

TEACHERS' PRACTICES ON RAISING STUDENTS' PRAGMATIC AWARENESS: CHALLENGES AND REFLECTIONS FOR EFL TEACHERS

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ABSTRACT

The need for integrating pragmatic awareness-raising into the lesson has long been highlighted in the field of language teaching professional. EFL learners are required to poses adequate and conscious knowledge including various pragmatic rules in the target language. Since in EFL context like Indonesia, TL exposure is limited only in the classroom, the teachers carries significant role to set strategies for effective pragmatic awareness-raising activities. Therefore, this study attempted to explore to what extent EFL teachers in Indonesia raise students' pragmatic awareness in their practices, the obstacles, and their reflection on their own practices. This study is conducted through qualitative research with two English teachers taken as participants. The findings of this study revealed that the teachers used explicit pragmatic instruction and pragmatic-awareness raising activities encompassing pragmalinguistic and sociopragmatic area such as WDCT, analyzing and practicing appropriate linguistic choices, identifying politeness/directness in utterances and idiomatic expressions, role-playing, and debate. Based on the finding, students' lack of ability in determining pragma-linguistic strategies and TL pragmatic exposures hinder the process of the pragmatic awareness-raising. Therefore, the teachers still pay careful attention to their grammar and vocabulary coverage. The result of this study also indicates that EFL teachers in Indonesia are aware of the importance of pragmatic awareness. Despite the fact that some pragmatic awareness-raising tasks they employed still have drawbacks, they have attempted to align their perceptions and beliefs into practice.

General terms- English Language Teaching, Applied-Linguistics, Pragmatics, Teaching Pragmatic

KEYWORDS: Pragmatic Awareness-Raising; Pragmatic Competence; Teachers' Practices; Teachers' Reflection

1 INTRODUCTION

Undoubtedly, the importance of target language (TL) pragmatic awareness-raising in language teaching is highly related with the increasing needs for TL pragmatic knowledge for language learners. It can be proven that in the recent few decades, developing students' pragmatic knowledge in ESL/EFL contexts has been emphasized as one of the most intriguing matters the field of language teaching professional (Kasper & Rose, 2002; Kasper & Roever, 2005). Experts in language teaching have suggested that to be able to communicate effectively and appropriately in a target language, EFL learners are required to possess adequate and conscious knowledge of the features of the language system including various pragmatic rules of language use in the target language (Martínez-Juan, 2010),

The rapid augmentation of the concerns towards pragmatic awareness-raising in second language learning is mainly enforced by the fact that second/foreign language learners' work focuses more on grammatical correctness than pragmatic appropriateness in utterances. As the result, second/foreign language learners' are more aware of grammatical errors than pragmatic errors. The evidences for that phenomenon are shown by findings obtained in numerous researches. A study done by Cahyani (2014) found that Indonesian EFL learners were more aware of grammar error than pragmatic error in their speaking performance. It was shown from the result of their analysis on their own recorded performance with their peers.

Commenting on the issue above, the imbalance between pragmatic ability and grammatical ability may cause communication breakdown. Learners are expected to be able to use speech acts in socially proper and acceptable ways. The bottom line of lacking pragmatic awareness impel to stereotyping about particular speech community, judged by the ignorance of cross-cultural understanding of the speakers. Worse, speakers might be perceived as rude or inconsiderate. The consequences from pragmatic failure are also addressed by Edwards and Csizer (2001) that inability of L2 learners to use pragmatic knowledge may bring them to the risk of uncooperative communication at the least, or at its worst rude and insulting, since the native speakers of the target language might overlook phonological, syntactic, and lexical errors made by L2 speakers, but not their pragmatic errors. Given a fact that Indonesian national curriculum substances support the integration of pragmatic instruction in the classroom, Indonesian EFL teachers' attempt to teach pragmatics or implement pragmatic awareness-raising in English classroom is supposed to receive high concerns.

What remain unknown is, however, to what degree pragmatic awareness raising has been done in Indonesian EFL context. Moreover, this is embedded in the fact that in foreign language contexts such as Indonesia, English learning almost takes place only inside the classroom where learners and teachers have similar L2 and cultural background. Hence, only a limited opportunities of authentic social interactions in the target language is provided (Zangoei & Darakhsan, 2014). Besides L1 & L2 cultural differences, there are other various hindrances during the practice of raising students' pragmatic awareness, such as low level of students' English proficiency, and even student resistance and inadequate practical teaching guidelines (Gunawan & Suyatno, 2017).

Therefore, there is an urge to investigate English teacher's practices on pragmatic awareness-raising in the English classroom comprehensively. The findings of this research will reveal not only how teachers attempts to raise students' pragmatic awareness in the English lessons, but also what barriers or constraints Indonesian EFL teachers encounter during the practices on raising students' pragmatic awareness in the classroom. Besides, EFL teachers' perceptions towards pragmatic awareness raising are also explored. Based on number of concerns related to pragmatic awareness-raising in EFL contexts, therefore, this research attempts to answer these overarching questions:

1. How do the Indonesian EFL teachers raise students' pragmatic awareness?

2. What obstacles do they encounter during the practice of raising students' pragmatic awareness?
3. How do Indonesian EFL teachers make sense of their pragmatic awareness-raising practices?

1.1 The notions of pragmatics

The term 'pragmatics' is formerly proposed by Charles Morris (1938), a philosopher of language that defined pragmatics as "science of the relations of signs to their interpreters. In its simplest meaning, pragmatics is "the study of language use" (Levinson, 1983:5). This controversial definition describes the nature of pragmatics as starting point in discussion of pragmatics.

Criticism to arrive at further theoretical bases of pragmatics raise up number of more complex definition of pragmatics is increased. Leech (1983:6) redefined pragmatics to "the study of meaning in relation to speech situations". Leech (1983) and Thomas (1963) disported pragmatics into two scopes which are pragmalinguistics and sociopragmatics. According to Leech, pragmalinguistics deals with linguistics parts and refers to the particular resources depending on speakers' communicative acts. On the other hand, sociopragmatics is concerned with the social conditions under which speakers perform and interpret their communicative acts (Leech, 1983).

Pragmatics encompasses wide aspects of in language. Crystal (1997) explained it by stating that pragmatics is study of the users of language's intended meaning including the language choices that follow, problems that they encounter, and the consequences of those choices on the interlocutors in the act of communication. (p.271). It includes politeness/impoliteness, speech act, conversational style, humor, sarcasm, discourse markers, conversational implicature, and deixis.

