

Does Sony Vegas Platinum Pro 13 Help Students to Understand Pragmatic Well?

Suryo Daru Santoso

Purworejo Muhammadiyah Univeristy
santososuryodaru@gmail.com

Edi Sunjayanto Masykuri

Purworejo Muhammadiyah Univeristy
esunjayanto@umpwr.ac.id

Yuli Widiyono

Purworejo Muhammadiyah Univeristy

Khabib Sholeh

Purworejo Muhammadiyah Univeristy

Abstract - Learning language and culture mean learning pragmatics. For 10 years, the linguist researchers have been doing the investigation about pragmatic, pragma-linguistic and sociopragmatic. They wonder to find the effective method to understand them. Since it is included on Curriculum in Bahasa Indonesia or English department, in 2014, we made an experiment class to find out the problem in learning pragmatic. Here, the researchers will describe in this paper of the using Sony Vegas Platinum Pro 13, the film editing which has been using for media learning. we use it for finding the correlation between technology, media and pragmatics. The study is descriptive qualitative. The object of the study is the fifth-grade Student in Purworejo Muhammadiyah University.

Keywords - Pragmatic, Technology, Media and Movie.

I. INTRODUCTION

There are studies of pragmatics that has been described by linguists, Pragmatic gives several definitions of pragmatics, they are: Pragmatics is the study of those relations between language and context that are grammaticallized, or encoded in the structure of language, relations between language and context that are basic to an account of language understanding, it also the ability of language users to pair sentences with the context in which they would be appropriate. And it is about the study of deixis at least in part, implicature, presupposition, speech acts, and aspects of discourse structure. (Levinson: 1983). The basic answer is tied to the notion of distance, closeness, whether it is physical, social, or conceptual implies shared experience on the assumption of how close or distant the listener is, speaker determine how much needs to be said (Yule: 1996).

From the definitions given above, it can be concluded that pragmatics is a branch in linguistics which discusses *the meanings of utterances and their functions*, what it is for and used for. In other words, pragmatics is a part in linguistics which focuses on utterances expressed by the speaker which is associated with its contexts. (Sunjayanto: 2011). Since pragmatics is include in student curriculum, it is important to learn pragmatics well.

II. PRAGMATICS IN LEARNING AND TEACHING

The study about pragmatics it self has been developing in teaching and learning In class. The researcher described how perception languages are learnt and thus should be taught. There is acceptable method; for language instruction, the principal objective of which is to enhance language learner's communicative competence. (Usó-Juan & Martínez-Flor: 2008). Other researcher conceived of pragmatic competence as involving both pragmalinguistic and sociopragmatic knowledge. The former refers to "the linguistic resources available to perform language functions" (Taguchi: 2011). Yet, There are two areas of pragmatic competence seem to be difficult for EFL/ESL learners to understand (O'Keeffe, Clancy, & Adolphs: 2011) since to be pragmatically competent, the student must know how to map their sociopragmatic knowledge onto pragmalinguistic forms under the contextual constraints of the situation (Roever, 2004, as cited in Mirzaei, Roohani, & Esmaeili, 2012). And the student must get ready in Bahasa or English in their daily life, EFL learners have less exposure to authentic language use and thus fewer opportunities to practice English outside the walls of

the EFL classroom. Hence, they have to rely on instruction, textbooks, and TV/radio programmes (Webb: 2013). Thus, they must get from the authentic material, like radio TV and other authentic material.

III. THE PURPOSE OF THE STUDY

This study has some purpose: finding how using the authentic material in learning pragmatics and how video editing application can be an effective media for learning pragmatics.

