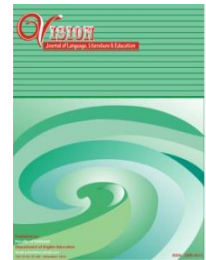




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PRAGMATIC TRANSFER IN THE SPEECH ACT OF PROMISE AMONG STUDENTS

Benni Ichsanda Rahman

Department of English Education, UINSU

Keywords	Abstract
<p><i>Keywords: pragmatic transfer, speech act, promise, discourse completion task</i></p>	<p>The study is focused on investigating the English Department Students of Semarang State University perform the speech act of promise, the most dominant strategies used, the factors influence the students in performing promise, and to analyze the pragmatic transfer occurred in their English conversations.</p> <p>The respondents of this study were 25 students of the sixth semester English Department, Undergraduate Program, Semarang State University. The data were collected by Discourse Completion Task (DCT). The responses were classified into 13 promise strategies as proposed by Gibbs & Delaney (1987). Furthermore, their responses which contained the pragmatic transfer were also identified and interpreted into two types of pragmatic transfer based on Kasper (1992): pragma-linguistic transfer and socio-pragmatic transfer.</p> <p>Using the DCT, 245 responses in English and 168 responses in Bahasa Indonesia were collected. The result showed that the respondents dominantly used “explicit promise” strategy (26.53 %) in English illustration, and “future act” strategy (23.31 %) in Bahasa Indonesia illustration. Moreover, the most dominant factor that influenced promise performance was the social power level, followed by social distance, formality, and last rank of imposition. Last, there were pragmatic transfers occurred in performing the promise. The students still transferred their L1 cultural norms into English interactions specifically in making promise, both in pragma-linguistic transfer and socio-pragmatic transfer.</p>

Faculty of Tarbiyah and Teacher Training, 1st Floor

Jalan Willem Iskandar Psr V Medan, 20731

Telp. 061- 6622925 – Fax. 061 – 6615685

INTRODUCTION

According to Searle (1969) in his theory of speech act (cited by Gibbs & Delaney, 1987), there are certain conditions that must follow the promise in order to make the promise successfully made. They are: (a) the speaker's utterance brings him or her under obligation to fulfill the promise because it is conventionally realized as promise, (b) that promise can be made only in situations where the addressee prefers that the speaker do the action promised; and (c) that the promise cannot be made in contexts where the speaker would have done the promised action in the normal course of events.

The promise is therefore placed on the functional aspect of language. According to Mey (2001: 97), the very wording of the act promise can lead misunderstanding. Its power often misleads the interactions among the speaker and the addressee. Thus, Mey (2001: 97) emphasized that promise all depend on the circumstance. In some cases, people pay attention to the people who promise, rather than to their exact words, while in other context, people focus on the social terms in which the promise is expressed. On the contrary, some people socially excess comprehend promises which are given without the verb of promise. Other examples, sometimes the speaker utterance does not indicate promise, but the hearer assumes it as a promise. Meanwhile, sometimes the speaker utters a promise, but the hearer does not assume it as promise at all.

Therefore, what the speaker means by his promise utterance needs to be clear enough. It is well understood in the communication perspective that what the goal of the speaker is very important in interactional format or routines in social relations. As the means of communication in saying something to other people, the speaker has to be able to represent his or her ideas, wishes and feelings.

Otherwise, people might use different ways in communication to his community, including the use of language ranks, actions and behaviors depending on the relationship status. Likewise, the different cultural backgrounds might bring people to miscommunicate with others. When people communicate with others in other language (second language or foreign language), even though they have learnt about the grammar of that language, usually they bring the cultural and social norm of their first language (L1) but do not consider the social and cultures rules of the second language (L2) or foreign language they use. This thing produces inappropriate linguistic behavior and brings the pragmatic failure.

Therefore, it is interesting to examine people's comprehension to those pragmatic conditions, specifically in making and understanding promise due to the phenomena that promise is very crucial in the interaction. Especially for Indonesian students who learn English as their foreign language, it is important to investigate how they comprehend a promise and how they make a promise.

Thus, according to those phenomena, it is really interested to (1) describe the types of promise strategies performed by students of when promising to others, (2) to find out the most dominant promise strategies performed by students, (3) to describe the factors that influence students in performing

promises, and (4) to explain how pragmatic transfer occurs in the promise performed by both in Bahasa Indonesia and in English.

