

Students' Communicative Competence: A Descriptive Study In English Education Program At Stkip Taman Siswa Bima

Sholihin

STKIP Taman Siswa Bima

lihinsholihin7@gmail.com

Artikel Info

Abstract

Tanggal Publikasi

2018-12-30

Kata Kunci

Communicative
Competence

Sociolinguistic
Competence

The purpose of this research are: (1) To describe the students communicative competence. (2) To describe the factors that affects their communicative competence. This study investigates how well the students do in using English to communicate with others with the help of recording and interview questions which may help the writer to find out the students weakness in sociolinguistic competence and to find out the factors that influence it in English Education program's students. This research is descriptive research, in descriptive research the writer analyzed and presented the fact systematically therefore it could be understood and concluded easily. Type of this research is qualitative research. This research used the primary source was taken from the students' utterances recording in English Education Program's of *STKIP Taman Siswa Bima*. The secondary data is taken from many communicative competence' journals that related with this research and also the data is taken from internet website. The result of this research showed that there were some students' weakness in sociolinguistic competence and some factors that influences it. The students' weakness in sociolinguistic competence found are 7, as follows: Age was appear in Data 2, Gender was appear in Data 5 and 6, Social Status was appear in Data 1 and Impoliteness in communication was appear in Data 3, 4 and 7. Besides, some causes for the students' weakness in sociolinguistic competence found are 6, as follows: Students prefer to use their Mother Tongue, they cannot make good use of the opportunities for practice their sociolinguistic competence, the students are afraid of loser face when making mistakes. The students' sociolinguistic competences are also influenced by their social and culture. The last is influenced by films or movies.

1. BACKGROUND

Communicative competence is the ability to understand and use language effectively to communicate in authentic social and school environments. Canale and Swain (1980) proposed their own theory of communicative competence that minimally includes four main competencies: grammatical, sociolinguistic, discourse and strategic competence. Grammatical competence includes knowledge of lexical items and rules of morphology, syntax, sentence, grammar semantics and phonology. They pointed out that grammatical competence would be unimportant concern for any communicative approach whose goals include providing learners with knowledge of how to determine and express accurately the literal meaning of utterances. Sociolinguistic competence is made up of two sets of rules: sociolinguistic rules of use and rules of discourse. Discourse competence refers to the interpretation of individual message elements in terms of their interconnectedness and of how meaning is represented in relationship to the entire discourse or text. Further, they believe that knowledge of these rules would be crucial in interpreting utterances for social meaning, particularly when there is a level of transparency between the literal meaning of an utterance and the speaker's intention.

Sociolinguistic competence has been an integral part of communicative competence in that it includes learning pragmatics and sociolinguistic knowledge about how to use language linguistically

and socially appropriately for the communication situation. However a number of studies highlight the lack of such communicative skills among of EFL learners regardless of their proficiency level of linguistic knowledge of language as much as grammatical knowledge of the language being learnt. It means that, even they have mastered the three aspects of communicative competence including grammatical competence or grammatical knowledge as the explanation above, it is possible if they are less in understanding about one aspect of it, sociolinguistic competence for example. One of the factors that causes it is the curriculum of *STKIP TAMAN SISWA BIMA* itself is not recommend the pragmatic as one of the subject that have to teach there. In fact, pragmatic is one of the important subjects that must be learning actually. By learn it, the students will more mastering and know how to communicate with decorum in social environment either in the formal situation or not, because what we have studied in a college or university, it will be apply in social life. Such as the politeness in communication, it is one of attitude that the students have to show as the existence of them as the students or as the public figure in social environment.

Communicative Competence

Canale and Swain (1980) and Canale (1983) understood communicative competence as a synthesis of an underlying system of knowledge and skill needed for communication. In their concept of communicative competence, knowledge refers to the (conscious or unconscious) knowledge of an individual about language and about other aspects of language use. According to them, there are threetypes of knowledge: knowledge of underlying grammatical principles, knowledge of how to use language in a social context in order to fulfil communicative functionsand knowledge of how to combine utterances and communicative functionswith respect to discourse principles. In addition, their concept of skill refers tohow an individual can use the knowledge in actual communication.

