ENHANCING LISTENING SKILLS BY USING PRAGMATIC APPROACH

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ABSTRACT

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. The method we use in this research is descriptive qualitative with data collected through face-to-face observations. The results showed that questionnaire media were very effective in enhancing students listening. The authors found that developing a student's thinking through enhancing listening skills using a pragmatic approach was very effective in increasing students' knowledge. Through this learning, several students who have been the target of this research, students feel that this learning is very simple and easy to understand, the way of learning is also interesting and simple. enhancing listening skills using pragmatic approach is very helpful to add and develop students' mindset

Keywords: *Enhancing, Student's listening, Pragmatics*

INTRODUCTION

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. When people communicate with each other, they communicate meaning, information, thoughts, beliefs, attitudes, and emotions (Fathi et al., 2020). 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.

The study of meaning is usually linked with semantics. However, the investigation of what meaning depends on the theoretical perspective adopted. Frege and Russell, philosophers of language made the research of the relations between linguistic expressions and events in the world to which these words refer. Other semantic schools include the analysis of arguments through rules of formal logic and theories of argumentation which address the effect of semantic chunks in texts (Corsetti, 2014). A lexical perspective focuses on the semantic relations between lexical items in sentences such as synonymy and polysemy. After all, oral discourse reflects speakers' roles and attitudes, speaking purpose, and context (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.

METHOD

1. Research Design

Action research is a method of investigation. The term "action" refers to the process of recognizing concerns that are significant to an educational or social situation, while "research" refers to the process of gathering, documenting, and methodically analyzing data. Data can be both numerical and textual. Teachers in the field of applied linguistics frequently employ action research to analyze their classrooms.

Research Type and Design this research is a type of classroom action research. The Kemmis and Taggart model of classroom action research was used in this study.

According to the diagram above, there are four components: planning, acting, observing, and reflecting. This approach is popular because it is straightforward to implement.

Variable on the subject :

Variable input: Senior High School

Process variable: Enhancing listening skills

Variable output: Improving pragmatic Approach

2. Data Source

The subjects to be studied are students of SMA DWIWARNA Medan in grades X, totaling 12 students, the school having its address at Jl. Gedung Arca No.52, Teladan Bar., Kec. Medan Kota, Kota Medan, Sumatera Utara. This research was carried out in a school.

3. Instruments of Collecting Data

The research procedure of this research consist of two cycles, there is no difference in activities in cycle I and II. It's just that the planning part is only carried out in cycle I.

Test

A test is an instrument or tool that is used to collect data on the capacity of research subjects through measurement. For example, to assess the ability of research subjects in understanding particular contents, a written test (in the form of questions) will be employed.

Criteria for Testing

In order to be an instrument capable of providing the required data in research, the test must meet a number of requirements. The pretest is used to measure students' skills before they get the content, whereas the posttest is used to determine learning results after the material has been delivered.

4. Technique of Collecting Data

There will be two cycles to this classroom action research project. Each cycle contains the steps of planning, action implementation, observation in the implementation of the action. The following is a detailed description of the classroom action research method.

RESULTS AND DISCUSSION

1. RESULT

This research has been completed by going through two cycles within 2×40 minutes. Below will be explained the results and discussion of the first and second cycles along with the test results for each cycle.

a. Cycle I

Cycle I learning begins at 10:00 and closes at 11:00. In the first cycle, the teacher explained how students should apply enhancing listening skills by using pragmatics. One of the researchers began to explain in detail the broad meaning of pragmatics. Then the researcher will be referred to as the teacher. Students listen to the explanation from the teacher who explains in front. After that, the teacher gives the student worksheets to work on. To find out whether students can do the test.