RESEARCH METHODOLOGY

In conducting this study, qualitative approach was used by the writer. By using the qualitative method, the study was focused to analyze the factors that influence the process of understanding and making promise among students of English Department of Semarang State University. The data has been collected by method of Discourse Completion Task (DCT).

Then, the study has taken set in the classroom of the students. The English Departments students Undergraduate Program of Semarang State University in sixth and eight semesters have been distributed the discourse completion tasks (DCT) which containing several illustrations in real social life which the promise conditions involve there. Thus, they had to fulfill the questions sheet by their own answers. Around 20-25 students have participated. The reason why they were chosen as the participants due to the fact that they have adequate knowledge and they have taken Speaking III Subject in their curriculum so that they have had good proficiency in speaking. Thus, they have comprehended enough to understand and express the promise that have been given in the DCT sheets.

Method of Collecting Data

The data have been collected through Discourse Completion Task (DCT) method. A DCT method was introduced by Blum-Kulka at al (1989). It is a tool used in linguistic and pragmatic in gain particular speech act. The DCT is used in pragmatic research specifically in speech act to find the medium between naturally-expressing speeches and scripted speech act.

In this study, the participants have been given ten situations which require promise realization that must be fulfilled both in Bahasa Indonesia and English. It is followed the study of Gibbs & Delaney (1987). Ten short scenarios have been distributed that indicated someone about to say something concerning some future action. Each story contained our ways: (a) It could be left unchanged and thus satisfy all of the felicity conditions proposed by Searle (the normal contexts); (b) it could violate the Hearer Preference condition in such a way that the addressee would actually prefer the speaker not do the action and the speaker believes that the addressee would prefer his not doing the action promised; (c) it could violate the Non-evident condition in that it is obvious to both the speaker and the addressee that the speaker will have done the action in the normal course of events; and finally (d) it could violate the obligation condition in that it will be clear that the speaker believe that the promise placed him or her under no obligation to actually perform the action mentioned in the utterance.

Method of Analyzing Data

The data has been analyzed by following the study of Gibbs & Delaney (1987). They are: (1) identifying, (2) classifying (the responses of participants have been classified. Their responses were classified into 13 types of promise as proposed by Gibbs & Delaney 1987), then (3) comparing, and last (4) interpreting (after all the processes done, their responds have been interpreted by the origin of pragmatic transfer between Bahasa Indonesia and English promise as proposed by Kasper,1992 : pragma-linguistic transfer and socio-pragmatic transfer).

DATA RESULT

Strategy in Performing Promise in English and in Bahasa Indonesia

Twenty scenarios have been filled up by the students and their responds have been analyzed and classified based on the promise classification of Gibbs & Delaney (1987) both in English and in Bahasa Indonesia. The realization of promise strategies were uttered in various ways. There are 245 responds in English illustrations which filled up by 25 students, and 168 responds in Bahasa Indonesia illustration which filled up by 18 students. Totally, based on the analysis it can be took the conclusion the number of promising strategies used by the English Department students of Semarang State University both in English and in Bahasa Indonesia.

Frequency of promising strategies in English

Table 1. Average of promising strategy in English

No	Strategies	Frequency	Percentage (%)
1	Future act	54	22.04
2	Reassurance and future act	16	6.53
3	Statement of fact	21	8.57
4	Statement of fact and future act	50	20.40
5	Reassurance alone	13	5.30
6	If/then guarantee	7	2.85
7	Request and future act	3	1.22
8	Request to promise	0	0
9	Reassurance and statement of fact	11	4.48
10	Hedges	0	0
11	Bargaining	13	5.30
12	Explicit promise and future act	65	26.53
13	Offer	2	0.81
Total		245	100 %

By the table, it can be explained that the most dominant strategy in performing promise in English used by students is “explicit promise and future act”. Explicit promise means the usage of word “promise” in the utterance. 26.53 % or 65 promise utterances were produced by them. It can be interpreted that the use of word “promise” is very important and crucial in making promise in English. The speakers want to be trusted by the addressees therefore they explicitly use word “promise” on their utterances. Also, the speaker needs to ensure the speaker by that fundamental word.