1. Speaking

Speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions. According to Richards and Willy a. Renandya (2002) that speaking is one of the elements of communication. Where communication is the output modality and learning is the input modality of language acquisition. Communication in the classroom is embedded in focused meaning activity. This requires lectures to tailor their instruction carefully to the needs of learners and teach them how to listen to others, how to talk with others and how to negotiate meaning in a shared context. Out of interaction, learners will learn how to communicate verbally and nonverbally as their language store and language skills develop. Consequently, the give and take exchanges of messages will enable them to create discourse that coveys their intention in real life communication (Richards and Willy a. Renandya, 2002).

2. Greeting

Spolsky (1998: 20) states, "Greetings are the basic oil of social relations." While complimenting can help to establish a new conversation, the failure to greet someone can be interpreted as an insult. In the English language, there are certain fixed phrases which should be used to greet someone, since they are expected. Traditional greeting statements such as informal Hello, Hy, or what's up and so on. the neutral greetings such as Good morning or highly formal How do you door how are you to show our interest and our perfectly polite to another person.

3. Modal Auxiliary Verb

Robert Charles Lee (2016) states that the can vs. could is not an easy one to explain precisely for actual usage, though it's easy enough to explain in terms of grammar, but use "could" for making your request sound nicer. So it means that when we are asking for permission or request something to another one better for us to use "could".

4. Performance in Speaking

As a human being, we always need communication to express our idea to do everything, what's more as a students or learners they have to speak with their teacher as long as in learning process to express their idea. But it will not running well if we unconfidence to perform in front of many people. As Boonkit, (2010) states that an additional factor that needs consideration is students' lack of confidence in speaking English.

Context

Andreas Zimmermann, Andreas Lorenz, and Reinhard Oppermann in their *An Operational Definition of Context* book's (2007:559) states that context is any information that can be used to characterize the situation of an entity. Elements for the description of this context information fall into five categories: individuality, activity, location, time, and relations. The activity predominantly determines the relevancy of context elements in specific situations, and the location and time primarily drive the creation of relations between entities and enable the exchange of context information among entities. Dey et al. (2001) also extend their definition of context with the statement "Context is typically the location, identity and state of people, groups, and computational and physical objects". According to the experts above, the writer take some example of what is the context actually. Take an example in sociocultural competencediscussion's.

Sociocultural competence, a broader view of what Canale and Swain (1980) identified as sociolinguistic competence, extends well beyond linguistic forms and is an interdisciplinary field of inquiry having to do with the social rules of language use. Sociocultural competence requires an understanding of the social context in which language is used: the roles of the participants, the information they share, and the function of the interaction. Although we have yet to provide a satisfactory description of grammar, we are even further from an adequate description of sociocultural rules of appropriateness. Yet we use them to communicate successfully in many different situational contexts. Learners cannot be expected to anticipate the sociocultural dimension of every situation. The likelihood of encountering the unexpected is easily seen for a language like English, which serves not only as a first language in many countries and within different cultural groups in those countries, but also as a language of wider communication across national and cultural boundaries. Subtler, perhaps, but no less real variations in style and use in different settings can be observed for all languages. Participants in multicultural communication are sensitive not only to the cultural meanings attached to the language itself but to social conventions concerning language use, such things as taking turns, appropriateness of content, nonverbal language, and tone.

Sociolinguistic Competence

Brown (1994) in Richards and Renandya (2002: 207) states that sociolinguistic competence means knowing what is expected socially and culturally by users of target language. Learners must acquire the rules and norms governing the appropriate timing and realization of speech acts. Understanding the sociolinguistic side of language helps learners to know what comments are appropriate, how to ask questions during interaction, and how to respond nonverbally according to the purpose of the talk. In line with Hymes's belief about the appropriateness of language use in a variety of social situations, the sociolinguistic competence in their model includes knowledge of rules and conventions which underlined the appropriate comprehension and language use in different sociolinguistic and sociocultural contexts. Canale and Swain (1980) also states that sociolinguistic competence refers to the learning of pragmatic aspect of various speech acts, namely, the cultural values, norms and other socio-cultural conventions in social contexts. They are the context and topic of discourse, the participants' social status, sex, and age, and other factors which influence styles and registers of speech. Since different situations call for different type of expressions as well as different beliefs, views, values and attitudes, the development of sociolinguistic competence is essential for

communicative social action.