1.2 Pragmatic Awareness and its role in EFL learning

Many studies conducted in the area of theoretical and pedagogical pragmatics incline to the framework of "awareness" and "noticing" hypothesis by Schmidt (1993, 1995). In fact, pragmatic awareness inclines to the noticing hypothesis theory by Schmidt (1993,1995, 2001) that in order for acquisition to take place, L2 learners need to 'notice' and 'understand' the available input, and operate on two levels of 'awareness'. The Noticing Hypothesis as established by Schmidt (1995, p. 20) mentions that "what learners notice in input is what becomes intake for learning and available for further mental processing". Two levels of awareness address the term of 'noticing' and 'understanding'. A learner is said to possess awareness after the two levels mentioned above are accomplished.

Therefore, L2 learners need to possess awareness in learning pragmatics for developing their communicative competence. There is also proof indicating that learners' pragmatic awareness greatly affects their acquisition of pragmatic knowledge. Meanwhile, the use of pragmatic instruction in assistance with their learning helps them shape their perceptions of pragmatics influencing their development of pragmatic competence. Blum-Kulka, House, and Kasper (1989: 10) suggested from

their studies that, “Even fairly advance language learners’ or even native speakers; communicative performances regularly hold pragmatic errors, or scarcities, hence they are said to catch failure in conveying or comprehending the intended illocutionary force or politeness value”.

Due to that reason, the urge for L2 instruction to focus on the pragmatic features of target language should be taken into consideration. Researchers in this area spotlight the positive impact of instruction focusing on raising learners’ pragmatic awareness. (Kasper, 1997). That statement infers that teachers practices as important element in raising students’ pragmatic awareness in the classroom.

1.3 Teacher’s perceptions and its relation to their practices

Teachers’ perceptions reflect their personal, cultural, educational and political value. It is constructed by “sort of experiences in and outside of the classroom” (Ishihara & Cohen, 2016). The causes of uncomfirmity between beliefs and practices explained by Ishihara and Cohen (2016) brought insights to further research. However, since teachers’ perceptions may influence learning process and outcomes, it is highly recommended for them to align the classroom practices to their beliefs. Collective explicit awareness between what teachers know, believe, and do in the classroom is helpful to conduct effective and directed teaching and learning. When these aspects are practiced in one way, then teachers are more likely to make conscious and informed decisions in their instructional contexts.

Regarding teachers' attitudes toward pragmatics, as Ishihara (2011) states, research into the area of instructional pragmatics does not have a long history. Among the small number of studies on the issue, a few have investigated teachers' attitudes toward pragmatics in teacher education programs. Interestingly, few studies that explore teachers’ perception towards the standpoint of pragmatic involvement in EFL classroom found disparancy between teachers’ belief and the actual classroom practices. For instance, Basturkmen et al. (2004) seek comparison between teachers’ practices during classroom observation and teachers’ stated beliefs from interview about focus on form (FoF) strategy in intermediate EFL classes. The results proved some mismatches between the teachers' stated beliefs and their classroom practices.

Additionally, a study carried out by Vu (2017) on teaching pragmatics in English as a foreign language at a Vietnamese university found disparity between the survey and interview data. In the interview, it was revealed that teachers of English agree on the importance of teach pragmatic knowledge. However, the survey data indicated that teachers did not know importance of teach pragmatic knowledge. However, the survey data indicated that teachers did not know how to teach pragmatics because their pragmatic competence was questionable.

1.4 Pragmatic awareness-raising activities in the classroom

Aforementioned, contextual interaction elevate L2 learners towards the existing pragmatic knowledge and "encourage them to use their universal or transferable L1 pragmatic knowledge in L2 contexts". Following that reason, Rueda (2006) mentioned that pragmatic instruction in a foreign language classroom should meet three criteria which are:

- (1) Guiding learners to attain appropriate target language input;
- (2) Raising learners' pragmatic awareness, and;
- (3) Engaging learners to rich authentic opportunities to practice pragmatic knowledge.

In order to raise students' pragmatic awareness, there are several activities which can be applied by teachers in the classroom. Below are the exemplification of real implementation of activities to raise students' pragmatic awareness are varied. The activities may result in students' receptive or production skills. The examples of the activities that arrive at their receptive skills include analyzing speech act set strategies, comparing L1 and L2 pragmatic norms, identifying the differences and similarities between L1 and L2 cultures from media such as sit-coms, short movie, songs, and identifying idiomatic expressions and its function. Furthermore, the learners may also use their pragmatic skills on productive activities such as debating, expressing agreement and Disagreement, role-playing, or oral completion discourse task.

Those tasks require both implicit and explicit pragmatic instruction. Glasglow (2008, pp. 6-7) he believed that teacher plays huge role as source of appropriate language use, classroom practitioners in pragmatic awareness-raising and pragmatic competence, which are: (1) Allow the opportunity for trial and error, especially in EFL, given the fact that few chances exist for many EFL students to interact outside the language school context, and; (2) Develop in students the ability to self-monitor their pragmatic development. Students will ask "what should i say in this situation?" This question allows the teacher to take advantage of accessing students to variations in the language let them think of what they have. It allows them to discover this autonomously.

2. MATERIALS AND METHODS

2.1 Research design

Since this research is undertaken to explore a phenomenon which is the teachers' practices of pragmatic awareness-raising in a particular site which is an English classroom, thus, the researcher is urged to underpin this study by qualitative research method. Besides, teachers' practices in the classroom regarding to pragmatic awareness-raising requires in depth exploration in order to reveal how pragmatic awareness-raising is actually implemented in authentic classroom and what kinds of constraints and barrier that the teachers encounter during the practice. For that reason, fundamentally, qualitative method provides detailed descriptions of specific learners (or sometimes classes) within their learning setting.

2.2 Participants

Before conducting this research, pilot review was done to four teachers from two schools to determine which teacher is eligible to take part and contribute to the objectives of the research regarding to their beliefs in language learning and pragmatic competence. Eventually, two teachers were categorized as appropriate subjects. Hence, two high school teachers were observed with regard to their teaching practices; specifically on pragmatic awareness-raising during the teaching and learning process in the classroom. Both of the two teachers teach at the same school yet they are teaching different level. Teacher 1 (T1) teaches English in tenth grade, while Teacher 2 (T2) teaches the eleventh graders (XI science class).

2.3 Research data and instruments

The teachers’ actions and students-teacher interaction recorded in the classroom answered the first and second research questions. The spoken responses by the teachers to explore their reflection on their classroom practices regarding to raising students’ pragmatic awareness are taken through real-time interview. Below is the depicted picture about how the data are obtained.

Table 3.1 The sum of how the data are obtained

	Data of the research	Research Instruments	Data collection technique
RQ 1	Teachers’ actions and interaction with students in the classroom	Observation sheet Field notes	Non-participant observation
RQ 2	Obstacles in raising students’ pragmatic awareness	Observation sheet Field notes Open ended questions	Non-participant observation and interview
RQ 3	Teachers’ reflection by their responses	Open ended questions	Interview

The observation is done through non-participant observation where the researcher did not actively take part in the teaching-learning process under scrutiny. Three weeks observations were done to both of the teachers resulting in five meetings.