The usage of explicit promise is found on all ten illustrations. Even, several illustrations are frequently dominated by this strategy. In each social level and context, the respondents still use “explicit promise” in various numbers, whether in different or same social power status, social distance, degree of formality and rank of imposition. For instance: “I promise that I will keep your room clean” is explicit promise by respondent in illustration where the speaker and the hearer in the same social power level, “Sir, I promise I will fix it and do better work” is the explicit promise example by respondent in illustration where the speaker is in lower power level than the hearer, and “I will send this letter to your company soon, I promise” is the sample of explicit promise where the speaker is in higher power level than the hearer.

Nevertheless, the frequency or the percentage of “explicit promise” is not absolute. 26 percents is not more than a half or a even a third. It is still followed by “future act” strategy in second most dominant strategy used in 22 percents. 54 utterances of “future act” strategy are uttered. This strategy is a way in performing promise by telling the commitment and willingness to do the promise in a simple way. Statement like “I will” is the favourite one by the students in making promise.

Moreover, it is not quite different to “future act” strategy, there is “statement of fact and future act” strategy in the third position. 20 percents or 50 utterances are produced by students in this strategy. “Statement of fact and future act” is a strategy in making promise where the speaker states a fact about the world in addition to plan to fulfill some particular actions in the future. Or in other word, it is the strategy that used in making promise by telling the reasons, apologies, or requests first and followed by the promise then. By this data, it can be interpreted that the students still state the reasons before commit to perform the promise.

Beside those three most dominant strategies, other strategies are also used by the students, although in fewer frequency. Those frequency of strategy distributions indicates that the richness of pragmatic speech act in promise. It is really suitable to the proposal of Searle (1962: 52, cited on Mey (2001: 98). He explained that there are several ways to make a promise in certain language, and it is not only the context that establishes whether the expression belongs to promise or not.

Frequency of promising strategies in Bahasa Indonesia

Table 2. Average of promising strategies in Bahasa Indonesia

No	Strategies	Frequency	Percentage (%)
1	Future act	39	23.21
2	Reassurance and future act	0	0
3	Statement of fact	27	16.07
4	Statement of fact and future act	33	19.64
5	Reassurance alone	9	5.35
6	If/then guarantee	4	2.38
7	Request and future act	0	0
8	Request to promise	0	0
9	Reassurance and statement of fact	11	6.54
10	Hedges	4	2.38
11	Bargaining	14	8.33
12	Explicit promise and future act	23	13.69
13	Offer	4	2.38
Total		168	100 %

By the table, it can be explained that there are three most dominant strategies in making promise by students in Bahasa Indonesia; (1) Future act, (2) statement of fact and future act, and (3) statement of fact. These three strategies are quite balance which number one is future act.

The first most dominant strategy is “Future act”. This strategy was uttered 39 times or 23.21 percents. “Future act” strategy is a way in performing promise by telling the commitment and willingness to do the promise in a simple way. The word “akan (will)” is the favourite one by the students in making promise.

Again, it is really appropriate with the theory of Mey (2001: 97). He noted that promise all depend on the circumstance. In some cases, people pay attention to the people who promise, rather than to their exact words, while in other context, people focus on the social term in which the promise is expressed. As well as, some of people socially most binding promises are given without the verb to promise ever being used.

Furthermore, the second most dominant strategy in performing promise is “statement of fact and future act” strategy. 33 or 19.64 percents statements of fact were uttered in this type. “Statement of fact and future act” is a strategy in making promise where the speaker states a fact about the worl in addition to plan to fulfill some particular actions in the future. Or in other word, it is the strategy that used in making promise by telling the reasons, apologies, or requests first and followed by the promise then. It

can simply be interpreted that students want to make sure themselves and the addressee firstly before commit to do the promise.

Moreover, the third most dominant strategy in performing promise by students is “statement of fact”. 27 or 16.7 percents promises were produced in this strategy. As explained at previous chapter, statement of fact means telling the fact about something without any plan or particular action. By this strategy, the speaker only delivers reason rather than committing to act. It can be interpreted that the students preferred to state the reasons and fact to produce promise and to act.

