

Implementation of a pragmatic approach in the *Minna No Nihongo I**Implementasi pendekatan pragmatik dalam buku Minna No Nihongo I*S. A. Indrowaty^{1,*}, F. Puspita Dewi², F. Eka Rahmawati³, S. Difa Febrianda⁴, & Sinta Fadila⁵^{1,2,3,4,5}Universitas Brawijaya

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Abstract

This research explores the theoretical aspects of implementing the pragmatic approach in learning speaking skills/*kaiwa*, as outlined in *Minna No Nihongo I*'s book. The pragmatic approach is a learning approach to improve students' speaking/*kaiwa* skills in the classroom, prioritizing contextualized learning of speaking skills. This emphasis on context becomes particularly significant throughout the learning process. By employing this approach, students, including those in secondary schools and universities, can closely simulate practical speaking conditions, both verbally and in written form. The method used is qualitative descriptive with purposive sampling. Therefore, applying the pragmatic approach has proven effective in promoting active learning, significantly improving students' speaking skills inside and outside the classroom. The Japanese language learning process should be designed to meet practical language needs that correspond to real-world situations. By incorporating patterns based on pragmatic studies, learners undergoing Japanese learning experiences will naturally connect with the practical aspects of communication in the language learning process.

Abstrak

Penelitian ini mengeksplorasi aspek teoritis dari penerapan pendekatan pragmatik dalam pembelajaran keterampilan berbicara/*kaiwa*, sebagaimana diuraikan dalam buku *Minna No Nihongo I*. Pendekatan pragmatik adalah suatu pendekatan pembelajaran untuk meningkatkan kemampuan berbicara/*kaiwa* siswa di kelas yang memprioritaskan pembelajaran keterampilan berbicara secara kontekstual. Dengan menggunakan pendekatan ini, pelajar, termasuk mereka di sekolah menengah dan universitas, dapat menyimulasikan kondisi praktis berbicara, baik secara verbal maupun secara tertulis. Metode yang dipergunakan adalah kualitatif deskriptif dengan purpose sampling. Oleh karena itu, penerapan pendekatan pragmatik terbukti sangat efektif dalam mendorong pembelajaran aktif, terutama dalam peningkatan keterampilan berbicara siswa baik di dalam maupun di luar kelas. Proses pembelajaran bahasa Jepang seharusnya dirancang untuk memenuhi kebutuhan bahasa praktis yang sesuai dengan situasi dunia nyata. Dengan menggabungkan pola berdasarkan studi pragmatik, pelajar yang menjalani pengalaman belajar bahasa Jepang secara alami akan terhubung dengan aspek praktis komunikasi dalam proses pembelajaran bahasa.

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A. Introduction

In essence, learning a language is learning to communicate. Thus, the education of Indonesian language in schools aims to enhance students' proficiency in both spoken and written communication. The language, viewed as a tool for communication, serves diverse purposes and is imparted within meaningful contexts rather than isolated sentences. Based on this, we need to study or examine an approach in education, especially in learning that combines these conditions or goals. Language is a medium to convey messages to others. In other words, it can be said that language has a function as a system which is a medium for conveying a meaning to be understood by others (Kaluge, 2020; Saragih, 2018). All languages also include a number of words and grammar that help convey a message. Likewise Japanese, which has four learning components namely *Kiku* (聞く), *Hanasu* (話す), *Yomu* (読む), *Kaku* (書く).

The approach to teaching language centered around communication tasks and functions is termed the communicative approach (Nababan, 1987, p. 71). In the field of language teaching, the term pragmatics is synonymous and used interchangeably with the communicative approach, denoting (1) the competencies targeted for instruction, (2) functions employed as teaching materials, and (3) factors constraining the taught competencies and functions. From this perspective, it is evident that the communicative approach serves as an alternative method to address these educational needs or requirements. This approach underscores language as a tool for communication, rendering language learning more communicative when employing communicative strategies. Regarding communicative Japanese (Sutedi, 2003), it is exemplified by expressions such as *Hanasu* / 話す (Speak) or in a course known as *Kaiwa*.

