

ENGLISH PRAGMATIC COMPETENCE OF *COL* LANGUAGE SPEAKERS IN USING EXPRESSIVE AND COMISSIVE ACTS AT LUBUKLINGGAU

Yani Zahra¹, Sastika Seli², Dewi Syafitri³
Universitas PGRI Silampari
yanizahra111@gmail.com

Submit, 13-08-2023

Accepted, 10-10-2023

Publish, 11-10-2023

ABSTRACT

This research aimed to explain the English Pragmatic Competence of *Col* language speakers in using expressive and commissive acts and to find out the extent to which *Col* language pragmatic competence influence the production of English pragmatic competence in expressive and commissive acts. The method used descriptive qualitative. The research subjects were 20 students who studied English consisting of students, collage students and graduates at Lubuklinggau. The data were collected by using questionnaire and pragmatic competence test. After that, the data were analyzed with description. From tests conducted by researcher, informants answered all tests according to different situations. The pragmatic competence of *Col* language speakers in using expressive and commissive acts, most of them understand that. Of all the expressions, there is no significant negative transfer from L1 and L2 production to English because all percentages are below 50%, which means they don't influence in English pragmatic production. In conclusion, *Col* speakers understand the use of appropriate expressions in different situations, namely in formal and informal situations.

Keywords: Col Language Speakers, Commissive Act, Expressive Act, Pragmatic Competence

INTRODUCTION

Language is the most effective communication tool in conveying messages, thoughts, feelings, goals to others and allows for creating between cooperation humans (Mailani, 2022). People can give and get information or messages for others with language (Sari, 2020). Naturally speakers know how to use the language in certain way. Language as

a communication tool makes it easier for speakers to understand the conversation that is being carried out, because if the other speaker does not understand the conversation, misunderstandings will occur between speakers with one another. Speaker must understand the setting, the interlocutors, the topic or the purpose and the situation in saying something. So, the words spoken by the speaker can make an effect in a response in the form of actions or feelings from the speaker. Consequently, effective communication is when the speaker has the ability to react according to the context in which it is being carried out.

Pragmatic competence in language acquisition will be difficult to adapt to the target language studied in education. The pragmatic competence of a language is different from other languages used by speakers (Plaza, 2014). This is due to the difference in initial knowledge and life form that the speaker has. In addition, if the speakers' mastery of the language is different, the pragmatic competencies may overlap. In the case where speakers may still be learning a particular new language, the pragmatic competencies they use can be almost the same or there is no difference. As research has been conducted by Koike (1989) when someone learns Spanish as a second language, native English speakers will transfer their understanding of speech acts and expect to find similar pragmatic and grammatical principles in L2, but they may misuse L2 structures. As a result, they produce Spanish using English grammar. The example above shows that the transfer of pragmatic competence in the first language (L1) to the target language/second language (L2). Some students in Lubuklinggau use *Col* when learn English.

Col language, as an first language of student while studying English, is used by students. This language is the native language of Lubuklinggau and is still spoken by most of the indigenous tribes in the city. According to (Seli & Kristi, 2020), the maintenance of the language in Lubuklinggau is 'good' or 'positive' in the realm of family and friendship. People take pride in using it to communicate around the domain, but they are a bit uncomfortable using it in education, public places, and the workplace. This is because the people of Lubuklinggau are multilingual, speaking more than one language. Speakers of the *Col* language also speak the national language in formal situations. And they also communicate using other regional dialects or lingua franca, such as Palembang Malay with

Lubuklinggau Dialect (PMLD). A person's way of speaking when communicating in the form of a conversation that must be appropriate to the situation and context.

Speech acts is actions performed via utterances are commonly given more specific labels, such as apology, complaint, compliment, invitation, promise, or request (Yule, 1996). In addition, speech act theory is one of disciplines knowledge dedicated as a means of analyzing of discourse studies. According to Austin (1962) there are kinds of speech act they were locutionary act, illocutionary act, and perlocutionary act. In this study, researcher focuses on illocutionary act especially, expressive and commissive. Commissive and expressive acts has several expressions such as apologizing, congratulations, compliment, thanking, and promises these expressions are often used by students in learning activities in class. They also often used it in everyday life.

Based on the explanation above, the researcher was interested to conduct a research to find out whether L1 competence in using English when *Col* language speakers learn English in formal-non formal education entitled “English Pragmatics Competence of *Col* Language Speakers in Using Expressive and Commissive Acts”.

The formulation of the problem in this study are, How is English Pragmatic Competence of *Col* Language Speakers in Using Commissive and Expressive Acts and to what extent does *Col* Language Pragmatic Competence Influence the Production of English Pragmatic Competence in Commissive and Expressive Acts. In this research, the researcher conducted a descriptive qualitative research.