Sociological Variables

1. Age

According to Michael W. Eysenck (2004) in his *Adolescence, adulthood and old age* book's that In the United States, all people over eighteen years old are considered adults, but there is a large difference between a person who is twenty-one years old and a person who is forty-five years old. More specific breakdowns, such as "young adult" and "middle-aged adult," are helpful. In the same way, groupings are helpful in understanding the elderly. The elderly are often lumped together to include everyone over the age of sixty-five. But a sixty-five-year-old's experience of life is much different from a ninety-year-old's. The United States' older adult population can be divided into three life-stage subgroups: the young-old (approximately sixty-five to seventy-four years old), the middle-old (ages seventy-five to eighty-four years old), and the old-old (over age eighty-five). Today's young-old age group is generally happier, healthier, and financially better off than the young-old of previous generations. In the United States, people are better able to prepare for aging because resources are more widely available.

2. Gender

(Kulick, 2003, and Cameron and Kulick, 2003) involving the whole gamut of genetic, psychological, social, and cultural differences between males and females. Wodak (1997b, p. 13) says that gender is 'not a pool of attributes "possessed" by a person, but something a person "does." ' Elsewhere (1997a, p. 4) she adds that 'what it means to be a woman or to be a man (also) changes from one generation to the next and varies between different racialized, ethnic, and religious groups, as well as for members of different social classes. In such a view, gender must be learned anew in each generation. Cameron (1998b, pp. 280-1) states that view in a slightly different way. Men and women are members of cultures in which a large amount of discourse about gender is constantly circulating. They do not only learn, and then mechanically reproduce, ways of speaking appropriate to their own sex they learn a much broader set of gendered meanings that attach in rather complex ways to different ways of speaking, and they produce their own behavior in the light of these meanings. Performing masculinity or femininity appropriately cannot mean giving exactly the same performance regardless of the circumstances. It may involve different strategies in mixed and single-sexed company, in private and public settings, in the various social positions (parent, lover, professional, friend) that someone might regularly occupy in the course of everyday life.

3. Social Statuses

Social status is a social reward that affects the incentive structure facing individuals. If status is provided to educated people, more people will obtain an education. The choice of occupation is affected by the social status associated with different occupations, establishing a link between social status, the equilibrium wage structure and the allocation of workers among occupations. When status is not directly observed, people try to signal it by changing their consumption choices or behaviour.

Pragmatic

A more restricted view of pragmatics has been proposed by Katz and Fodor (1963) who suggest that pragmatics should be concerned solely with principles of language usage and should have nothing to do with the description of linguistic structure. Katz and Fodor propose that a theory of pragmatics would essentially be concerned with the disambiguation of sentences by the contexts in which they were uttered. Such a definition would restrict the scope of pragmatics to performance principles of language use (to invoke Chomsky's distinction between competence and performance). As for Chomsky (1981), pragmatic competence is defined as the ability to place "language in the institutional settings of its use,

relating intentions and purposes to the linguistic means at hand.” (p. 225). Chomsky distinguishes pragmatic competence from grammatical competence. Grammatical competence in this instance is limited to knowledge of form and meaning whereas pragmatics is concerned with knowledge of conditions and manner of appropriate use. Whereas for Chomsky pragmatic competence is a wider term which includes communicative competence as one of its components, Fraser and Rientel (1980), view communicative competence as the more general level which incorporates not only pragmatic competence but also the areas of “discourse analysis”, “conversational analysis”, “conversational interaction” and “ethnomethodological” studies. They point out “any serious study of language use must go beyond the utterance level - what we have called pragmatic competence - to the more general level of communicative competence which embodies the areas mentioned above.” (p. 78).