Focusing on communication skills, language learning can be explored within the realm of language studies, specifically through the perspective of pragmatics. Language teaching employing a pragmatic approach often centers on communicative functions with multiple functions. Pragmatics examines language by incorporating external factors beyond linguistic elements that contribute to meaning. Gazdar (in Subroto, 2011, p. 10) formulates that pragmatics is the study of meaning minus true conditions. The correct condition in question is the meaning that shows true based on the meaning of the words used with the structural aspects of the utterance. Thus, pragmatics examines other aspects of meaning beyond the lexical meaning of the word used together with the structural meaning of the utterance which is context-free (Aono, 2014; Makino, 1991). The capability to explore subjects beyond language is poised to significantly support students in implementing their language abilities in practical, real-world scenarios. By adopting a pragmatic approach to language acquisition, the expectation is that students will enhance their capacity to apply language skills seamlessly in societal contexts. Building upon the aforementioned ideas, this article conducts a theoretical examination of the implementation of a pragmatic approach in school. The focus will be on critically evaluating various theories to derive meaningful conclusions.

From the background in the previous chapter, the author has the following problem for: how is the pragmatic approach implemented in *Minna no Nihongo I* book?

B. Method

This research is qualitative descriptive research with an orientation to make a real and factual description of the facts studied (Arikunto, 2010). This research produces descriptive data in the form of a pragmatic study of speech acts (Lofland in Moleong, 2013). According to Moleong (2013), qualitative research is rooted in a natural setting as a whole, relying on humans as a research tool, relying on deductive data analysis, directing its research objectives to finding basic theories and placing more importance on process than results. This research is qualitative research using descriptive method. Thus, it will produce an actual picture of the implementation of the pragmatic approach in *Minna no Nihongo I*'s book.

The term "data source" in this research refers to the book *Minna no Nihongo I*, from Chapter 1 to Chapter 25, because this book is a basic book for learning Japanese, the data used is conversations or *Kaiwa* contained in all chapters. This research used purposive sampling; a sampling method outlined with specific considerations by Sugiyono (2009). The rationale behind opting for purposive sampling is its appropriateness for quantitative research or studies that, as per Sugiyono (2009), do not aim for generalization. This method involves specifically examining certain chapters, given that the number of conversations/*kaiwa* to be analyzed is 25 conversations. After the data is collected, the researcher takes the following steps in accordance with the opinion, Sugiyono (2009) that data analysis is the process of systematically searching and compiling data obtained from results, field notes and other materials so that they can be easily understood, and findings can be informed to others.

The steps taken in this research are as follows: (1) collect the conversations in the book *Minna no Nihongo I*, by writing down all the *Kaiwa*/conversations from chapters 1—25; (2) select the conversation data, because in making articles not all data is taken so that appropriate data will be selected; (3) incorporate into the Dell Hymes story; (4) analyze; and (5) draw conclusions from data analysis.

C. Results and Discussion

When an utterance is heard by someone, usually he does not only try to understand the meaning of the words in the utterance, but also the meaning that the speaker wants. To understand this meaning, speakers need to pay attention to the existing context so that communication can run smoothly, but if the context is not understood, misunderstandings occur so that communication does not run smoothly. In this regard, it is necessary to have a field of knowledge that studies utterances with their context called pragmatics. Yule (1996, p. 3) suggests that pragmatics is the study of the meaning conveyed by speakers and interpreted by listeners (or readers). Therefore, the focus of this investigation lies in the examination of utterances rather than the individual meanings of the words or phrases employed within those utterances. Pragmatics, as a discipline, delves into the study of speaker intentions.

Pragmatics studies require the analysis of individuals' intended meanings within a specific context and the impact of that context on verbal expressions. This involves examining how speakers organize their messages for communication with the other person, considering factors such as where, when, and specific circumstances. The definition of pragmatics or *goyouron* according to the Japanese linguist Koizumi (1993, p. 282):

語用論は文の意味と、これが使用される場面との間の反応関係を解明しようともくろんでいる。
Goyouron wa bun no imi to, kore ga shiyō sareru bamen to no ma no hannou kankei wo kaimei shiyō to mokurondeiru.

(Pragmatics intends to explain the mutual relationship between the meaning of a sentence and the situation used)

Based on the above opinion, it can be said that in general the definition of pragmatics cannot be separated from speech acts and context. Therefore, pragmatics is a branch of linguistics that examines how speakers adapt to fluency. In this case, it is necessary to understand that language skills are good does not only lie in conformity with grammatical rules but also in pragmatic rules.

