Application of the Pragmatic Approach in Learning English for Middle School Students

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Abstract: This research aims to improve the ability of class IXC students at SMP Negeri 1 Kudus in understanding the resource person's explanation in the English subject on the material "Listening to someone giving interesting news or information" by applying the Pragmatic Approach Model, so that learning English becomes more fun and creates creativity. This Classroom Action Research (PTK) was carried out in class IXC of SMP Negeri 1 Kudus. Activities were carried out in two action cycles. The research results show that student learning outcomes in learning English in the material "Listening to someone giving interesting news or information" have increased. Thus, it is concluded that the Pragmatic Approach can improve the understanding of Class IXC students at SMP Negeri 1 Kudus in learning English in the material "Listening to someone giving interesting news or information" and improve their learning outcomes.

Keywords: Learning Outcomes, Pragmatic Approach, English

1. Introduction

Education plays a very important role in improving the quality of human resources (Oktarina, 2007; Krismiyati, 2017; Afifah, et. al 2021; Aflahah, et. al 2021; Almia, et. al 2021). Therefore, development is comprehensive and complex so that the goal of education is towards growing educated and trained people so that they are able to develop themselves and have a sense of responsibility for the development of the nation. Teachers are essentially a strategic component that has an important role in determining the progress of the nation's life (Iskarim, 2013; Sanusi, 2013; Wati, et al., 2020; Amalia, et. al., 2021; Amin, et. al., 2021). In fact, the existence of teachers is a condicio sine quanon factor that cannot possibly be replaced by any component of national life since the past, especially in this contemporary era (Kurniawan, 2017; Ardyaningsih, et. al., 2021; Ekanasari, et. al., 2021; Endiawan, et. al., 2021).

Based on the statement above, it is clear that the existence of teachers is a very urgent and vital element of the nation and the main key to the progress of the nation itself, especially in the field of education. Even though teachers in the educational process chain do not stand alone, because there are still other factors that greatly influence them, teachers are the key factor that develops students' learning motivation.

The reality in the field, in Class IX C of SMP Negeri 1 Kudus, especially in the English subject, learning activities still do not show the development of students' learning motivation. Learning is emphasized more on a model that is often characterized by lectures and is teacher centric. This results in students being less involved in learning activities. Student activities are just sitting, being quiet, listening, taking notes and memorizing. This activity results in students participating less in learning activities which tends to make them quickly bored and lazy about studying. Seeing these conditions, it is necessary to have alternative learning that is oriented towards how students learn to find information for themselves, develop topics that have been studied and will be studied in everyday life, and can interact in multi-directional ways with both teachers and students in a fun and friendly atmosphere.

The standard of English language competency in the material "Someone Giving Interesting News or Information" in the Listening aspect is: understanding the meaning in simple short transactional and interpersonal conversations to

interact with the surrounding environment, as the basis for the title of this class action research. In order for learning to be successful, it must be linked and adapted to the situation and conditions or characteristics of the students themselves so that the learning process will run effectively (Aprilia, 2013; Fathurohman, et. al., 2021; Fathurohman, et. al., 2021; Fitriani, et. al., 2021; Yusuf, et. al., 2021; Zuliyanti, et. al., 2021). Thus, learning emphasizes students as the main subject required.

From the problems stated above, it is necessary to look for new strategies in learning that actively involve students. Learning that prioritizes competency mastery must be student-centered (Focus on learners), provide relevant and contextual learning and learning experiences in real life (provide relevant and contextualized subject matter) and develop a rich and strong mentality in students.

This is where English teachers are required to design learning activities that are able to convey the acquired language knowledge and skills, which are useful in everyday communication, to avoid presenting material (especially linguistics) that is not useful in everyday communication, emphasizing that through teaching English, students are expected to be able to capture ideas expressed in English, both orally and in writing, and be able to express ideas in English, both orally and in writing. Assessment is only a means of language learning, not a goal, hoping that an interactive atmosphere will occur in the classroom to create a productive language-using community. There is no dominant teacher role. The teacher is expected to be the "trigger" of spoken or written language activities. The role of the teacher as someone who knows or provides information about English knowledge should be avoided. In this case the author chose the Pragmatic Approach in improving the ability to analyze reports, find information, and write reports in English subjects.

The pragmatic approach is an approach to literary works that focuses on the usefulness of works of art for readers/society (Gumono, 2017; Handayani, et. al., 2021; Hasanah, et. al., 2021; Majid, et. al., 2021; Melinda, et. al., 2021). The use of the Pragmatic Approach in teaching English is based on the principle that teachers teach English as a skill, including integration of form and meaning, emphasis on practical language skills, and productive interaction between teachers and students (Ratnadewi, 2016; Mujiwanto, et. Al., 2021; Nirwanto, et. al., 2021; Nisa, et. Al., 2021; Saputri, et. Al., 2021). The first principle suggests that the knowledge and language skills acquired are useful in everyday communication.