The second observation sheet is used to uncover challenges or hindrances that teacher encounter during the practices of raising students’ pragmatic awareness. Aspects being observed in the study are not pre-determined, meaning that the kinds of categorizes for practice and obstacle are identified naturally from the real setting.

In addition, field notes were utilized to support the events which needed more detailed description. Last but not least, the interview was done once through face-to-face in real-time setting. The questions being asked in interview of this study are arranged into this following sequence: (1) Questions 1-3 is about teachers' understanding on pragmatics and how they value pragmatic awareness in language learning, (2) Questions 4-10 is about teachers' practices on raising students' pragmatic awareness, (3) Questions 11-12 is about obstacles and expectancy encountered in teaching pragmatic or raising students' pragmatic awareness.

2.4 Data Analysis

Since this study falls under qualitative method, the data analysis is done under the same systematic procedure. The data obtained will be analyzed through qualitative procedures inclining to Interactive Model formed by Miles, Huberman, and Saldana (2014). Continuing data collection, the process of analyzing data will go by way of three cyclical phases including data reduction, data display and conclusion making of verification.

The data is obtained through sets of observation done in the classroom which focused on teacher's and students' activity during the teaching and learning process. By looking at the data on the observation sheet, the researcher gets information to draw the part of actions or activities where teachers enforce the learners' pragmatic awareness-raising. There are some important strategies as guidelines to carry out the observation adapted from practical methods in a number of previous studies. Those guidelines help researcher in categorizing methods or practices used in the classroom. Teachers' practices reflected on the observation sheets will be categorized based on focus dimension of pragmatic instructional approaches; pragmalinguistics, sociopragmatics, and combination of both. Apart from observation sheet, spoken responses from the teachers also count. The interview is also meant to gain information regarding to obstacles that teachers found in raising students' pragmatic awareness. Therefore, the responses will also be categorized in line with the guidelines in the observation. Then, after the data is well-sorted, description of interpretation is presented accordingly. The interpretation of each sorted data will be described and examined using the existing theories in the field.

The responses are likely gained from the questionnaire and interview conducted to all the participants. The spoken responses from the interview are transcribed. Since the interview is done in Bahasa, researcher will translate all the responses into English. Both written and spoken responses will be triangulated to yield in one inference. Then, researcher will sum up the central point of each of the answers given by the participants in compacted details. Next, the answers of each participant will be incorporated to the findings gotten from sets of observation in the classroom in order to synchronize the beliefs and the actual practices in the English classroom.

3 RESULTS

Deriving from triangulation of field notes and the observation sheets as the instrument, the practices on raising students' pragmatic awareness are carried out through explicit pragmatic instructions. The activities and tasks encompass written discourse completion task (WDCT) in multiple choice, analyzing and practicing appropriate linguistic choices, identifying politeness/directness in utterances and idiomatic expressions, role-playing, and debate.

In this research, there are three kinds of pragmatic variability to categorize the ways which are pragmalinguistics, sociopragmatics, and the combination of both two aforementioned. Such finding was discovered from the result of the analysis on the teachers' actions highlighted on pragmatic awareness-raising attempts in the classroom

T1 was observed to practice these following activities pragmatic instruction: (2) Analyzing the pragma-linguistic choices for expressing happiness, sympathy, and gratitude (3) Completion discourse task (multiple choice). On the other hand, T2 practiced pragmatic awareness raising to broader extents encompassing sociopragmatic aspect. T2 attempted pragmatic awareness raising as the following: (1) Analyzing pragma-linguistic choices for expressing agreement and Disagreement, (2) Analyzing idiomatic expressions, (3) Using situational prompt task, (4) Comparing Indonesian and target language pragmatic norms, (5) Sharing personal experiences about pragmatic, (6) Analyzing politeness/directness in utterances, (7) Debate

5.1 Analyzing pragmatic choices for expressing agreement and Disagreement

5.1.1 Speech Act Set Strategy

The other subtle practice which was indicating pragmatic awareness-raising is T2's attempts for applying Speech Act Set (SAS). During the observation 1 and 2 on T2, she was explaining about expressions of agreement and disagreement. Initially, the teacher was preceding the lesson with a bit of brainstorming activity such as stimulating students' responses by proposing controversial ideas. She asked what if the school sets a policy for all the boys' hair in this school to be cut like military style. As predicted, the boys in the class expressed their objection and strong disagreement with the stated policy.

In addition, the teacher also asked few questions such as "do you agree with smoking addiction?", "Do you agree with the use of gadgets for kids? Online games?". In the interaction, T2 also compelled her students to speak English in the classroom especially to respond to her queries.

After the brainstorming activity, the teacher moved to the opening activities of the lesson to applying SAS for expressing agreement and disagreement. In fact, there were quite many steps that the teacher did to teach students' strategies for speech act. Nevertheless, the steps are compacted to three major parts.

Step 1 : Explaining speech act strategies in expressing agreement and Disagreement

Step 2 : Analyzing the use of politeness / directness/ formality in an interaction

Step 3 : Situational-prompt task

There are three major steps used by T2 to raise students’ pragmatic awareness specifically on speech acts functions. The first is explaining speech act strategies aforementioned which are SAS in expressing agreement and Disagreement. The second step is analyzing the use of politeness/directness/formality in an interaction. The last is situational-prompt task to agree and disagree with someone’s opinion. However, in order to describe each of the steps comprehensively, the two last parts will be elucidated in the next sub-chapter.

To implement the SAS strategy, T2 did not directly list expressions of agreement and Disagreement that can possibly be used in communication, but rather she disentangled the steps on how to agree and disagree in an appropriate way in the target language on a graphic. She was using multimedia to display the graphic to the students on the power point slide.

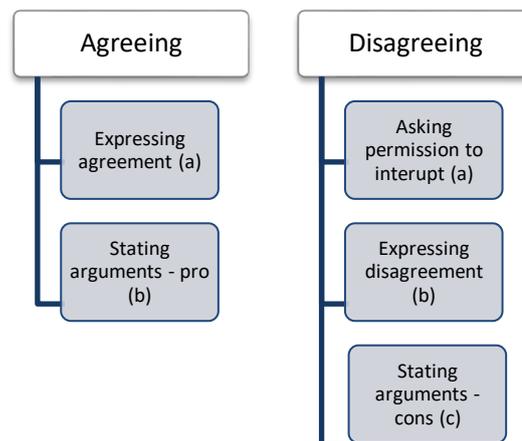


Figure 4.2
Speech Act Set (SAS) For Agreeing and Disagreeing Strategy of T2

As shown in the graphic, the teacher explained that there are few steps to disagree with someone or to agreeing with someone. T2 compared to the way students performed the speech act in the previous activity by repeating what the students said to express disagreement about school policy. She mentioned the situation in the previous activity that the way students performed Disagreement was not considered appropriate in the target language. Afterwards, the teacher elicited how to perform the strategies to the students. She moved to the next slide of the power point and displayed the scripts or exemplary expressions that represent the step in both speech acts for (a), (b), (c) steps. She emphasized on disagreement expression.

