FACTORS AFFECTING PRAGMATIC TRANSFER TO FOREIGN LEARNERS

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ABSTRAK

Pragmatic transfer is currently the subject of research by many researchers. Sociopragmatic and linguistic pragmatic factors were discovered as aspects influencing practical transfers. The aim of this study is to examine the aspects that drive the development of pragmatic transfer. This study used the discourse completion test. This required interviewing 33 of his English students and 33 of her Arabic students. This research shows that there is a psychoparagmatic dimension to how foreign language learners use and influence the language they are learning in interacting with others. By observing the psychology of the languages spoken by Arabic and English students in UIN Alauddin Makassar, the mental-practical aspects that were the focus of the researcher's analysis of this study were found to be social-practical. It had the same effect as the physical aspect.

Keyword: Pragmatics Transfer, Sosio pragmatic, Pragmalinguistic, Psychopragmatic.

Introduction

In teaching and learning interactions, the reality is that there are often language phenomena that can cause misunderstandings between the speaker and the interlocutor. As in the classroom, students practice using communicative expressions in Arabic, such as asking someone to do something, apologizing, agreeing and disagreeing, praising, responding to praise, and so on. The students speak in Arabic, but their style of speaking is like only transferring the rules of procedure for speaking Indonesian into Arabic, and it is not uncommon to find ethnic dialects, cultures and language habits mixed up. For example, the initial data found by the researcher on one of the respondents' attacks who tried to perform the following speech acts of compliment spoken by foreign language students at the Faculty of Adab and Humanities UIN Alauddin Makassar.

Seeing the expression above, pragmatically, the expression contains an abstract meaning and will only be understood by the interlocutor who understands the culture and habits of the Makassarese people who tend to joke around and have very strong kinship. Negligence when teaching a foreign language, especially in Arabic, is when a person does not heed the cultural elements in the language, resulting in an error. For example, someone says ا to apologize, this word does not fit Arab culture where Arabs themselves usually use the word "فيأس" to apologize. On the contrary, we use the word "فيأس" for the meaning of "poor", even though the correct one is "كمسين" and many other examples that we use as a result of a lack of understanding of the culture of the real speaker.

One of the reasons for this lack of cultural understanding is that students are trapped in the structure / grammar of language, especially in oral communication. Moreover, it is exacerbated by the conventional learning method, which focuses on mastery of grammar (qowa'id). To avoid these mistakes, it is necessary to understand culture, among others, through planting a socio-cultural context. The use of this socio-cultural context as students use the cultural context of the mother tongue in communicating.

Another example of the use of the word اهلا لا in Arabic generally explains that the word is spoken at the beginning of a meeting or introduction so that it means "welcome". Even though the word is often spoken by Arabs everywhere, not only to "welcome", for example to answer the phone and so on. Language learning that is only focused on the pronunciation and meaning of vocabulary over and over again without explanation, using casual or formal expressions and the right situation can lead to misunderstandings. Preliminary data in this study found a phenomenon that leads to pragmatic failure in Arabic learners who when performing speech acts ofcomplimentuse speech that is not usually done by Arabs such as the following expression:

،أيْ ن تَش‍ـــــتَرِين ؟"يا الله ملابسك الجميلة

"(O Allah malabisuka Jamiilatun, aina tasytarin?)" "Oh my God, your dress is so beautiful, where did you buy it?"

The example of the speech above reflects the speech that is usually done by Makassar people in general. The phrase "O Allah, your clothes are beautiful, where did you buy them" is a very common habit expressed by Indonesian people, especially Makassar people when they are not saying compliments. Several examples of data transfer in Indonesian which are directly translated into English and Arabic are still found in the initial findings, so this makes this research important to do. This phenomenon makes pragmatics increasingly considered an important and interesting part of the language teaching and learning process. Some intra-language pragmatists, focusing on how native speakers perceive speech from the meaning of their mother tongue, while inter-language pragmatists investigate how non-native speakers differ in interpreting and producing the target language when communicating with friends who share the same culture.