1. Context

In pragmatic context it is very important to interpret a sentence uttered by the speaker or interlocutor. Because language is always expressed in a context. Context in Japanese is called *bunmyaku* (文脈). Koizumi (2001, p. 35) explains the importance of context:

日常経験からわかることは、私たちの行うコミュニケーションでは、「コンテクスト」（もしくは「文脈」）（context）が重要な役割を演じており、「言内の意味」のほかに、「言外の意味」があるということである。

Nichijōu keiken kara wakaru koto wa, watashi tachi no okonau komyunikkesyon de wa, [kontekusuto] (moshiku wa [bunmyaku]) (context)ga juuyōuna yakuwari wo enjite ori, [genmai no imi] no noka ni, [gengai no imi] ga aru to iu koto de aru.

(From what we know from everyday experience, context is a part that plays an important role in the communication we do. Both in 'explicit meaning' and 'implicit meaning')

Rahardi (2005, p. 50) defines the context in question as the collective background knowledge shared by the speaker and the interlocutor, which encompasses and reflects a speech. Referring to Dell Hymes, Chaer & Agustina (2004, p. 48) assert that a speech event, abbreviated as 'speaking,' must encompass eight components. The eight components are,

S : *Setting and Scene*
P : *Participation*
E : *Ends: (purpose and goal)*
A : *Act Sequences*
K : *Key: (tone or spirit of act)*
I : *Instrumentalities*
N : *Norms of interaction and interpretation*
G : *Genre*

- (a) S (*Setting and Scene*). The *setting* pertains to the time and place of the speech, whereas the *scene* encompasses the speaker's psychological situation, along with the situation, place, and time.
- (b) P (*Participants*). *Participants*, comprising individuals engaged in the dialogue, may assume various roles such as speaker and listener, greeter and addressee, or sender and receiver of the message. The social status of the participants greatly determines the variety of languages used.
- (c) E (*Ends: purpose and goal*). *Ends* refers to the intent, purpose, and results of the utterance.
- (d) A (*Act Sequence*). *Act Sequence* involves the form and content of speech, focusing on the choice of words, their utilization, and the correlation between the spoken words and the subject matter of the conversation.
- (e) K (*Key: tone or spirit of act*). The *key* pertains to the manner, tone, and spirit used to convey a message, such as happiness, seriousness, brevity, arrogance, mockery, and more. This can be demonstrated through both verbal and non-verbal cues.
- (f) I (*Instrumentalities*). *Instrumentalities* pertain to the mode of language employed, encompassing spoken, written, telegraphed, or telephoned communication. *Instrumentalities* also encompass the language code utilized, including language, dialect, and variety.
- (g) N (*Norms of interaction and interpretation*). *Norms of interaction and interpretation* pertain to rules governing how individuals interact, encompassing both norms in engaging with others and norms related to interpreting the speech of another person. This includes guidelines on how to communicate, the suitable language or language varieties for communication, and similar considerations.
- (h) G (*Genre*). *Genre* refers to the type of storage form or linguistic category used by the speech actor. For example, such as narratives, conversations, discussions, poems, proverbs, prayers, and so on. Based on the theories above, it can be seen that pragmatics is the study of language which bases its analysis on context. Because what is studied is meaning, in pragmatics it is bound by context.

2. Pragmatics in Language Teaching

It is widely known that the quality of education in Indonesia is low. Associated with education in the field of language, teachers provide more theory than provide opportunities for students to practice the language they learn. The teacher teaches more about language and not how to use good and correct language. After this was realized, a new approach emerged in language teaching, which we know as the communicative approach (Yohanes, 2006; Purwo, 1990). This communicative approach is carried out through a new concept called pragmatics. Before examining further, a definition of pragmatics will be explained. Levinson contends that the field of pragmatics involves examining the connection between language and the underlying context, which serves as the basis for elucidating the meaning of language (Nababan, 1978, p. 3). From this opinion it can be seen that pragmatics is a field of language studies which involves elements outside of language (context) in its study.

In pragmatics, language analysis revolves around language utilization rather than mere structure. Considerable emphasis is placed on exploring the surrounding contexts of a language to better understand the meaning that arises from its usage. The practical condition of the act of communication becomes the main foundation in pragmatic assessment. In this case, an examination will be conducted on discourses pertaining to the communication process.