1. Planning

Conduct conversations with the teacher regarding the topics to be covered in the study at this point. Next, create a lesson plan that includes the following items :

1. the teacher prepares a lesson plan that will be implemented
2. the teacher prepares the material and pretest, posttest
3. the teacher determines the standard of completeness criteria with students
4. the teacher prepares student assignment worksheets

2. Action

1. greet students

2. explain the activities to be carried out

3. open learning

4. explain the material in detail to students

5. give some examples to students

6. repeating the examples that have been explained

7. give an evaluation

8. draw conclusions

9. close the lesson

3. Observation

In the first cycle of research, the authors observed that students were quite able to follow the lesson. Able to follow the lessons described by the teacher. This is the student's test results in cycle I.

NO	TOTAL OF SCORE	TOTAL OF STUDENTS
1	100	-
2	90	-
3	80	3
4	70	-
5	60	1
6	50	-
7	40	5
8	30	-
9	20	3
10	10	-

11	0	-

4. Reflection

After seeing the results of the first test which were not so good, writers decided to carry out the second cycle.

b. Cycle II

In this second cycle research, the teacher teaches enhancing listening skills by using pragmatics by continuing the stages in the first cycle with the same material, and still giving direct tests. Here are the test results from cycle II

1. Action

1. greet students
2. explain the activities to be carried out
3. open learning
4. explain the material in detail to students
5. give some examples to students
6. repeating the examples that have been explained
7. give an evaluation
8. draw conclusions
9. close the lesson

2. Observation

Observations made by the author from the second cycle of research, students seem to understand learning better. the improvement was much better, along with the test results from the second cycle of research.

NO	TOTAL OF SCORE	TOTAL OF STUDENTS
1	100	4
2	90	-
3	80	3
4	70	-
5	60	3
6	50	-
7	40	1
8	30	-
9	20	2
10	10	-
11	0	-

3. Reflection

Based on the results of learning observations in cycle II, in general the learning has been going well, and is better than the previous learning. Learning in cycle II begins with planning the implementation of learning by providing student worksheets.

2. DISCUSSION

By developing students' thinking about enhancing listening skills using pragmatic approach the author explains in detail to increase students' knowledge. By explaining the broad meaning of enhancing listening skills using a pragmatic approach to students, they can hone insights and capture learning to be applied in everyday life. by learning listening

students are more enthusiastic in learning. from our research it is evident that students learn listening is very important. through the explanation of the material presented, students are increasingly active in learning listening, when students begin to be enthusiastic about learning it is a very good process in the learning process. the teacher asks students to develop a little explanation about enhancing listening skills using a pragmatic approach to make a simple sentence to hone students' memory about listening. During learning the teacher gets feedback from students in the form of responses such as answering when asked, being active when discussing, and asking if you have questions.

There will be an interaction between students and the environment during the learning process. according to Hilgard (in Sanjaya, 2007): learning is the process by which an activity originates or changed through training procedures (wether in the laboratory or in the natural environment) as distinguished from changes by factors not attributable to training (learning is a process of change through training activities or procedures, both in the laboratory and in the natural environment). and in the material delivered from the listening learning system, it is very useful in developing student characteristics, helping students to improve a student's creativity in improving thinking patterns.

From the results of the discussion, the authors found that developing a student's thinking through enhancing listening skills using a pragmatic approach was very effective in increasing students' knowledge. Through this learning, several students who have been the target of this research, students feel that this learning is very simple and easy to understand, the way of learning is also interesting and simple. enhancing listening skills using pragmatic approach is very helpful to add and develop students' mindset.

CONCLUSION

Based on the results of research conducted at SMA DWI WARNA MEDAN, the researchers can draw the following conclusions:

1. learning listening can lead students to understand the teaching material to be delivered.

2. Enhancing listening skills using pragmatic approach can improve language skills. understanding the meaning of what is explained.

3. By learning enhancing listening skills using pragmatic approach, it really helps a student's brain performance to improve student memory in learning.

4. Students can increase interest and focus on learning delivered from enhancing listening skills using pragmatic approach.

5. Learning enhancing listening skills using pragmatic approach makes students participate directly in the learning process ongoing basis students play an active role and are involved in thinking and solving problems from the beginning of learning to the end with the guidance of the teacher in learning

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