Based on the description above, it can be stated that in learning English it is hoped that students will be able to read, write and pronounce English well and correctly, teachers have tried their best to do this through various methods, models and media, but there are still many class IXC students who achieve grades below the KKM 70. Therefore, the author tries to find a solution by applying the "Pragmatic Approach" learning in improving the ability to understand the Resource Explanatory Text in English subjects, in order to obtain achievements that reach the KKM score of 70.

2.   Structure of References

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3.   Research Methodology

The method in this research is classroom action research. The classroom action research procedure was carried out in two cycles, and each cycle was carried out in accordance with the changes achieved, according to the design of the factors studied. To determine the effectiveness of learning at SMP Negeri 1 Kudus Class IX C, observations were made of the learning activities carried out by the teacher, good interviews were held. with teachers and students. Through this activity, deliberations can be held between the teacher and the observer to determine the most appropriate action in order to increase the effectiveness of learning in class IX C. The location of the classroom action research is class IX C, even semester at SMP Negeri 1 Kudus. The time for carrying out classroom action research in Class IX C of SMP Negeri 1 Kudus, during English learning using the Pragmatic Approach Model is Wednesday, February 2 2020 for Cycle I and February 9 2020 for Cycle II, so as not to disturb other lesson hours. The subjects of this classroom action

research were Class IXC students of SMP Negeri 1 Kudus for the 2019 - 2020 academic year. The selection of research subjects was based on the condition of Class IX C, with a total of 32 students, because it was assumed that the characteristics and abilities were considered the same.

4. Results and Discussion

Learning English in the Listening aspect with the theme "Listening to someone giving interesting news or information" in Class IXC of SMP Negeri 1 Kudus in this class action research was carried out in 2 cycles, each cycle consisting of preliminary study, planning, action, observation and reflection of the activities carried out. In the first cycle the researcher carried out: a) identification of problems regarding English learning material in the Listening aspect in the theme "Listening to someone giving interesting news or information" with the learning strategy usually used, namely the conventional approach, b). observations using observation and photography, c). evaluating the impact of the conventional approach used a list of student activities. The activities used generally use conventional learning models, namely the lecture method, question and answer and giving assignments. In the learning process in Class IX C of SMP Negeri 1 Kudus the teacher is still the center (teacher centered). The learning process becomes less meaningful, because the teacher does not emphasize the meaning of the learning material to students. Teachers do not provide strong motivation so that students are less active in the learning process. In this research, the author collaborated with other teachers in preparing a research plan, which includes: 1) learning objectives, 2) competencies and learning materials, 3) learning strategies in the form of models and media used, as well as learning resources and 4) evaluation of learning outcomes. At the beginning of learning, observations are made of the teacher opening the lesson such as apperception of the material to be discussed and providing motivation to students. Learning activities in class were observed from start to finish. In the first cycle, the results of observing teacher performance in teaching and learning activities were assessed as quite good by the observer. Meanwhile, the observer assessed that student activities in the learning process activities were not good. Research in cycle II was carried out by correcting the mistakes made in the first cycle. The learning plan used is the result of revisions based on the weaknesses that occurred in cycle I. The results of improvements to the learning implementation plan have a good impact on the smooth running of English language learning activities in cycle II. This can be seen from observations, where the observer assessed student performance in the learning process activities as very good. The same thing is also true in the assessment of teacher performance in teaching and learning activities which is considered very good by observers.

The level of achievement of mastery of English learning material in the material "Listening to someone giving interesting news or information" increased at the beginning of learning reaching an average of 51.73, in cycle I it reached an average of 67.5 and in cycle II it increased to an average of -average 81.59. Thus, the increasing value of the evaluation results of English lessons on the material "Listening to someone giving interesting news or information" in each cycle, means that Class IX C students' understanding SMP Negeri 1 Kudus on this material showed a significant improvement.

5. Conclusion

Based on data analysis regarding English language learning in the Listening aspect in the theme "Listening to someone interesting news or information" with the Application of the Pragmatic Approach Model in class IX C, even semester of SMP Negeri 1 Kudus in Cycle I and Cycle II, it can be concluded that the Application of the Pragmatic Approach can improve understanding of Class IX C students of SMP Negeri 1 Kudus in learning English in the material "Listening to someone giving interesting news or information" and improving their learning outcomes.

Conflict of Interest

The authors declare no conflicts of interest.

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