According to Chaniago (2007), pragmatics reads the study of language further into the skills of using language for practical communication in all situations that underlie linguistic interactions among individuals within a social community. This viewpoint elucidates that the focus of pragmatics orientation lies in practical communication. At a practical level, diverse factors beyond language contribute to the meaning of the communication process. Nababan identifies numerous decisive elements in communication: who speaks; with whom; for what purpose, under what circumstances, (place and time); in what context (other participants, culture and atmosphere); by what means (oral or written); what media (face to face, telephone,

mail, and so on); in what events (conversations, lectures, ceremonies, reports, and so on) (1987, p. 70).

From this perspective, the communication process is likely to be influenced by various factors, including actors, goals, situations, contexts, channels, media, and events. In accordance with Nababan, Suyono (1990, p. 18) puts forth three fundamental concepts within the realm of language use (pragmatic studies): communication acts, communication events, and communication situations. The two viewpoints are quite similar; however, Suyono succinctly condenses these influential factors into three essential concepts.

Based on the aforementioned points, it becomes evident that pragmatics plays a crucial role in Language teaching, especially in schools. Teaching language with a "structural" focus can pose significant challenges when it lacks a connection to the practical application of language in real-life situations. Language activities necessitate individuals to embody pragmatic qualities. Through its pragmatic manifestation, the expectation is that students can effectively apply the target language in alignment with the contextual nuances inherent in authentic language activities (Nurhadi, 1995, p. 146). According to this perspective, communication is directed towards attaining pragmatic qualities, enabling students to employ language in accordance with the given context.

3. Discussion

The process of acquiring the Japanese language should cater to practical language requirements aligned with real-world situations. By adopting a framework grounded in pragmatic studies, students undergoing language learning will naturally be exposed to practical aspects of communicative acts. Like the conversation below.

ほんの 気持ちです

山田一郎 : はいどなたですか

Hai, Donata desuka

(Yes, who is that?)

サントス : 408のサントスです

408 no Santos desu

(408, Santos)

.....

サントス : こんにちは、サントスです

Konnichiwa, Santos desu

(Good afternoon, Santos)

これからお世話になります。

Kore kara osewa ni narimasu.

(From now on I asking for your help)

どうぞよろしくお願いします。

Douzo yoroshiku onegaishimasu.

(Seek your assistance)

山田 : こちらこそよろしく

Kochirakoso Yoroshiku

(Your welcome)

サントス : あのこれ本のきもちです。

Ano kore hon no kimochi desu.

(This sincerely)

山田 : あ、どうも何ですか

A, doumo nan desuka

(What is this?)

サントス : コーヒーです、どうぞ
Ko-hi desu, douzo
(This is coffee, please)
山田 : どうもありがとうございます。
Doumo Arigatou Gozaimasu.
(Thankyou)

(*Minna no Nihongo I*, page 15)

When discussing the dialogue in connection with Dell Hymes' theory, it asserts that a speech event should satisfy eight components, condensed as "speaking." The eight components are outlined as follows:

- (a) S: *The setting and scene* of this conversation is in front of Mr. Yamada Ichiro's house during the day.
- (b) P: *Participation* in this conversation is Mr. Yamada Ichiro and Mr. Santos participate in this conversation.
- (c) E: *Ends: (purpose and goal)* the intent and goal of this talk is to give Mr. Yamada Ichiro coffee.
- (d) A: *Act Sequences* is Mr. Santos introducing himself to Mr. Yamada Ichiro over coffee.
- (e) K: *Key: (tone or spirit of action)* is the traditional Japanese introduction of Mr. Santos to Mr. Yamada Ichiro.
- (f) I: *Instrumentalities* with the face-to-face oral route.
- (g) N: *Interaction and interpretive norms* are received by hand Mr. Santos began the formal introduction.
- (h) G: A genre is a type of speech.