(She began to explain)

How to ask permission if you want to Disagree (a):

(1) Excuse me, Sir. (2) Sorry to interrupt your argument. (3) Hold on. (4) Wait a second, friend. (5) Are you sure?

How to express Disagreement (b):

(1) I disagree with you. (2) I don't think so you're right. (3) If I may disagree. (4) I am afraid to Disagree. (5) I beg to differ, Sir. (And few of idiomatic expressions – to-be explained later)

How to state arguments (c):

(1) In my opinion, gadgets for children are dangerous. (2) In my point of view, the color of this room is still nice no need to paint it new. (3) I believe in the fact that online games are harmful.

Those are the scripts of expressions that students may use to disagree with someone's opinion. She kept on stressing that the students should set on appropriate strategies in expressing Disagreement. Moreover, she also informed that it applies to all speech acts, not only to Disagreeing with someone. Hence, the students were asked to be careful before performing any expressions, such as inviting, apologizing, and requesting and others.

5.2 Analyzing idiomatic expressions

Furthermore, to explain the example expressions for expressing agreement and Disagreement, T2 also equipped students with some idioms representing agreement and Disagreement. She did not include the expressions into the column of SAS but she detached the expressions into different sub topic as idiomatic expression.

Table 4.1.5 Idiomatic expressions taught by T2

Idiomatic expression for agreement	Idiomatic expression for Disagreement
We see eye to eye on this	You're off base
We are on the same boat	You are missing the boat
You took the words right out of my mouth	Don't jump to conclusions
We are in accord	You are out of your mind

Most of students were not sure about the meaning of idiomatic expression. Only one student answered it closely to the correct one saying if idiomatic expression is "slang". Then, the teacher asked the students about the meaning of idioms in Bahasa "lidah tak bertulang" and "musuh dalam selimut". The students had various answers.

Then, the teacher explained further that those expressions in Bahasa have connotative meaning. She also taught the students that in English it is known as idiom; an expression that the meaning is beneath it all. Besides, she mentioned that idiom is used to express something to sound less direct or

rude. The teacher mentioned that using idiomatic expressions on daily communication will help students' native-like fluency.

The teacher taught them that native speakers of English frequently use idiomatic expressions in daily communication. She also said that students can find and hear idiomatic expressions on media where L2 community assembles easily. Its appropriate usage can amplify messages in a way that draws readers or other speakers in and helps to awaken their sense. Afterwards, the teacher explained to students the real meaning of idiomatic expressions shown on the slide. She emphasized that students pay attention deriving meaning from those kinds of expressions, since it is involute and culture-specific. One of students asked how to differentiate between idiomatic expression and explicit expression. T2 was quite jumbled to explain it. However, the advice of the teacher was to sense whether the real meaning sounds bizarre or not. Given an example, "we see eye to eye on this." She asked the students to translate to Bahasa. It has a significant difference from the true meaning because in Bahasa it means "kita melihat mata ke mata pada hal ini". One of students admitted she thought it meant putting eyesight on each other like staring at each other, while it actually means "I agree with you". On top of that, the teacher asked her students to be more curious.

5.3 Analyzing politeness/directness of utterances

In fact, after T2 implemented one way to perform speech act correctly through SAS, one student in the class asked the teacher about why they need to organize strategies in speech acts and why those expression warrant in interaction. They complained that it is unnecessary and 'going around the bush.' Receiving the opportunity to explain, T2 stated a quote to their students.

T2 : Very nice question Silvi. Good. Ok here it is. Why do you need to organize strategies in expressing something? It is because you need to consider politeness when you're talking to someone to avoid misunderstanding. (T2 talk, observation 1)

The teacher explained that the reason why students need to understand SAS is to consider politeness towards the interlocutor. The teacher triggered students' metapragmatic awareness by creating situational script in Bahasa mixed with Javanese as shown in the teacher's talk during the first observation. She convinced them that in English, politeness or directness matter in communication as well. Furthermore, she added the pragmatic dimensions in interaction such as the person's age, power, relationship, and the context are crucial in creating good communication. She said if politeness consideration is missing from an interaction, it may cause misunderstanding, annoyance even hate.

5.4 Comparing L1 and L2 pragmatic norms

Apart from the explanation of the importance of politeness in expressing agreement or Disagreement, T2 also concerned with the further details in the difference of politeness between cultures especially L1 and L2 cultures and pragmatic norms. After explaining to the students why politeness needs to be

considered, incidentally T2 assigned them to make a comparison between expressions of small talks in Bahasa and in English. Few minutes were given to students to think about it. Immediately, T2 drew students’ agreement on how Indonesian people have small talks in their meeting after a long time.

Table 5.1 Indonesian and English Topics for Small Talks

	Indonesian	English
Small talk topics	Well-being Personal issues	Well-being Weather Ongoing issues
Common expressions	“Gimana kabarnya” “Sampean niki yuswo pinten nggih?” “Putranya bapak berapa” “Bu, mau pergi kemana pagi-pagi begini?” “Teko endi rek yah mene lagi mulih” “Ya ampun, sekarang gendutan ya mbak sampean”	“Good morning, how are you?” “How’s thing going? It was snowing a lot yesterday” “How is life, man? you look great.” “Hello, wow look at you, you were just a baby” “Hello Sir, good morning how are you?” “I saw on the news that today is going to snow heavily, take care”

She mentioned that the culture of being “nosy” and talkative in our culture is considered as friendly and hospitable, while it could be the other way around for L2 speakers. Also, she explained that L2 speakers always likely avoid personal matters and physical appearance remarks in their talk because they think it does not belong to their business, and they would also dislike it if other people do the same thing to them.

One of the students was curious and asked the teacher about what he should talk about when they meet. T2 appreciated his curiosity and told him that it depends on few cases. The first is their relationship distance which means how close they are to each other. T2 added that if they have been friends for years or close relative like his own siblings for instance, the talks can go into personal. Secondly, it is the context. In formal interviews, personal matters are justified and permissible because marital status or previous professional experiences may influence the career. Therefore, the teacher emphasized that if they come across a native speaker and want to talk about something, they should avoid personal matters unless they are close to each other already.

5.5 Using situational prompt task

Situational prompt task is one of the strategies used by T2 in raising students' sociopragmatic awareness. T2 began the class by recalling previous lesson about expressions of agreement and Disagreement. The teacher informed that the students will be given a task in pair. She had prepared four small papers filled with written determined situations. The task required the students to create dialogues with their peers based on the situations they see on the paper. In other words, the students will be assigned for role-playing activity. The paper is given randomly based on lottery. The implementation is that each row should prepare one student as their representative to take the paper in front of the class. The rest of the students in the row must abreast with any situational prompt in which the representative has picked. There were also pragmatic dimensions for the roles. Below is the situational prompts scripts made by T2.