In line with this, the focus of this research is on the pragmatic transfer of speech acts ofcomplimentand response to praise. As an initial hypothesis, the researcher assumes that English and Arabic students at the Adab and Humanities Faculty of UIN Alauddin Makassar tend to make negative transfers when praising and responding to compliments. this is influenced by the existence of several factors including sociopragmatic factors and it is also possible that there are other factors that were found after the research was conducted.

Thus, this research is very important to do because the results are very useful in helping lecturers or teachers of English and Arabic in improving lecture/learning materials in the process of teaching foreign languages in the classroom because with the findings in this study it is hoped that teachers and lecturers can get input for improve the teaching and learning process more efficiently while still balancing linguistic competence and pragmatic competence in the teaching method used after knowing what factors are obstacles so that pragmatic failure occurs which causes foreign language students to often experience misunderstandings in communicating. In addition, this research will also be useful for foreign language learners in this case, English and Arabic, they will gain more knowledge about pragmatic transfer and speech acts of compliment and compliment responses that are appropriate and not in accordance with the target culture, the results of this study will help the development of foreign languages for each learner in terms of competence and performance. Apart from these two things, as a researcher, of course I hope that the results of this research can be useful for the development of science, especially in the field of linguistics.

Literary review

1. Pragmatic Transfer

The term transfer was first introduced in the 1940s and 1950s after the emergence of the contrastive analysis hypothesis. At that time, scientists such as Fries (1945:126) and Lado (1957:113) stated that the first language affects the knowledge of the second language positively or negatively. The transfer phenomenon in foreign language learning theory is related to the hypothesis about contrastive analysis voiced by behaviourists. This hypothesis believes that the first language has a very large role in the acquisition of a second language. They believe that the magnitude of the similarities or differences between the first language and the target language will determine the success of a language learner. However, at that time only the terms negative and positive transfer

from the first language to the target language were known based on the level of difference between the two languages. Pragmatic transfer was first mentioned in the 1980s when several researchers found that foreign language learners do not only transfer processes at the level of words or grammatical rules but also at the pragmatic level.

As mentioned earlier, in the transfer theory that first appears, there are positive and negative types of transfer, which are seen from how far the difference between the first language and the target language is. However, the negative pragmatic transfer form gives more harm or negative influence to the communication process. Negative transfer is considered as one of the main causes of misunderstanding in intercultural communication. This is due to the fact that in intercultural communication, communication participants use communication patterns or norms based on different cultures even though they use the same language, for example English or Arabic as an international language.

Rizk (2003:76) defines pragmatic transfer as the influence of the learner's pragmatic knowledge on his own language and culture in this case is Indonesian in understanding, applying, and receiving pragmatic information from the target language (English and Arabic). Pragmatic transfer can be positive or negative. Positive when it is considered as evidence of pragmatic and social cultural diversity between languages, and negative when it indicates a transfer that occurs based on first language sociolinguistic norms or provisions that are not properly applied to the target language.

Negative pragmatic transfer, as explained by Rizk (2003:76), occurs when an utterance/phrase about an expression of various 'speech acts' in the first language, cannot be expressed through utterances or phrases correctly in the target language. The cause could be the influence of pragmatic transfer and the learner's wrong perception of so-called language-specific or universal topics.

Transfer is considered responsible for the occurrence of errors in cross-cultural and inter-language studies (Lado, 1957:43). As a result, researchers began to investigate linguistic differences and variations that exist across languages so that to find out what causes negative transfer to occur in the first language, it will be easy to identify the specific factors that influence it. The scope of inter language in pragmatic studies is closely related to the way native speakers and non-native speakers interpret and produce speech acts in the target language. Therefore, scientists try to examine how speech acts are realized in the context of the target language and how strategies and linguistic forms are used to convey ideas and messages from what is said (Blum-Kulka et al., 1989).

