmatics can also be accepted before Yule's idea by Leech claiming pragmatics is the study of meaning in situations that occur with organized patterns and rules to find certain language preferences in situational meaning.

Usually, meaning research is done linked with the help of semantics. The exploration of what meaning means, however, is dependent on the theoretical perspective used. Frege and Russell, linguist philosophers of the relationship between linguistic expressions and the world events to which these words refer. Other schools of semantics involve analyzing arguments through formal rules the logic and argumentation theories that deal with the impact of semantic chunks in texts (Corsetti, 2014). The lexical perspective focuses on the semantic relationships between lexical items in a sentence, such as synonyms and polysemy. Finally, spoken words reflect the speaker's role and attitude, the purpose and context of the speech (Sarandi, 2010).

Pragmatics is the study of the meaning of words. A sentence in context is referred to as an utterance. Utterances, which have a variety of linguistic and non-linguistic features, are at the heart of pragmatic research (Kim & Pilcher, 2016). Speakers frequently transmit their intended meanings using implicit forms that are not encoded in the sentence. Some information can be presumed due to the real-time situational context and shared knowledge among speakers and listeners. Speakers create pragmatic events like speech actions and implicatures with the expectation that listeners will understand these inferences, which may only make sense in certain communication circumstances. Speakers frequently transmit their intended meanings using implicit forms that are not encoded in the sentence. Some information can be presumed due to the real-time situational context and shared knowledge among speakers and listeners. Speakers create pragmatic events like speech actions and implicatures with the expectation that listeners will understand these inferences, which may only make sense in certain communication circumstances (Sarandi, 2010).

Researchers can conclude based on what researchers have raised here that, pragmatics is appealing because it is about how people make sense of each other linguistically, but can be a

frustrating area of study because it requires us to make sense of people and what they have in their mind.

Furthermore, the researchers are going to take a look at some points about Pragmatics, language teaching, and listening skill. The researchers rely on some ideas of Schmidt about the use of Pragmatics in EFL class, particularly in school (Nawir, 2020). The researchers also discuss an example in which Pragmatics influences students' comprehension. Besides, the researchers are going to discuss some points of listening skills and the students' difficulties in listening tasks. The researchers choose listening skills because listening is very important in communication. If the hearer does not understand what the speaker says, the communication will be problematic. This fact shows why teachers have to be aware of Pragmatics' importance in EFL/ESL classrooms.

1.2 Research Problems

This study aims to find out the answers to the following questions :

1. Can the pragmatic approach enhance students' listening skills?
2. How the pragmatic approach can enhance students' listening skills?

1.3 Research Objectives

Based on the research problems above, the research objectives of this study are formulated as follows :

1. To find out whether a pragmatic approach can enhance students' listening skills or not.
2. To find out how to enhance students' listening skills through a pragmatic approach.

1.4 Significance of the Research

The findings of this study are expected to give some advantages for English Language Teaching, particularly to the students, teachers, and future researchers.

1. Students

A pragmatic approach is presented by this study which consists of some strategies and activities for students to practice their listening skills.

2. Teachers

The teachers can use a pragmatic approach as strategies their teaching activity in classes to enhance their students' listening skills.

3. Future researchers

This study can be useful for other researchers who are interested in conducting research that has a relation to the topic. They can also research different aspects or issues of the Pragmatic approach.

1.5 Scope of the Research

From the significance of the research, researchers will focus on analyzing the listening tasks that will be given to the students. In this part, the researchers will be focused on listening activities and what students have to do to be successful in this kind of task. The researchers will also check if, in this case, pragmatics helps or not students to understand better what is being conveyed in the exercise.