第一課

初めまして

佐藤 : おはようございます。
Ohayou gozaimasu.
(Good morning)
山田 : おはようございます。さとうさん・こちらはマイク・ミラーさんです。
Ohayou gozaimasu. Sato san, kochira wa Mike Miller san desu.
(Good morning miss Sato, this is Mike Miller)
ミラー : 初めまして。マイク・ミラーです。アメリカから来ました。どうぞよろしく
おねがいします。
Hajimemashite. Mike Miller desu. Amerika kara kimashita. Douzo yoroshiku
onegaishimasu.
(How are you? I am Mike Miller. I am from Amerika. Nice to meet you)
佐藤 : 佐藤恵子です。どうぞよろしく。
Sato Keiko desu. Douzo yoroshiku.
(I am Sato Keiko. Nice to meet you)

(*Minna no Nihongo I*)

If the discourse pertains to Dell Hymes' theory, which posits that a discourse occurrence must meet eight components abbreviated as 'speaking,' the eight elements are outlined as follows:

- (a) S: *The Setting and Scene* in this conversation, the setting and scene are at work and on a morning day.
- (b) Q: *Participation* in this conversation is being held by Mr. Yamada, Mr. Sato Keiko, and Mr. Mike Miller.
- (c) E: *Ends: (purpose and goal)*, the intent and goal of this conversation is that Mr. Yamada first introduced Mr. Mike Miller to Mr. Sato Keiko in order for them to become acquainted.
- (d) A: *Act Sequences* consist of Mr. Mike Miller introducing himself to Mr. Sato Keiko, just greeting and introducing themselves.
- (e) K: *Key: (tone or spirit of act)* the introduction of Mr. Mike Miller and Mr. Sato, specifically telling the entire name and where it originates from briefly and using polite language.

- (f) I: *Instrumentalities* are in-person discussions.
- (g) N: *Norms of interaction and interpretation* is to introduce each other as introductions in general.
- (h) G: *A genre* is a type of speech.

第二課

これから お世話になります

- 山田一郎 : はいどなたですか
Hai, Donata desuka
 (Yes, who is this?)
- サントス : 408のサントスです
408 no Santos desu
 (408, Santos)
-
- サントス : こんにちは、サントスです
Konnichiwa, Santos desu
 (Good afternoon, Santos)
 これからお世話になります。
Kore kara osewa ni narimasu
 (From now on I asking for your help)
 どうぞよろしくお願いします。
Douzo yoroshiku onegaishimasu.
 (Seek your assistance)
- 山田 : こちらこそよろしく
Kochirakoso Yoroshiku
 (Your welcome)
- サントス : あのこれ本のきもちです。
Ano kore hon no kimochi desu.
 (This sincerely)
- 山田 : あ、どうも何ですか
A, doumo nan desuka
 (What is this?)
- サントス : コーヒーです、どうぞ
Ko-hi desu, douzo
 (This is coffee, please)
- 山田 : どうもありがとうございます。
Doumo Arigatou Gozaimasu.
 (Thankyou)

(Minna no Nihongo I, page 15)

If the discourse pertains to Dell Hymes' theory, which posits that a discourse occurrence must meet eight components abbreviated as 'speaking,' the eight elements are outlined as follows:

- (a) S: *The setting and scene* of this conversation is in front of Mr. Yamada Ichiro's house during the day.
- (b) P: *Participation* in this conversation Mr. Yamada Ichiro and Mr. Santos.
- (c) E: *Ends: (purpose and goal)*, the intent and goal of this talk is to give Mr. Yamada Ichiro coffee.
- (d) A: *Act Sequences* is Mr. Santos introducing himself to Mr. Yamada Ichiro over coffee.
- (e) K: *Key: (tone or spirit of action)* is the traditional Japanese introduction of Mr. Santos to Mr. Yamada Ichiro.
- (f) I: *Instrumentalities* with the face-to-face oral route.
- (g) N: *Norms of interaction and interpretation* are received by hand Mr. Santos began the formal introduction.
- (h) G: *A genre* is a type of speech.

第四課

そちらは 何時までですか

ミラー : すみません、「あすか」の電話番号何番ですか。
Sumimasen, "Asuka" no denwa bangou nan ban desu ka
(Excuse me, what is Asuka's phone number?)

佐藤 : 「あすか」ですか。5 2 7 5 の 2 7 2 5 です。
"Asuka" desu ka. 5275 no 2725 desu
(Asuka, 5275-2725)

ミラー : どうもありがとうございます。
Dou mo arigatou gozaimasu
(Thank you so much)

.....

店の人 : はい、「あすか」です。
Hai, Asuka desu
(Hallo, Asuka here)

ミラー : すみません。こちらが何時までですか。
Sumimasen. Kochira ga nan ji made desu ka
(Sorry. Until what time is this place open?)