IV. THE CHALLENGE IN TEACHING PRAGMATIC

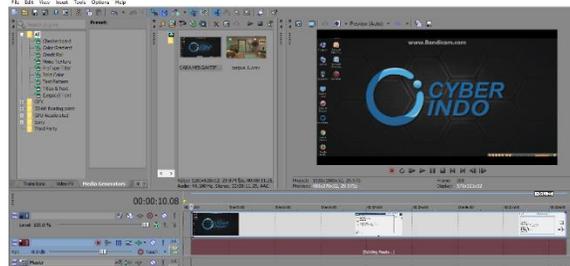
We know that one of obstacles of learning pragmatics is how to use authentic material. So it is needed a media to visualize the context, Some of the media considered by teachers are non-projected aids, which include magnetic boards, felt boards, photographs, charts, models and real objects. Audio media, which include CDs, DVDs and radios has the power to super-charge the meanings of words and sounds, giving them a dimension, which is absent in printed media. (Oyedele: 2013). the video allows students to mentally construct the whole process they must follow more effectively, without excluding the teacher, whose role consists of planning and enhancing the application of this feature in order to spark interest, improve understanding and unleash the critical and reflective thinking. (Pupulim: 2015). Multimedia learning is basically a study which is expected to optimize all learners brain activity during learning activities (Darmawan: 2012). While the learning outcomes are the patterns of actions, values, notions, attitudes, appreciation, and skills (Suprijono in Thobrani & Arif: 2011).

From the discussion above, it concludes teaching-learning activity needs technology, especially media. Here the most important of learning pragmatics is to create context whether in Bahasa or English.

Not only audio but also visual, Dodi said that media; movie can make student understands more new vocabulary and its use in daily life communication and find language feature contextually (Mulyadi: 2015)

V. FINDING AND DISCUSSION

Since media is very important, the researchers use movie to visualize the material. Here it is needed understanding of context: deixis at least in part, implicature, presupposition, speech acts, and aspects of discourse structure. The object was a fifth-grade student in Bahasa Indonesia and English department. They used different material in understanding pragmatics. Here, the researchers use some movie to train them and focused on one topic.



Picture 1. Speech act



Picture 2. Non-observance Maxim

The first step was collecting movie from internet or open source. Next, we cut a part of scene. Then we analyzed and dropped them into the topic. in this process, we need Sony Vegas Platinum Pro 13 to help us making a description and creating the context. After that discussion, the material was tested on class. All class was three.

The target has been done. They got language competence well. The movie made them interested in pragmatic, focused on speech act. In the questionnaire, the students answered correctly was 87,9 % (A). The students answered wrong was 5% (B). The others needed more than twice repetition to understand the material (C).

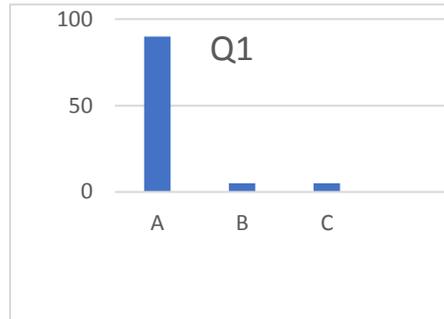


Figure 1. Question 1

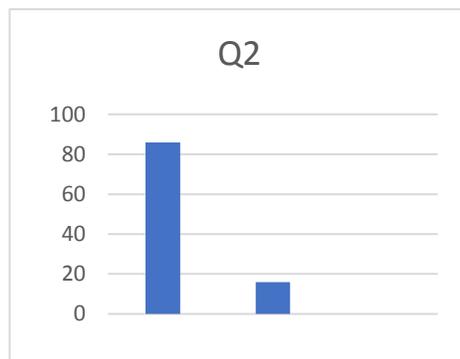


Figure 2. Question 2

All questions are about speech act: locutionary act, illocutionary act and perlocutionary force. They are 30 questions.

The next topic is about non-observance maxim; Violation and flouting maxim of quality, maxim of quantity, maxim of manner, infringing and opting out. Three classes answer 30 questions. The percentage is; those students answer true (A) are 86% , those students answer wrong (B) are 14%.

VI. CONCLUSION

The movie has an impact for them; to strengthen the student’s memory. The movie used for this lesson is popular so the students are easy to remember on the topic. for example, on Movie Harry Potter. The topic is violation of maxim quality. All students could answer the question which the same topic but different number even they do not remind the theory of non-observance maxim.

The second is about entertainable. Learning is about fun. By watching movie, they learning something new without any forcing from their teacher. Some movies are in Bahasa; Bajaj Bajuri. It is popular comedy in national channel.

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