Situational prompt 1 A thinks that cellphones should be allowed at school. B Disagrees. You both are in the living room.

Roles:

A: A high school student

B: The grandfather of A

Situational prompt 2 A said the city needs more skyscrapers. B Disagrees. You both are in the office.

Roles:

A: a director of a company

B: The employee

Situational prompt 3 A is a vegan. She only eats vegetables. She thinks that eating meat is not good. B Disagree. You met her/him in a market.

Roles:

A & B are neighbors to each other.

Situational prompt 4 A thinks that social media should be banned. B Disagrees. You both are at home.

Roles:

A: Your little sibling

B : Older sibling

The students are free to decide which person plays A or B role for each issue. However, they should take turn and change their role in reverse. Therefore, each pair should prepare vivid arguments to contradict their peers from both pros and cons side. So the teacher asked them to argue against something they actually believe in this task. There was no limitation for the argument point, yet they

have to present at least two arguments to converse with their peers. Besides, T2 also stressed the pragmatic dimensions of each role.

5.6 The obstacles in raising students' pragmatic awareness

5.6.1 Students' Inadequate Vocabulary Mastery

Limited vocabulary possessed by students becomes the utmost complicated issue for pragmatic awareness-raising. That is shown from the teachers' responses as well as classroom observation. All of the teachers confessed that not all of the students show significant enthusiasm towards English subject in general which in turn affect their drive to acquire new words or to discover new words in English by their own wills

From the excerpt of the transcribed conversation in the interview, the teacher said that speaking is often challenging for students because they get jumbled and lost in translation during the lesson. They often complained that the words are too difficult or they did not respond to teachers' follow up and elicitation at all. T1 confessed that lack of students' vocabulary caused time inefficiency since she had to prepare the students for vocabulary development in relevance to the topic being taught.

The obstacle related to students' limited vocabulary size is also experienced by the second teacher, T2. The details of difficulty are similar to what T1 was facing. The students hardly catch the meaning of the English words especially if it is isolated or detached from the context. During the third classroom observation in XI science class, the teacher gave students an analytical exposition text about the danger of bullying. Interestingly, when T2 asked the broad outline or inference from the whole text, the student could answer nearly correct. Meanwhile, if the teacher's question was addressed to specific word out of the discourse of the text, the students showed hesitation. From the observations, it is quite subtle that both of the teachers are being the center of the class. Most of the time, they had to interfere in students vocabulary building activity because the milieu given to them was not enough helpful. There were times when teacher just gave direct confirmation or said the word meaning in Bahasa straight away. Moreover, only few students brought dictionary in the class. They would prefer using their cellphone rather than the book one. Based on the eyesight of the researcher, cellphone often distracted them from the main lesson. Therefore, T2 frequently reminded the students to use the phone only to find the word meaning in digital dictionary, not for any other matters.

5.7.2 Students' inability to determine linguistic choices in different context

Students' inability to determine linguistic choices is inferring the ways students' ability to use appropriate linguistic forms and rhetorical strategies in expressing an intention towards the interlocutors in the act of communication. That matter becomes one of the obstacles for the teachers in raising students' pragmatic awareness. From the observation 4 on the teacher 1 and observation 2 for the teacher 2, it was subtle that students needed explicit instruction to acknowledge linguistic forms and their function pragmatically. Given an example, the students were not aware of the modal verbs usage in asking permission, to request, or to interrupt someone.

As explained earlier, T2 gave the students a task to do a debate in the end of the class in which the students were given a limited time only to think about the proposed ideas or arguments. It means the students were engaged in prompted interaction activity in which it required regular discourse. There was a comparison observed in the students' performance on the previous situational prompt tasks and on the debate activity. The difference lies in the linguistic choices and speaking rhetoric when students' Disagreed with their friends' opinion.

Most of students followed SAS strategy along with the linguistic and semantic variation when they were acting out the situational prompt task with adjustment of a range of interlocutors encompassing roles from different age, position, and relationship distance. Even, few pairs also used idiomatic expressions as what the teacher taught them. However, it was observed that some pairs neglected the staples of modifying interlocutor factor, for instance. During the initial stage of the debate, the students' group which belong to 'cons' group still followed the speech act set strategies taught by T2 in the previous meeting. However, the students were carried away with the heated-debate situation and forgetting the constraints in directness and formality over time. Many students produced utterances of Disagreement that were inconsistent with the preferred politeness principle being considered.

5.7.3 Lack of language exposure in the target language pragmatics

The lack of exposure in the target language pragmatics also happens to be one of the obstacles in accomplishing the goal of raising students' pragmatic awareness. Based on sets of observations, it was tangible that the classroom management was quite teacher-centered. During the teaching and learning process, students' meta-pragmatic development requisite teacher's assistance. The teacher being the gist in the classroom makes students exposure in the target language pragmatics limited. It was observed that, most of the students were not aware of the pragmatic norms and strategies in performing speech act such as agreement and Disagreement, sympathy or gratitude prior to teacher's explanation and class discussion on the specified topic.

In spite of teachers' massive role, the language environment in the classroom such as the textbooks and the interlocutors to practice TL pragmatics were not providing them huge opportunities of language exposure. On top of that, the students use Bahasa to communicate with each other all the time. In most cases, the teachers especially T2, compelled her students to speak English to her for any purpose, otherwise she would not respond to the students' query. As described previously, T2 also often paused students' interaction for them to switch the language into English, although they might be struggling with sentence construction or determine appropriate word choices in English. Some of students were observed of being in 'draw a blank' state not knowing what to say in English. Besides, both of the teachers' way in raising student pragmatic awareness relied on her sole explanation and lecturing style as target language input in the classroom especially with regard to pragmatics. Starting from the first until the end of classroom observation, the attempt in engaging

students to observe L2 authentic community as the prototype of TL interaction was not captured, although it can be done through the use of media such as sit coms, short movie, or dialogues in relevance with the topic being taught.

5.8 Teachers' reflection on their own practices

After discovering two English teachers' practices in raising students' pragmatic awareness, the interview conducted to both of them revealed their reflection or how they make sense of practices in the classroom. It is important to be noted that both of the teachers were chosen as participants after undergoing pilot interview about their beliefs in the stance pragmatic competence and pragmatic awareness in English language learning. The teachers' oral responses are transcribed and categorized into three major results.

5.8.1 The teachers' attitudes on pragmatic awareness in language teaching

Based on in-depth interview, both of teachers agreed that pragmatic awareness plays significant part in the success of communication. However, each of them considers different weigh to what extent pragmatic is integrated in English lesson in their class.