店の人 : 10 時までです。
Juuji made desu.
(Until 10 o'clock)

ミラー : 休みは何曜日ですか。
Yasumi wa nan youbi desu ka.
(Which day is closed?)

店の人 : 日曜日です。
Nichiyoubi desu.
(On Sunday)

ミラー : そうですか。どうも。
Sou desu ka. Doumo.
(Oh, I see. Thank you so much)

(Minna No Nihongo I)

If the discourse pertains to Dell Hymes' theory, which posits that a discourse occurrence must meet eight components abbreviated as 'speaking,' the eight elements are outlined as follows:

- (a) S: *The setting and scene* of the conversation are not specified, the location where the conversation takes place is not explained.
- (b) P: *The participants* in the conversation are Pak Miller, Pak Sato, and the store employee.
- (c) E: *Ends: (purpose and goal)* of the conversation are for Pak Miller to inquire with Pak Sato about the phone number of Toko Asuka. After obtaining the Toko Asuka phone number, Pak Miller calls the store to ask about their opening hours and days off since he might visit.
- (d) A: *Act* sequences involve discussing the store's holiday and closing times at Toko Asuka.
- (e) K: *Key: (The tone or spirit)* of the act is that Pak Miller uses polite language, while the store employee responds briefly and unclearly.
- (f) I: *The instrumentalities* in this conversation are spoken language and face-to-face interaction between Pak Miller and Pak Sato, but not face-to-face interaction between Pak Miller and the store employee.
- (g) N: *Norms of interaction and interpretation* are breached when the store employee provides unclear information, not specifying whether the store closes at 10 AM or PM.
- (h) G: *A genre* of the conversation is a form of discourse.

第五課

この 電車は 甲子園へ 行きますか

- サントス : すみません。甲子園までいくらですか。
Sumimasen. Koshien made ikura desu ka.
 (Sorry. How much is the fare to Koshien?)
- 女のひと : 350円です。
350 yen.
 (350 yen)
- サントス : 350円です。ありがとうございました。
350 yen. Arigatou gozaimasu.
 (350 yen. Thank you)
- 女の人 : どういたしまして。
Dou itashimashite.
 (You're welcome)
-
- サントス : すみません。甲子園は何番ですか。
Sumimasen. Koshien wa nan ban desu ka.
 (Sorry. Which train number goes to Koshien?)
- 駅員 : 5番線です。
5-bansen desu.
 (Line number 5)
- サントス : どうも。
Doumo.
 (Thank you)
-
- サントス : あのう、この電車は甲子園へ行きますか。
Anou, kono densha wa koshien e ikimasu ka
 (Sorry. Is this train headed for Koshien?)
- 男の人 : いいえ。次の「普通」ですよ。
Iie, tsugi no futsuu desu yo.
 (No, it is not. It is on the next train)
- サントス : そうですか。どうも。
Sou desu ka. Doumo.
 (I see. Thank you)

(Minna No Nihongo I)

When the discussion is related to Dell Hymes' theory, the ALS appears. Shortened to 'speaking' The eight components are as follows:

- S: *Setting and scene* of our conversation are at the station.
- P: *Participation* in this conversation is Mr. Santos.
- E: *Ends: (intent and goal)*, the intent and goal of this talk is for Mr. Santos to travel to Koshien by train, although he has never boarded a train before.
- d) Mr. Santos was confused since the train to Koshien was delayed.
- e) A: *Act Sequences* are train discussions to Koshien.
- f) K: *Key: (act's tone or spirit)* Mr. Santos and a woman use polite language. The station employee responded quickly. While a man provides information with enthusiasm
- g) I: *Instrumentalities* are lines uttered face to face.
- h) N: *Norms of interaction and interpretation* is conversations that use good and clear language are examples of interaction and interpretation norms. Furthermore, a man utilized the suffix よ because he revealed information that Mr. Santos was unaware of, namely the kind of train to Koshien.
- i) G: *A genre* is a type of speech.

E. Conclusion

Based on the explanations above, students will require language learning that is focused on the practical aspects of communication. In this context, the communicative approach, particularly emphasizing pragmatics, plays a constructive role in guiding the language learning process, especially within formal education.

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