It is really suitable to the proposal of Searle (1962: 52, cited on Mey (2001: 98). He explained that there are several ways to make a promise in certain language, and it is not only the context that establishes whether the expression belongs to promise or not. In conclusion, I relate the findings with the suggestion of Ariff and Mugableh (2013). They highlighted that the promising behavior in one society cannot be confined to the notion of being a true or false. As well as, promising must be scrutinized in the light of many interrelated social as well as psychological factors including the dispositions of the interlocutors, the context of the utterance, and the intention of interactants. Thus, in making and understanding promise, there are rules and conditions that must be considered to count a speech act as a promise.

The factors that influence the promise realization

There were each 10 scenarios both in English and in Bahasa Indonesia distributed to the students as respondents. The ten scenarios were distributed into several different settings. The differentiation is meant to analyze whether the strategy in making promise are same between one context to others. Each of the ten scenarios has own context between the speaker and the addressee. They consist of the level of power, range of imposition, formality and distance (as the theory of politeness strategy of Brown and Levinson, 1996). These four factors are the units being analyzed to determine the most or least dominant factors influence the promise strategy realization. The analysis can be explained below:

Table. 3. Factors influencing promise strategy in English

Illus tration	Factors				Frequency of Strategies Used												
	Po wer	Dis tance	Impo- sition	For- mality	A	B	C	D	E	F	G	H	I	J	K	L	M
1	P=	D+	I-	F-	4	6		3					1			10	
2	P+	D-	I+	F+	12	1	4	2		1			1		2	2	
3	P-	D-	I+	F-	6		2	5		1					3	4	2
4	P+	D-	I+	F+	5	6		8			1				1	4	
5	P-	D-	I+	F+	3	1	1	1		2	1		2		2	12	
6	P-	D-	I+	F+		1	6	7	1	1					3	6	
7	P-	D=	I+	F+	1		3	4		1	1		2		1	12	
8	P=	D+	I+	F-	3		1	11	1	1						8	
9	P=	D+	I-	F-	12	1	1	4							1	5	
10	P=	D+	I-	F-	8		3	5	1				5			2	

Table. 4. Factors influencing promise strategy in Bahasa Indonesia

Illus tration	Factors				Frequency of Strategies Used												
	Po wer	Dis tance	Impo- sition	For- mality	A	B	C	D	E	F	G	H	I	J	K	L	M
1	P=	D+	I-	F-	4	6		3					1			10	
2	P+	D-	I+	F+	12	1	4	2		1			1		2	2	
3	P-	D-	I+	F-	6		2	5		1					3	4	2
4	P+	D-	I+	F+	5	6		8			1				1	4	
5	P-	D-	I+	F+	3	1	1	1		2	1		2		2	12	
6	P-	D-	I+	F+		1	6	7	1	1					3	6	
7	P-	D=	I+	F+	1		3	4		1	1		2		1	12	
8	P=	D+	I+	F-	3		1	11	1	1						8	
9	P=	D+	I-	F-	12	1	1	4							1	5	
10	P=	D+	I-	F-	8		3	5	1				5			2	

Note=

P	: Power	A: Future Act
D	: Distance	B: Reassurance and Future Act
I	: Range of Imposition	C: Statement of Fact
F	: Formality	D: Statement of Fact and Future Act
+	: High	E: Reassurance Alone
=	: Middle	F: If/then Guarantee
-	: Low	G: Request and Future Act
		H: Request to Promise
		I: Reassurance and Statement of Fact
		J: Hedges
		K: Bargaining
		L: Explicit Promise and Future Act
		M: Offer

In line to the theory of direct and indirect speech act in conversation, promise is also one of speech act that needs both of those strategies. By the ten illustrations distributed, the responses of the respondents are various in each illustration. Each illustration is divided into several contexts which the four factors are involved. Those direct and indirect strategies selections and also the promise strategies selections depend on the contexts. Those four factors are correlated one each others even one factor might be more dominant than other factors.

Pragmatic Transfer in the promise realization

By the data results, it can be seen that there were several pragmatic transfer occurs in the promise realization by the English Department students of Semarang State University. In responding the DCT given, several students bring their first language (L1) behavior and cultural norm to their responds in English (L2). They produced and developed their English utterances by combining it with Bahasa Indonesia.