Politeness

According to doc. PhDr. Renata Povolna. PhD (2015) politeness is an expression in relation to other people’s feelings. Being polite involves a combination of suitable words, grammar or intonation in its context. The learners should, alongside their linguistic and pragmatic skills, be able to express specific attitudes, such as respect, friendliness or courtesy and be able to recognize other person’s attitudes. Such competence, called sociolinguistic competence, should be a part of the process of acquiring a new language.

Films

Cressey, Paul G. (1935, p. 341-350) states that films can give the influences of behaviour and opinions, most of the students declared that it was superficial and that their fundamental social attitudes remained untouched, except for a desire for greater freedom in social relations.

2. RESEARCH DESIGN

In this research, the writer used qualitative descriptive method. According to Ary (1997: 219) about qualitative descriptive is design to obtain information concern the current status of phenomena and he also states that the qualitative data is described by sentences (Arikunto1999:45).

Source of Data of Research

Source of the data is talking about where the writer took and collecting the data. There are two kinds of source data:

Primary Data Source

In collecting the primary data, the writer records the students’ utterances that will be analyzed in English Education Program at *STKIP Taman Siswa Bima*.

Secondary Data Source

The secondary data source which is used to support and complete the primary data usually was ranged into documents model (Sumardi Suryabrata, 1983:39). The data is taken from many kinds of books and relevant materials such as book of communicative competence theory, pragmatics theory, politeness maxim’s theory, and many journals that related with this reseach and also the data is taken from internet website.

Instrument

Instrument is the tool that is used to collect the data (Arikunto,1998:215). Based on the statement above, the main instrument to collect the data, the writer used recorder to record the students’ voice when they communicate with their friends, lecturers, senior and their junior, it can be in formal situation or unformal situation.

Collecting Data

1. Observation

Observation is method used by participating in the activities that the students and lecturer were doing. It means that observation conducted by the participant observe. Furthermore the writer consulted to the English lecturer especially about their schedule and also observed them when they did an interaction process with whoever and whenever they are.

2. Recording

Recording is one of the process collecting data that the writer did to get the data based on the writer need to research or analyze.

3. Interview

Interview employed to gain information about what are the factors that influence the students weakness in sociolinguistic competence. Besides, this technique also could fitted what the writer need or what the writer did not get in used another technique like recording, etc.

4. Make a note

In this point, beside record their voice, the writer also made a note or write down what the writer need to research and analyze when the communication process on going.

Analysis Data

To analyzed the data obtained, the writer used descriptive qualitative method of analysis. Miles and Huberman (1994) propose breaking qualitative analysis into the following steps:

1. Data reduction

This step involves selecting, focusing, considering and transforming data. The process should be guided by thinking about which data best answer the evaluation questions.

2. Data display

This involves creating and organized, compressed way of arranging data (such as trough a diagram, chart, matrix, or text). The display should help facilitate identifying themes, patterns and connections that help answer you evaluation questions. This step usually involves coding, where you mark passages of text (or parts of images or sections of a vidio, etc.) that have the same message or are connected in some way and the you write an accompanying explanation of what the selected pessages have in common.

3. Conclusion drawing and verification

During this last step, revisit the data many times to verify, test, or confirm the themes and patterns you have identified.

3. FINDINGS

The writer presents the findings in this chapter based on the data collected during doing the research. The aim of this study were to described the students' communicative competence and to described the factors that affect their communicative competence especially in sociolinguistic competence in English Education Program at *STKIP Taman Siswa Bima* that happen inside the classroom and outside the classroom. The writer observed the condition of teaching and learning proses in *STKIP Taman Siswa Bima* especially in English Education Program on August 13th 2020. There were many items that would be analyzed by the writer, such as the students' weakness in sociolinguistic competence, the politeness of the speaker when the communication process on going, the context or

the situations of it and also about the sociological variables, such as Age, Gender and Social Status of the participants, it means like how they communicate with others, when they do that and with whom they do that and the last is about the factors that influence the students' weakness in sociolinguistic competence.