T1 believed that pragmatic awareness can be attained when four skills in English are mastered. To her, the most important aspects in language learning are the mastery of speaking, listening, writing, and reading before they move to other wider aspect such as pragmatic competence. The teacher believes that all skills in English are unified component. If one of English skills is underrated from each other, the successful communication will not likely be attained. Therefore, she emphasized on the weighing scale for all skills. She also stated that language fluency solely cannot support the goal of language learning, because it also takes accuracy for the learners to be called proficient in English. In other words, T1 believes that pragmatic awareness will be decoded more exhaustively in college or university level.

On the other hand, the teacher 2 perceives that language learning is a complex and continuous process in learning all language aspects in order to communicate successfully in the target language encompasses wider extent than merely English skills. The teacher 2 meant that English cannot be separated from its culture; therefore the language learning should not be detached from its whole components. She also mentioned the importance of practice for language learning where learners of L2 are exposed to target language as much as possible. In her opinion, fluency takes farther milestone for students' progress in learning a language until they become a proficient learner. Hence, T2 believes that the students need to learn appropriateness in communication encompassing politeness, pragmatic dimensions and the context. She stated that encouragement to use English is one of the very least attempts that are rightfully applied in language classroom.

5.8.2 The teachers' reflection on the ways how they promote pragmatic awareness-raising

Both of the teachers claimed that they promote pragmatic awareness raising in the classroom. T1 stated that she often promotes pragmatic awareness-raising by engaging them in an interaction, both informally and formally. She mentioned that the ways how she practices it inclines to the topic being taught and basic course in the syllabus. The basic course she refers is the ones that revolve around transactional and interpersonal text such as inviting, asking for help, apologizing, etc. After asking for clarification, she claimed that pragmatic loads in textbooks are limited to those kinds of text aforementioned. Hence, she cannot extend her teaching out to pragmatics area without the support of textbooks substances.

Meanwhile, T2 confessed that she often promotes pragmatic awareness in the classroom regardless of the topics being taught. Similarly, T2 inserts pragmatic awareness-raising through two-ways or more interaction in the classroom. Besides, she highly encouraged the students to use English as means to communicate in the classroom so that they can think in English first. She also mentioned that she does not worry about the lesson being taught, even though she claimed to be aware of the content-based curricula interrelation with pragmatics. To add, pragmatic awareness-raising goes along with interaction, so it should be considered anytime throughout the lesson. She believed that, teachers can be role model in the development of pragmatic competence of the students by using appropriate language use themselves.

5.8.3 The teachers' reflection on the effectiveness of the strategies in accomplishing the goal

Responding to the questions, both of the teachers conveyed similar case regarding to strategies in raising students' pragmatic awareness. They both stated that, major start before applying strategies in raising students' pragmatic awareness is developing their vocabulary coverage in order to be able to perform orally and written utterances appropriately.

T2 firmly stated that without vocabulary enrichment, pragmatic competence is hardly achieved. She mentioned that students need to identify and analyze the use of appropriate and mature linguistic choices to perform any speech acts such as identifying the use of modal verbs, softeners, epistemic stance markers, and other discourse markers. That situation urges the development of their vocabulary as well as rhetorical use or grammar.

Further reflections on the strategies explained the principle underlying teachers' practices. T2 stated that she treats communicative competence as pragmatic as equal traits. Therefore, she used speech act set strategies for the students to explicitly identify appropriate steps in agreeing or disagreeing acts with a follow up task. She referred to debating task where students can practice their pragmatic knowledge into oral performance. She claimed that role-plays task with situational prompts scripts requiring students to act out particular role as one of the most efficient strategies to raise students' pragmatic awareness. Besides, she stated that students need to experience being in authentic L2 community where they can witness, identify, and analyze target language pragmatic norms and its

functions in communication. Therefore, she claimed to have encouraged her students to do extensive learning and become autonomous learner by watching English movies or listening to English songs. Similarly, T1 also emphasized the stance of grammar in the practice of pragmatic awareness as inseparable aspect. She claimed that grammar and focused on form practice should not be neglected. She pictured learning as one puzzle board filled with many patches. One of the patches is linguistic competence encompassing grammar and lexicon structures. If this aspect is missing, she believed that there will be difficulties for the students to understand pragmatics. However, she confessed that she tried to raise students' pragmatics through role-playing activities, power point presentation, and media such as songs.

6 DISCUSSIONS

6.1 Teachers' practices in raising student's pragmatic awareness in EFL classroom

The findings and exploration of pragmatic awareness raising practices implemented by the teachers in EFL classroom signify that pragmatic awareness raising is indeed can be integrated into content-based classroom. Despite the fact that substances in national curricula and constituent basic courses are mandatory to be followed, teachers still have opportunities to insert pragmatic awareness-raising activities into their lesson planning embedded with the topics being taught. As suggested by Ishihara (2010) that "integration into the general curriculum and the potential for coordination of topics with other courses are two important criteria for pragmatics focused lesson planning". Detaching lessons and pragmatic instruction are almost out of the questions because in setting such as High School in Indonesia, pragmatic instructions and awareness-raising received limited attention in the curricula courses. Similarly, Rose (2012) argues that "by adding focus on pragmatics into the syllabi or grammar units, the teacher may attain specific communicative goals without the pressure to add lessons on pragmatics when either limited instructional time or strict institutional curriculum guidelines".

Moreover, the practices observed in the classroom proved that several of the activities can be used together in a single lesson plan to raise students' awareness about L2 pragmatic norms and create opportunities for practice. The pragmatic raising activities such as WDCT, debating, analyzing and practicing appropriate linguistic forms to perform speech acts, comparing L1 and L2 pragmatic norms, role-plays done by the teachers have been long way proposed by many researchers under empirical studies (Blum-Kulak, 1982; Bardovi-Harlig, 1996; Beebe and Cummings, 1996; Kwon, 2004 ; Eslami-Rasekh 2008; Ishihara 2010) to name a few. Given an example, the teacher 1 provided lists of example on how to perform speech acts of inviting and fulfilling invitation (reject or accept invitation) with WDCT as a follow up task. The teacher did not step out of the main lesson objectives, but the explicit pragmatic instruction still had a way to blend into the lesson. Similarly, a wider range of pragmatic awareness-raising activities were implemented by teacher 2 in her teaching practices. Introducing Speech Act Set strategy for students to agree and Disagree, followed by role-playing with situational prompt tasks allow student to examine their pragmatic awareness and achieve the goal of the lesson. Krulatz (2014) stated that each teacher lesson is guided by a set of

objectives that specify the expected student outcomes. These objectives, in turn, lead to a selection of appropriate activities, and once the instructor determines the main language forms and functions needed to attain the tasks, a pragmatics component may be integrated into the lesson, based on the students' needs.