Wolfson (1989:23) states that pragmatic transfer is the transfer of the rules of speech and conventions of language behaviour. Beebe, Takahashi and Uliss-Weltz (1990:96) support Wolfson's (1989:23) definition and say that pragmatic transfer is the transfer of the first language in socio-cultural terms to communication competencein performing speech acts against the second language or other functions of the target language, where the speaker is trying to achieve a certain function of the language.

Kasper (1992:209) defines pragmatic transfer as the influence exerted by learners on pragmatic knowledge of language and culture in addition to their second language understanding, production, and second language acquisition of pragmatic information. Kasper and Blum-Kulka (1993:55) further support pragmatists to conduct more comprehensive research. They call language transfer a dichotomous discipline and state that negative transfer is the transfer of norms that are inconsistent across the first language into the second language while positive transfer is the transfer of norms in the first language and the second language consistently. Such as the research conducted by Urano (1998:27) about negative pragmatic transfer in the responses given by English learners in Japan. He found a significant difference between the responses delivered by English speakers and Japanese speakers. English learners in Japan tend to transfer the usual ways in Japanese into English when responding to a compliment. Finally he concludes that there is a negative transfer in response to a compliment.

Various studies on pragmatic transfer patterns of foreign language learners tend to prove that pragmatic transfer actually occurs both in language between students with good proficiency and students with low proficiency. In addition, the research also shows that pragmatic transfer can be minimized by providing material on the pragmatics of the target language explicitly as well as by encouraging students to be more familiar with the culture of the target language by increasing their exposure to the target language user community. In today's global era, this is certainly not a difficult thing for language learners, especially English and Arabic which have become the world's lingua franca.

2. Types of Pragmatic Transfer

Based on Leech's (1983:240) research on the scope of pragmatics, Kasper (1992:209) classifiespragmatic transfer into two forms, namely sociopragmatic transfer and pragma linguistic transfer. Sociopragmatic transfer is the social perception of language users that underlies the interpretation and performance of linguistic actions in the target language which is influenced by their subjective assessment of the mother tongue context. On the other hand, pragma linguistic transfer refers to the process by which the power of speech acts or the valueof politeness is applied to certain linguistic materials in the first language whether it affects the learner's perception in the production of mapping forms or functions in the second language, especially on aspects of linguistic structure such as morph syntax in the communication process. (Kasper, 1992:209).

Supporting Kasper's view, other experts such as Takahashi & Beebe (1993: 18) say that sociopragmatic transfer is governed by a set of contextual factors such as the imposition of message content, gender, social status, social distance and student politeness style (Blum-Kulka, 1982; Olshtain). & Cohen, 1989). In addition, Beebe and Kasper (1987) say that the pragmalinguistic aspect is governed by the learner's use of conventional forms of language that affect the politeness values spoken by interlingua speakers.

Research methods

This research is a descriptive analytical research. The data collection was carried out using survey techniques, observation, questionnaires/ DCT and interviews. This research is an analytical survey, namely research that seeks to obtain information and explore how and why this phenomenon occurs. This study uses descriptive and inferential statistics. Descriptive statistics presented in the form of tables and graphs are used to describe the forms and strategies of pragmatic transfer in speech acts of compliment and compliment responses to English and Arabic learners at the Adab and Humanities faculty of UIN Alauddin Makassar. The inferential statistics through the association rule show that the strategy data for the form of compliment and compliment responses are more dominantly used and the chi square test (dependency test) is used to measure the relationship and the factors that influence pragmatic transfer in speech acts of compliment and compliment response to English and English learners. Arabic at the Faculty of Adab and Humanities UIN Alauddin Makassar.