4. DISCUSSION

First was about greeting use "hey what's up bro?", it aimed to his senior that also older than him. Talking about the "senior" is also talking about the "social status" of the participant. So, when we greeting someone, we have too smart to choose which one the appropriate greetings that we can express based on someone age or status. Spolsky (1998: 20) states, "Greetings are the basic oil of social relations." While complimenting can help to establish a new conversation, the failure to greet someone can be interpreted as an insult. In the English language, there are certain fixed phrases which should be used to greet someone, since they are expected. Traditional greeting statements such as informal Hello, Hy, or what's up and so on. But, the appropriate greetings that can be used in this context is the neutral greetings such as Good morning or highly formal How do you do or how are you to show our interest and our perfectly polite to another person. Second, the situation was in the curriculum and material development's material, one of a student was come late at that time with his reason " he have other business "which express to his lecture, as we know that between student and the lecture they have very much different "age". According to Michael W. Eysenck (2004) in his Adolescence, adulthood and old age book's that all people over eighteen years old are considered adults, but there is a large difference between a person who is twenty-one years old and a person who is forty-five years old. It means that everything that we will do to the people who older than us are different with the things that we are due to our peers or youngsters, it also occur in the way of our communication, because we are not the students from senior high school or junior high school anymore, but we are the students from a university who have the higher level of knowledge than them. So in this context, the students may give the specific reason to his lecture such as there is something problem with his motorcycle and so on. Third, in this context was talking about modal auxiliary use, one of the students use it to request something. He said, "Can you give me your pen?" to his senior without asking for permission first. Here, he did not show about his politeness at all. Even he did not asking for permission, but minimal he asking for his senior's pen in a polite way, such as using "could "because it is considered more polite than "can" . As Robert Charles Lee (2016) states that the can vs. could is not an easy one to explain precisely for actual usage, though it's easy enough to explain in terms of grammar, but use "could" for making your request sound nicer. Forth, this part was discussed about the sociolinguistic use that refers to " sympathy maxim of politeness". In this context, one of student showed about her in concern to her boyfriend which trying to tell about his bad feeling because he gets hurt to her. Leech (1983: 83) stated in his theory of Sympathy maxim explain that we have to minimize antipathy and maximize sympathy between self and other. It means that, when our friends were in the disaster we should show our sympathy to them, but with the students in this context, she looked did not care with him and said "who cares about your heart?". Fifth, here the writer was combine the data 6 and data 7 because it have the same utterance but it express in different context. Both of the data were shown about the boy's impoliteness in communication with his girlfriend. It means that both of them are have the difference gender, but it is not a reason for them to disrespect to each other. Especially the girls, they are so sensitive so that they are quickly to getting hurt than the boys. Holmes (1998) does offer some testable claims. There are five of these, the first one is women and men develop different patterns of language use, women tend to focus on the affective functions of an interaction more often than men do, women tend to use linguistic devices that stress solidarity more often than men do, women tend to interact in ways which will maintain and increase solidarity, while (especially in formal contexts) men tend to interact in ways which would maintain and increase their power and status and the last one is women are stylistically more flexible than men. So, the utterances "I'm not fucking lie" and "I'm not fucking dream" are

should not be expressed by him. The last was about a student who abbreviates her friend's words, she said "stop it" when her friend's expressed about what he wanted to say to her. It was shown about the impoliteness of the speaker. According to doc. Renata Povolna. PhD (2015) politeness is an expression in relation to other people's feelings. Being polite involves a combination of suitable words, grammar or intonation in its context. The learners should, alongside their linguistic and pragmatic skills, be able to express specific attitudes, such as respect, friendliness or courtesy and be able to recognize other person's attitudes.