Both of the teachers under research had done the practice with regard to raising students' pragmatic awareness. Both teachers were observed to have practiced pragmatic awareness due to their ways include the context, the use of linguistic forms and its functions, and interaction. However, T1's ways in raising students' pragmatic awareness ended on pragmalinguistics aspect. Given an example, she her students analyze lists of expressions in expressing sympathy, happiness, and gratitude. Besides, she also focused on vocabulary building in context, and giving written discourse completion task for inviting and fulfilling an invitation. As mentioned by Kasper and Rose (2001), pragmalinguistics deal with pragmatic and linguistic forms including the knowledge and ability for the use of conventions of meanings. Nonetheless, the tasks given by T1 were limited on receptive skills and lacking of exploration on how the conventions of meanings are used in real communication. T1 was simply giving lists of expressions that students may use to express sympathy, happiness, and gratitude without giving chances for students to experience various situations of when to use it in interaction. The sole exemplary expressions are not adequate to build students' pragmatic awareness. This is in line with what Taguci (2011) has argued that as in the end pragmatics requisites adequate linguistic resources in both performing communicative acts and social appropriateness of these acts, teaching materials are suggested to content several pivotal elements, which are: social context, functional language use, and interaction.

In addition, another task namely WDCT or written discourse completion was assigned to the students to determine appropriate speech event on how to invite and to accept or to reject invitation. It may foster students' understanding on how to elicit particular speech act and helps students decide pragmatic choices for specific speech act. However, it is argued that the type of WDCT employed by T1 was lacking of rich pragmatic dimensions and sociopragmatic extent because it only includes one-sided written role-playing and lack of situational information. It is supported by Beebe and Cumming's (1996) claims that the absence of feeling and interaction, insufficient social and situational information such as detailed background of the event and comprehensive information on the role relationship between speaker and the hearer lead DCT to drawbacks. The WDCT would be more effective for students' pragmatic awareness-raising if "the teacher provided situational information as context factors under which particular strategies are appropriate" (Kwon, 2004).

On the other hand, more various and complex activities were done by teacher 2 in attempts to raise her students' pragmatic awareness. She practiced not only pragmalinguistic but also sociopragmatic awareness-raising in the classroom including identifying appropriate linguistic choices for agreement and Disagreement, idiomatic expressions and analyzing politeness/directness in utterances, situational prompt tasks, debating, and direct feedback on students' infelicitous remarks. Generally,

the way T2 used Speech Act Set strategy to facilitate students in identifying and analyzing appropriate steps in agreeing as well as contradicting someone was an effective strategy. The activity raised students pragmatic awareness in terms on how to perform speech act especially agreement and Disagreement in an appropriate way. Statements of Siegel (2016) advocates that SASs offer a straightforward way of identifying specific areas in need of development and assessing pragmatic output. Besides, the students are exposed to a range of linguistic forms in which they can use in the act of communication contextually. The statement supported Ishihara and Cohen (2010) argument that SASs enriches students' pragmatic knowledge and information including strategic options, linguistic moves, and semantic formulas that allow users to accomplish a given function.

Limited corrective feedback by the teachers especially T1 on infelicitous pragmatic choices and pragmatic mistakes made by students needs further treatment. Given an example, when a student used an imperative construction to perform a request addressed to T1 was considered inappropriate. Kasper (2004) agreed on the case that if person of a higher social status in English can be interpreted as rude, in appropriate behavior rather than as a result of developing (or fossilized) sociolinguistic competence. Moreover, the result of WDCT task completed by the students should address not only on surface level about right or wrong but also the reasons underpinning the pragmatic norms and convention. Usó-Juan and Martínez-Flor (2010) suggest that pragmatics instruction could include three stages: 1) learners' exploration; 2) learners' production; 3) feedback from peers and from the teacher. Besides, the students' pragmatic failures needed to be corrected because it has been postulated that pragmatic mistakes are actually judged more harshly than mistakes in syntax, pronunciation, or lexis (Bardovi-Harlig, 1996). Hence, teachers' sensibility on pragmatic corrective feedback addressing both form and meaning, not only pragmalinguistic error but also sociopragmatic errors is required.

6.2 The obstacles in raising students' pragmatic awareness

6.2.1 Students' inability to determine linguistic choices in the act of communication

Students' inability to determine linguistic choices in the act of communication is the second foremost obstacle to attain pragmatic awareness. The aspects of "choice" and "effect" are particularly relevant for achieving desired outcomes during interpersonal communication. One of the reasons why the students were unable to select appropriate choice is because of interlanguage pragmatic transfer which is related to development and use of strategies for linguistic action by nonnative speakers.

Given an example, when one of the students asked T2 permission to go to the restroom, he did not utilize "May I go to the toilet?, Can I excuse myself for restroom?" because in Indonesian style, we do not normally use modal verbs to ask for permissions in the given context. The students generally just say "Bu, saya mau ke toilet, or Bu, toilet" without the use of softener marker such as modal verbs for asking permissions. The same way with performing speech act for requesting, a student used directive mode instead of affirmative modes. She uttered "Go back bu please, go back" with the intention of requesting the teacher to turn back to the previous slide. In Bahasa, seemingly it makes

sense to ask “kembali bu, tolong” to ask for request and still sounds acceptable due to the politeness device “to long”. Contrastively, the listener would not arrive at the intended meaning of requesting but rather perceive that she/he is gets expelled out of the class. Similar finding also revealed in longitudinal study by Ellis (1992) about the developmental issues of a Japanese student in ILP. The Japanese student relied on lexical cues such as please and maybe, and transferred Japanese norms of contextual appropriateness in both the choice and strategic realization of particular speech acts such as requesting. This phenomenon is explained by as Gibs and Van Orden (2011) as “tasks where speaker and listeners must collaborate but under more complex situations where one is easily misled to believe that certain contextually relevant information is shared, when in fact it is not”. However, particular strategies are tied more closely to culture-specific pragmalinguistic conventions (Blum-Kulka, 1989). In terms of pragmatic choices, EFL learners need to be aware of the many linguistic and strategic options they can use in certain circumstances. The linguistic options will likely differ from their first language (L1); depending on the L1 and/or cultural background, the strategic alternatives in English may also be different.

On top of that, the fact that the students have very limited or not at all a chance to interact with TL community makes them insensitive to TL sociocultural values. Consequently, inappropriate pragmalinguistic choice is not seen as priority by the students since they use the TL only in the classroom. Therefore, the situation makes a chance for conflict is low so that their attention is focused more on grammatical accuracy than pragmatic appropriateness (Badovi-Harlig & Dornyei, 1998). Kasper and Schmidt (1996) also mentioned that even though interlanguage pragmatic studies have found transfer effects between L1 and L2 baseline data, it has not been clear about what is generally transferred. Norton (2000) statement addressed on learners’ subjectivity and personal value may influence how much effort they give to understand L2 pragmatic and what L2 pragmatic component they will attend.