This research was conducted at the Faculty of Adab and Humanities, State Islamic University (UIN) Alauddin Makassar, which is located in Samata, Gowa. Researchers chose UIN Alauddin as the research location based on the fact that UIN Alauddin Makassar is the only university in eastern Indonesia that has a Foreign Language Intensification Development (PIBA) program in which the two foreign languages focused on by PIBA UIN Alauddin Makassar are English and Arabic. which became the researcher's reference that foreign language students at the Adab and Humanities faculty of UIN Alauddin Makassar who had gone through the PIBA program certainly had superior language competence compared to English and Arabic language students at other universities who did not participate in the foreign language intensification program.

The research data was obtained through observation, distributing questionnaires in the form of a discourse completeness test (DCT) and also interviews. Observations are intended to obtain data and information about the respondent's first language. The questionnaire is in the form of a discourse completeness test (DCT) in the form of written data and oral data taken through online interviews. Written data that has been divided into two documents. The general document contains a brief explanation of the purpose of the research conducted as well as the identity of the respondents, namely gender, known foreign language mastery and mother tongue background

and contains 12 situations, each consisting of 6 topics of compliment and 6 topics of compliment response. Meanwhile, oral data from online interviews are basically the same as written data which contains 12 situations, each consisting of 6 topics of compliment and 6 topics of compliment response The data sources in this study were 140 respondents who were used as samples, namely 70 English students and 70 Arabic students. The researcher made observations to see how the students spoke using English and Arabic they were learning simultaneously. Researchers conducted observations for a month in October-November 2020. Analysis of research data was carried out in several stages. These steps are taken in order to obtain research findings. Analysis of research data was carried out quantitatively and qualitatively. These stages consist of: coding, tabulation and quantitative analysis using statistics using analytical R software. Three statistical models or techniques were used in this study, namely: Descriptive Statistics, Association Rule (a priori algorithm), Chi Square and finally qualitative analysis.

Result and Discussion

1. Factors Affecting Pragmatic Transfer To Arabic and English Learners.

a.) Sociopragmatic Factors in Social Relations to Arabic and English Language Learners.

Variables of Social Relations with Pragmatic Transfer of Arabic Learners.

Based on Leech's (1983:240) research on the scope of pragmatics, Kasper (1992:209) classifies pragmatic transfer into two aspects, namely sociopragmatic transfer and pragmalinguistic transfer. Sociopragmatic transfer is the social perception of language users that underlies the interpretation and performance of linguistic actions in the target language which is influenced by their subjective assessment of the mother tongue context. On the other hand, pragmalinguistic transfer refers to the process by which the power of speech acts or the value of politeness is applied to certain linguistic materials in the first language whether it affects the learner's perception in the production of mapping forms or functions in the second language, especially on aspects of linguistic structure such as morphosyntax in the communication process, (Kasper , 1992:209).

The dominant positive pragmatic transfer in teacher-student social relations. Meanwhile, negative pragmatic transfer is dominantly carried out by Arabic students in the social relations of female friends. Based on the p-value = 2.617e-11 or less than 0.05, then H0 is rejected and H1 is accepted and it can be said that there is a relationship between the variables of social relations and pragmatic transfer. Based on the theory proposed by Kasper (1992:209) with the classification of pragmatic transfer, this study found several aspects that affect pragmatic transfer of speech acts of compliment and compliment response to Arabic and English learners. In the sociopragmatic aspect, based on the chi square test, it was found that the social relationship variable showed an influence or linkage to pragmatic transfer. The social relations studied were interactions between students and teachers, nieces and uncles, nieces and aunts, between male friends and female friends.

Social relations in Arabic learners show that positive pragmatic transfer is more dominant in social interactions between students and teachers, while negative pragmatic transfers are dominantly carried out by Arabic learners in social relations between female friends. As in the example of speech illustrated in the data findings below. In a scenario on the topic of personality compliments in the context of a social situation, a celebration at a party by praising someone who is known for appearing charming and impressing everyone. Respondents were asked to compliment the situation. For example the data below:

O my teacher you are so brave //- اذي ا الـة اد / yaa ustaadzii Yabduu annaka tazdaadu jamiilatun / Duhai Ustadz You really look more handsome.