The factors that influence the students' weakness in sociolinguistic competence are as follows:

First, most of them did not try to communicate with their classmates or other people with English in their life, it means that they prefer to use their mother tongue in communication. Richards and Willy a. Renandya (2002) states that speaking is one of the elements of communication. But, if they seldom practice their communicative competence, so that they would find it hard to express their idea. Second, they cannot make good use of the opportunities such as the activities in the English corner to improve their communicative competence especially in sociolinguistic competence. According to Richards and Willy a. Renandya (2002) that speaking is one of the elements of communication. Where communication is the output modality and learning is the input modality of language acquisition. It means that, as human beings, we always need communication to express our idea to do everything, what's more as students or learners they have to speak with their lecturer during the teaching and learning process to express their idea, but if they are in free time they can ask their friends to communicate with them, it is better than they waste their time for useless things. Third, some of them did not like to communicate with others in English only because they are afraid of losing face when making mistakes, their different dialect and different style of speaking was also made them unconfident and thought that they will get bullied from their other friends. As Boonkit, (2010) states that an additional factor that needs consideration is students' lack of confidence in speaking English. So, it is one of the problems that have to be solved. Fourth, the factors that influence are their culture and society, talking about the society means that we are talking about the condition around them, the people around them, culture and the language use there, if they live around the bad environment automatically it will affect their habit also, it is proven by the way of their communication, when the people around them speak impolitely, they will also do the same thing and it will be brought in other places like in the campus environment itself, that is the bad habit that must be erased. Such as Ya (2008) argues that one of the factors that make sociolinguistic competence so hard to acquire is the variance in cultural rules of speaking as well as the social, cultural and pragmatic elements that inherently exist in that competence. To put it differently, what is appropriate in one cultural situation might be entirely inappropriate in another one. Fifth, the factors that cause it is the curriculum of *STKIP Taman Siswa Bima* itself is not recommended to the pragmatic as one of the subjects that have to be taught there. In fact, pragmatic is one of the important subjects that must be learned actually, it is also raised by some of the respondents that have been interviewed last time. As for Chomsky (1981), pragmatic is defined as the ability to place "language in the institutional settings of its use, relating intentions and purposes to the linguistic means at hand." Another explanation is also coming from Katz and Fodor (1963) who suggest that pragmatics should be concerned solely with principles of language usage and should have nothing to do with the description of linguistic structure. Katz and Fodor propose that a theory of pragmatics would essentially be concerned with the disambiguation of sentences by the contexts in which they were uttered. The last, films or the movie was also given the influence of the student's sociolinguistic competence. When they feel bored they prefer to choose watching the film and in that film there are many slang words and swear words that they used, so that the students try to apply in their real life or their social life. Cressey, Paul G. (1935, p. 341-350) states that films can give the influences of behavior and opinions, most of the students declared that it was superficial and that their fundamental social attitudes remained untouched, except for a desire for

greater freedom in social relations.

5. CONCLUSION

First, when communication process on going in social life especially in campus environment, most of the students did not much pay attention about the participants. It means like Age, Gender and social status of the participants, they did not also pay attention to the context of the communication, not pay attention to the situations such as when and where they did it, weather in a formal situation, and the last is about the condition of it. So that, they only express about what they want to say. Second, there were some reasons why the students' sociolinguistic competence of English Education Program in *STKIP Taman Siswa Bima* is still poor or weak. First, most of them did not try to communicate with their classmates or other people with English in their life. Second is they cannot make good use of the opportunities such as the activities in the English corner to improve their communicative competence especially in sociolinguistic competence. Third, Some of them did not like to communicate with others in English only because they are afraid of loser face when making mistakes, their difference dialect and difference style of speaking was also made them unconfidance and thought that they will getting bully from their another friends. Fourth, the factors that influences are their culture and society, talking about the society means that we are talking about the condition around them, the people around them, culture and the language use there, if they live around the bad environment automatically it will effect to their habit also, it is prove by the way of their communication, when the people around them speak impoliteness, they will also do the same thing and it will be brought in other places like in Campus environment itself, that is the bad habit that must be erased. Fifth, the factors that causes it is the curriculum of *STKIP Taman Siswa Bima* itself is not recommend to the pragmatic as one of the subject that have to teach there. The Last, films or the movie was also given the influence of the student's sociolinguistic competence.