In order to see how the pragmatic transfer occur in the promise strategy realization, I follow the theory of Kasper (1992) which categorized pragmatic transfer into two types, (1) pragma-linguistic transfer and (2) socio-pragmatic transfer. As explained in the previous chapter, pragma-linguistic transfer is occurred when the utterances produced by L2 speakers/learners are systematically different from the native speaker. Meanwhile, socio-pragmatic is defined as the process of transferring speaker's perception about how to perform in given situation from native language behavior to the second language situation. In simply definition, it is the transfer occurred by the effect of social conditions of language usage, such as gender, social relationship and distance.

Pragma-linguistic transfer

Here is one example of pragma-linguistic transfer in performing promise produced by the students.

Haha, don't underestimate me. I'll be the first one to arrive

This kind utterance is commonly found in Bahasa Indonesia conversation. Here the student brings his L1 cultural norms and interfere the Indonesia pragmatic. Maybe in Bahasa Indonesia the student wants to write “haha jangan sepele, nanti aku yang pertama datang”. By his utterance, the student wants to make sure the addressee that he will not be late for this chance. This term is acceptable in Indonesia context. But in English speaking country, this way is not appropriate. It is better for the student to use “you can keep my word, I'll come early” as the proper utterance.

Socio-pragmatic transfer

Here is an example of socio pragmatic transfer in performing promise produced by the students.

Insyah Allah I will buy the book soon, mam. I promise to you

As the most population Muslim country, the utterance which use phrase “Insyah Allah” is very common. Here, the students interferes the Indonesia cultural norms into English. Commonly in Indonesia, those are two types of people using phare Insyah Allah: serious one and unserious one. For serious Insyah Allah, it show the commitment to do the thing promised by asking the help of Almighty God. But for unserious Insyah Allah, it show the refusal or uninterested indirectly. This pragmatic awareness is suitable to be used in Indonesia context, because all the community understands it. But in English speaking country, the phrase of Insyah Allah is not acceptable as the community do not understand it.

CONCLUSION

By the data, in the English promise performance, the first dominant strategy used by the students was explicit promise strategy. 26.53 percents utterance was produced in this strategy.. Moreover, the second dominant strategy in performing promise was “future act” strategy. 22 percents promise in this strategy were produced. Then, the third dominant strategy used by the students in performing promise was “statement of fact and future act” strategy. 20 percents utterances were produced in this strategy.

Meanwhile, based on the data result, the realization of promising strategy in Bahasa Indonesia by the students was a bit different with promise in English. The first dominant strategy in performing promise in Bahasa Indonesia was “future act” strategy. 23.31 percents utterance were produced in this

strategy. “Moreover, the second dominant strategy in performing promise in Bahasa Indonesia was “statement of fact and future act” strategy. 19.64 percents utterances were produced in this type.

Moreover, by the data, it can be found what the factors in influencing the students in performing promise were. The first factor that influences students in making promise was the power level. Then, the second factor that influences students in making promise was the formality. Formal situation brings the people to behave formally. Last, the third factor that influences students in making promise was the distance. The closeness of relationship will make people saying promise in different way. Saying explicit promise is omitted due to the fact that people do not need to ensure the addressee because they have known one each other. Even the speaker utters promise in other ways, the addressees have been recognized is as the promise.

Furthermore, in producing the promise in English, the students applied some similar pragmatic awareness that is realized in Bahasa Indonesia. Several students still brought their cultural norms in performing promises in English. They transferred their first language pragmatic knowledge to the English as the second language. This kind of transfer builds the misunderstanding for the native English speaker. This is what is called as pragmatic transfer. There are two types pragmatic transfer which were produced by the students; pragma-linguistic transfer and socio-pragmatic transfer. In pragma-linguistic transfer, the utterances such as

“Haha, don’t underestimate me. I’ll be the first one to arrive”,

“Please just in this time sir”,

You have known me right? It will never happen”

are common expressions which are found in Indonesia conversations. But in English speaking countries, those statements are not found and bring them bit confusion.

Meanwhile in socio-pragmatic transfer, the utterances such as

“Insya Allah I will buy the book soon, mam. I promise to you”

“I promise that I will go back home, then at that time I will bring a lot of souvenirs from here”

“I’m sorry mom, it is because the condition and please believe me next time”

are usually found in Indonesia and which culturally accepted. But in English speaking countries, those statements are not acceptable and bring them bit confusion.

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