The data above shows that the student's speech to the teacher as depicted in the data tends to experience a positive transfer where the transfer to the second language is not at all influenced by the first language. In contrast to the interactions that occur between female friends as shown in the following data:

او ا الـة نادي انـت - / Waw Anti tazdaadiina jamaalatun yaa shadiiqatii / You are getting more beautiful, my friend //

انت اخر ا -الغ- - او / Waw Anti sakhirun lilghaayati / Wow, you are so sarcastic.

The utterance above describes a negative transfer where Arabic learners are affected by the first language which causes inconsistencies in the production of the second language or the target language based on socio-cultural aspects. It can be seen in the use of the word او Waw which is used not in accordance with the Arab cultural context but is more often used by Arabic students at the Faculty of Adab and Humanities UIN Alauddin Makassar. Furthermore, the word اخر ة للغاي sakhirun lilgayati (very sarcastic/ cynical) is also the first language production to experience a negative transfer because the phrase is transferred directly into the target language from the first language.

Social Relationship Variables With Pragmatic Transfer of English Learners.

Based on social relations. Positive pragmatic transfer is dominated by student-teacher social relations, while negative pragmatic transfer is dominated by peer-to-peer and peer-teacher social relationships. Based on the chi squares test above, obtained p-value = 0.5013 > from 0.05, so it can be concluded that there is no relationship between social relations and pragmatic transfer of English learners.

Unlike the case with the chi square test of English learners, the findings from the data studied did not find a relationship between social relations and pragmatic transfer. The data shows that negative transfer occurs in almost every social relationship with no significant frequency between student and teacher interactions, nieces and uncles, nieces and aunts, between male friends and between female friends. As illustrated in the data in the scenario on the topic of complimenting appearances with a description of the social context of meeting in a public place by praising a jacket with a well-known brand being worn. Respondents were asked to compliment their male friends, female friends, uncles, aunts and teachers. As illustrated in the following data, a negative transfer occurs:

Interaction between boy friends and boy friends

- Where did you get it? I am looking for this suit jacket.

(where did you get this? I'm also looking for a jacket like this)

- Wow, where did you buy that jacket? That is quite expensive.

(wow where did you buy this jacket? it's so expensive)

- That's so cool. Can you also buy me one?

(so good, want to buy me one)

2. Interaction between niece and aunt

- It's cute, Auntie. You look younger. I hope I could also wear it soon.

(This is beautiful aunty, you look younger I hope I can wear it soon too)

- Aunty, where you bought the jacket, I like it very much

(Auntie, where did you buy the jacket I really like it)

3. Nephew's interaction with Uncle/Uncle

- Uncel, I like your jacket. Maybe, it will look better if I wear it.

(Uncle, I like your jacket, maybe it would be better if I wore it.)

- Uncle, is it the new one? It must be expensive right?

(om, is this new, must be expensive)

4. Student and teacher interaction

- Sir ,Where you buy this jacket, this is good!

(Sir, where did you buy this jacket, the jacket is very nice)

5. Interaction between pr-friends

- Cool, you just bought it first. And you don't even tell me. How dare you :) You know exactly that I want it at the first place"

(good, you bought it first, and didn't tell me, you're evil, even though you know very well I wanted it from the first time).

- Can I have it? (could it be for me only?)

- Can i have that one babe,pls

- reall it's that your jacket. How much money that you have to pay this jacket?

(Is this really your jacket? How much money did you spend to buy this jacket?)