References

- Andreas. Z, Andreas. L. and Reinhard Oppermann (2007:559). *An Operational Definition of Context*, Springer-Verlag Berlin Heidelberg.
- Arikunto.(1997: 219). *Prosedur Penelitian Pendekatan Praktik*, PT ANEKA CIPTA
- Bachman, L.F. (1990). *Fundamental considerations in Language Testing*. Oxford : Oxford University Press.
- Brown (1994) in Richard and Renandya (2002:207). *New coalitions in sociocultural linguistics*. *Journal of Sociolinguistics*.
- Cameron, D. (1998b). *Performing Gender Identity: Young Men's Talk and the Construction of Heterosexual Masculinity*. In Coates (1998).
- Cameron, D. and D. Kulick (2003). *Language and Sexuality*. Cambridge: Cambridge University Press.
- Canale, M.,& Swain, M. (1980). *Theoretical based of communicative approaches to second language teaching and testing*. *Applied Linguistics*, 1, 1-47.
- Canale, M (1983). *From Communicative Competence to Communicative Language Paedagogy*. In Richards, J.C.,& Schmidt, RW. (Eds.) *Language and Communication*, 2-27. London : Longman.
- Chomsky, N. (1965). *Aspects of the theory of syntax*. Cambridge, Massachussetts: The M.I.T. Press.
- Chomsky's, N. (1981) *Rules and Representation*. Basil Balckwell Oxford.
- Davies, A. (2003:23) "The Native Speaker." *Myth and Reality*. Clevedon: Multilingual Matters.
- Dey, A.K.: *Understanding and Using Context*. *Personal Ubiquitous Computing* 5(1), 4-7 (2001)

- Fraser, B. And Rintell, E. (1980) An Approach to Conducting Research on The Aquisition of Pragmatic Competence in a Second Language, in Discourse Analysis. Second Language, ed. D. Larsen and Freeman Newbury house, Publisher Inc, Rowley Massachussetts.
- Fershtman, C., Hvide, H. and Weiss, Y. 2005. Cultural diversity, status concerns and the organization of work. Research in Labor Economics: The Economics of Immigration and Social Diversity, ed. S.W. Polachek. Macmillan, forthcoming.
- Fershtman, C., and Weiss, Y.1998b. Social rewards, externalities and stable preferences. Journal of Public Economics 70, 53-73.
- Holmes, J. (1998). Women's Talk: The Question of Sociolinguistic Universals. In Coates (1998).
- Hymes, D.H (1972). On Communicative Competence. In Pride, J.B.,& Holmes, J.(Eds.), Sociolinguistics, 269-293. Baltimore, USA : Penguin Education, Penguin Books Ltd.
- Hymes, D.H (1972). On Communicative Competence. In J.B. Pride.& J. Holmes, Eds, Sociolinguistics. Harmondsworth, England : Penguin Books.
- Kulick, D. (2003). Language and Desire. In Holmes and Meyerhoff (2003).
- Leech, Geoffray N (1983). Principles of Pragmatics. Longdon : Longman.
- Leech (1983) in Puji, Lestari (2013). A Pragmatic Analysis of Leech's Maxim found in The Princess and The Frog Movie Script.
- Marshall, T. 1977. Class, Citizenship and Social Development: Essays. Chicago: University of Chicago Press.
- Miles, M.B, and Huberman, A.M. (1994). Qualitative Data Analysis, 2nd Ed., p. 10-12. Newbury Park, CA: Sage.
- Spolsky, B. (1989). Communicative Competence, Language Proficiency and beyond. Applied Linguistics, 10(2), 138-156
- Weber (2013) in Anthony Giddens and Philip, W.Sutton (2013). Stratification & Social Class. Polity Press.
- Wodak, R. (1997b). Introduction: Some Important Issues in the Research of Gender and Discourse. In Wodak (1997a).