6.2.2 Lack of authentic target language exposure

The teachers being the central for target language input in the classroom cause inadequate language exposures for the learners. In most cases, EFL learners who are Non Native speaker (NNs) normally do not get enough opportunities to experience direct contact with native speakers of English. Even though they may encounter interaction through virtual world such as social media, this opportunity is possible only to those who have access to internet, computer and technology (Erlinda, 2014). As stated by Kasper (1998), in the context of FL setting, the responsibility for teaching the pragmatic aspects of language use falls squarely on teachers since English is treated as foreign language where limited amount of its exposures are given in daily basic. That becomes the reason why the EFL learners especially Indonesian learners need wider exposures than relying on teachers as the only source and practitioner in the classroom. Lack of chances for authentic communication in the target language in turn creates difficulties for learners to acquire knowledge of appropriate language use in different context. This issue has been widely addressed in many studies that teacher alone being the source for pragmatic knowledge is arguably inadequate. Disa (2017) assures that being outside the

target language community, Indonesian learners of English are dependent on input and activities which are delivered in the classroom to acquire pragmatic knowledge.

Responding the fact that teachers become the major source in the classroom most of the time, they need to expose the learners into more extensive target language exposures in the classroom, such as using sit-coms, short movie, or NS dialogs. It is preferable to allow the students experience being in L2 community where they can have opportunities to invoke into real interactions. It supported Eslami & Eslami-Rasekh (2008) argument that film, television shows, news, and other video programs provide learners excellent resources for experiencing and analyzing language use in specific context. This kind of activity reinforces students' meta-pragmatic awareness by putting them as researcher and observer of NS data themselves. Kasper suggested two major techniques that can be used to raise the pragmatic awareness of students namely teacher presentation and discussion of research findings on different aspects of pragmatics, and a student-discovery procedure in which students obtain information through observation, questionnaire and interviews.

The issues entail in the need for teachers' well competency in pragmatics and awareness of integrating it in their English classroom. The teachers' methodology and practices in the class rightfully requires teachers' holistic principles in teaching pragmatics. Without the understanding of pragmatic itself, the teacher would have difficulties in organize and arrange lesson planning with the intergration of pragmatic instruction. In the research conducted by Vu (2014), it was found that the teachers encountered difficulties in inserting pragmatic loads into the lesson due to their lack of pragmatic competence and practical methods. Therefore, teachers are required to develop and understanding of pragmatics and its teachability to put into practice effectively.

6.3 Teachers' reflection on their own practices

Both of the teachers are fully aware of the importance of pragmatic awareness on students' language learning. Nonetheless, both of the teachers believed that pragmatic awareness has strong correlation with students' English proficiency and their motivation in learning English in general and pragmatics in particular. Therefore, they admitted that they cannot separate form and meaning focused tasks from pragmatic awareness raising activities. According to T1, pragmatic component which is important for students to learn are the correct use of forms and it was shown in her practices. However, this principle is contradicting the existing theories that correlation between grammatical competence and pragmatic competence is still arguable and inconclusive. According to Disa (2017), it is true sociopragmatics and grammatical knowledge closely intertwined, but grammar has very least contribution to learners' pragmatic competence. Supported by the finding of Vu (2014) found that grammatically advanced learners may use language improperly and fail to meet the requirements of pragmatic norms in the target language. This finding indicated that the teachers were unaware of the importance of introducing pragmatics to learners in the early stages of learning English. This belief is not in line with previous results that have shown pragmatic instruction is also beneficial and can be taught to foreign language beginners (Taguchi, 2007)

The teachers claimed that they employed different strategies in raising students' pragmatic awareness. However, the observation shows that both of the teachers overweighed emphasis on linguistic forms and lexical cues. However, it is proved in a number of studies that form-focused explanation does not necessarily increase students' pragmatic awareness, unless it is done accompanied with the rich detailed analysis on the context it is used. Kondo (2008) proposed an argument that awareness-raising strategy to lead students' sensitivity to sociopragmatics and variables behind the language use cannot be achieved by merely presenting formulaic expressions to them. Learners' pragmatic competence does not develop through compelling them to observe a "target norm" with no further follow-up task to corroborate their knowledge. In addition, T2 stated that target language exposure is necessary. On the contrary, she did not adequately provide rich authentic materials to raise students' pragmatic awareness. The input for TL actually comes from the teacher's lecture and discussion most of the time.

In fact, both of the teachers admitted that they used more of explicit teaching over implicit teaching. For instance, they gave students direct input and pragmatic information rather than convincing students identify it themselves. According to T2, the students will not arrive at the goals of instruction without tangible participation of the teacher throughout the process. She argued that pragmatic aspects cannot be automatically acquired by the students until their focus are drawn directly to the pragmatic instruction. This phenomenon has been explained as well by (Alcon, 2005; Martinez-Flor & Alcon, 2007) that explicit pragmatic instruction can direct EFL learners' attention towards the target speech acts forms in order to raise their pragmatic awareness. She mentioned that the fact of the students' low level of proficiency specially in pragmatic alone do not much trigger them to be autonomous learners. If the teachers completely discharge the students to notice pragmatic features without explicit and direct instruction, they will be misled and resulted in Disarray output. Besides, she argues that time insufficiency for implicit pragmatic teaching becomes the obstacle in the classroom.

7 CONCLUSIONS

Through a qualitative research, this study aims at exploring teachers' ways in integrating their lesson with pragmatic knowledge, the obstacles in raising students' pragmatic awareness, and the teachers' reflection on their own practices in EFL classrooms. The findings of this study indicate that there is a shift in the pedagogical principle in Indonesian EFL teaching regarding to the concern on pragmatic competence. This study revealed that there are EFL teachers in Indonesia who are aware of the importance of integrating pragmatic instruction with the basic course lessons in the classroom. It was exposed by some of pragmatic awareness-raising activities that the teachers' employed during the observations. Those activities have been long examined by experts in the field.

However, the practices were hampered by the obstacles from students' factor which are their inability to determine appropriate pragma-linguistic choices and lack of TL exposures in the

classroom. The underlying reasons behind the obstacles may be caused by the negative interlanguage pragmatic from L1 to L2, and teacher-centered method in the classroom. Despite the fact that there are drawbacks in the strategy and pragmatic task design, Indonesian EFL teachers have attempted to align their perceptions and understanding into practice. Therefore, teachers' well-competence in designing effective pragmatic instruction to raise the learners' pragmatic awareness is compulsory. Further research to examine the effectiveness of each practice along its outcome towards students' development of pragmatic competence in Indonesian EFL classrooms with the assessment procedure may give wider insights in the field of English language teaching.

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