In the data above, the utterances that appear tend to experience a negative transfer in the sociopragmatic aspect of each interaction. All utterances that appear get the influence of the first language which causes the production of the target language to be inconsistent with the context of the target language culture, namely English. This is due to the tendency of English learners at the Adab and Humanities Faculty of UIN Alauddin Makassar to transfer the usual way in Makassar culture and their first language, Indonesian, into English, which is used for speech.

b.) Psychopragmatic Factors in Arabic and English Learners

The psych pragmatic aspects which also have the potential to result in pragmatic transfer, which this aspect examines the process and thought patterns of a person when behaving and speaking. Consciously Arabic learners and English learners need to go through a psychological process before performing a speech act. So that at the stage of analysing the psych pragmatic aspect, 3 language psychology approaches are used, namely the Behaviourisms approach which refers to the theory of behavioural development which can be observed, measured, and generated from the learner's response to a stimulus. The Humanism approach which has an important role inthe language learning process and is oriented to the needs of the learner and the last one is through a constructivist approach where the cognitive structure of language learners develops as they gain new knowledge and experiences.

Negative transfer on psych pragmatic aspects

Arabic respondent data that should be spoken Description

- يaa ا ا ئ ع انـت از ا Mumtaazun yaa 'ammii, anta rai'un jiddan/Perfect, my uncle! you are awesome - ا ا ئـع انـت ا از - yaa 'ammii Mumtaazun, anta rai'un jiddan//O my uncle Perfect! you are great

Negative transfer occurs in the following data seen through a behaviorism approach, influenced by the psychology of the respondent when speaking where, the habit of expressing opinions, ideas and ideas in Indonesian is transferred directly when using Arabic as the target language which is not in accordance with the norms in the target language. Similarly, when the respondent expresses the word Waw in Arabic as depicted in the data, this is a negative transfer that is influenced by the psychology of the speaker.

- لا ازة ا – للغايﺊ laa ushaddiqu yaa 'ammatii anti mutaazatun lilghaayati//I can't believe, my aunt, you are so great

- لا ازة -- للغايﺊ yaa 'ammatii laa ushaddiqu anti mutaazatun lilghaayati//Oh my aunt, I can't believe you're so great

- لا ا ةاز - للغايﺊ laa ushaddiqu yaa 'ammatii anti mutaazatun lilghaayati//I can't believe, my aunt, you are so great

- لا ازة -- للغايﺊ yaa 'ammatii laa ushaddiqu anti mutaazatun lilghaayati// Oh my aunt, I can't believe you're so great

English respondent data. The Data that should be spoken Description below:

The jacket is so cool. Can you buy one for me? That jacket is so cool

The jacket is very cool. Respondent's data experienced a negative transfer viewed through a constructivism approach, the respondent's speech was influenced psychologically through the way they expressed feelings when performing speech acts. The feeling to have something expressed through the target language by using their first language habits. This expression causes negative transfer to occur and has the potential to cause pragmatic failure.

Based on the results of the analysis on the psychopragmatic aspect, the researchers found that Arabic and English students at the Adab and Humanities Faculty of UIN Alauddin Makassar tend to express their feelings and mentality in performing speech acts of praising or responding to compliments reinforced by positive or negative feedback on language behavior. indicated by the respondent in the interview.

In conclusion, the pragmatic transfer of compliment and compliment cresponses to Arabic and English students at the Adab and Humanities Faculty of UIN Alauddin Makassar is influenced by 2 aspects, namely sociopragmatic and psychopragmatic factors.

Conclusion

The pragmatic transfer of compliment and compliment responses to Arabic and English students at UIN Alauddin Makassar is influenced by the sociopragmatic aspect with indicators of social relations, message content and gender. The results showed that there was a positive transfer in social relations between students and teachersin Arabic language learners, but there was no relationship between social relations among English learners because negative and positive transfers were found in almost every social relationship. While the content of the message which includes personality, performance and appearance, it was found that there was a relationship marked by positive transfer which was more dominant, although 18% of negative transfers were found in the message content of Arabic learners. For the gender of both Arabic and English students, there was no correlation that dominated the pragmatic transfer. In the psych pragmatic aspect became the researcher's special analysis in this study by observing the psychology of the language spoken by Arabic and English students at UIN Alauddin Makassar where the psych pragmatic aspect had the same effect as sociopragmatics.

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