RESEARCH METHOD

This research conducted in the city of Lubuklinggau, South Sumatra. In this research, researchers conducted a descriptive qualitative research. The data may be derived from some *Col* native speakers who live in Lubuklinggau and are learning English at least six months as their foreign language. It carried out in Lubuklinggau. The researcher identifies *Col* language people who can be included to become the subject of this research is by doing. The setting can be in Lubuklinggau with twenty respondents with criteria such as students (students who study English at the course), college students (students studying English in Universitas PGRI Sialampari Lubuklinggau) and graduated students (students

who have studied English). To analyze the data, there are some procedures which were carried out such as identification and coding, classification, data reduction and description.

RESEARCH RESULTS

There are three types test in this research, namely multiple choice, completion test and questioner. The result of the discourse test are presented in the following table.

Table 4.1 The Result of Multiple Choice Pragmatic Competence Test of *Col* Language Speakers in Lubuklinggau

No	Types of Speech Act	Expression	Frequency of Respond			
			Appropriate	Less-appropriate		
1	Expressive	Thanking				
		Situation 1	8	12		
		Situation 2	4	16		
		Apologizing				
		Situation 1	18	2		
		Situation 2	15	5		
		Giving Compliment				
		Situation 1	16	4		
Situation 2	16	4				
		Congratulating				
		Situation 1	14	6		
		Situation 2	17	3		
		2	Comissive	Promising		
				Situation 1	15	5
				Situation 2	14	6

Table 4.2 Discourse Completion Test Result for Expressive and Comissive Acts

No	Types of Speech Act	Expression	Frequency of Respond	
			Appropriate	Less-appropriate
1	Expressive	Thanking		
		Situation 1	17	3
		Situation 2	16	4
		Apologizing		
		Situation 1	13	7
		Situation 2	16	4

		Giving compliment Situation 1 Situation 2	20 11	0 9
		Congratulating Situation 1 Situation 2	9 19	11 1
2	Comissive	Promising Situation 1 Situation 2	14 6	6 14

Table 4.3 The Result of The Most and The Less Used of Expressions

No	Types of Speech Act	Expression	Freq of Respond	
			Most Used	Less Used
1	Expressive	Thanking b. Thank you very much d. I'm very much obliged to you	12 -	- 13
		Apologizing f. I'm so sorry for... g. I'm ashamed of...	16 -	- 15
		Giving compliment c. You look fantastic today b. I totally admire...	18 -	- 2
		Congratulating a. Congratulations f. Congrats	13 -	- 7
2	Comissive	Promising a. I promise... e. I assure you...	16 -	- 10

Table 4.4 The Negative Transfer of L1 and L2 into English Production

Types of Speech Acts	Thanking	Apologizing	Giving Compliment	Congratulating	Promising
Freq.	35	18	17	21	31
Percentage	43%	21.25%	33.75%	26.25%	38.75%

DISSCUSION

Pragmatics is the study of language from the point of view of users, especially of the choices they make, the constraints they encounter in using language in social interaction and the effects their use of language has on other participants in the act of communication

(Crystal, 1985:240). It means that, pragmatics is the study of the meaning of speakers, between language and context which is the study of the internal structure of language among speakers and hearer. *Col* language is the first language (L1/L2), when they learn English as the target language they are often carried away by L1/L2. L1/L2 influenced the pragmatic competence of the respondent, namely *Col* language. In this research, the researcher want to know how is English pragmatic competence of *col* language speakers in using commissive and expressive acts and to what extent does *col* language pragmatic competence influence the production of English pragmatic competence in commissive and expressive acts.

According to the findings, it can be explained that the options the informants selected were categorized by the researchers as "appropriate" and "less appropriate." "Appropriate" denotes that the act's expression and response are appropriate for the situation in which it is being made. Less appropriate refers to the phrase and response being less polite and unsuitable for the given utterance or circumstance since some words might not be appropriate.

1. English Pragmatic Competence of *Col* Language Speakers in Using Expressive and Commissive Acts

a. The Data of Part I

The results of the tests that were carried out in part I, on the expressions of thanking, apologizing, giving compliments, congratulating and promising.

Data 01:

Thanking

- **Situation 1:** "*Hey, I bring you this bread for breakfast*"
- **Response:**
 - a). *Thank you very much Bro!* → Less
 - b). *Thanks* → Appropriate
- **Situation 2:** "*I have checked your assignment this morning, Tina.*"
- **Response:**
 - a). *Thanks* → Less
 - b). *Thank you very much, Mrs. Josephine* → Appropriate
 - c). *Thank you Mrs.* → Appropriate

From the tests that have been carried out on the expression of thanking, it can be seen that many of the informants chose the less appropriate expression. In situation 1 as many as 12 informants chose answer option a “*Thank you very much, Bro!*”, where the answer was less-appropriate, only 8 informants chose the right answer, namely option b “*Thanks*”.

Whereas In situation 2 only 4 informants chose the appropriate answer, 2 on option b “*Thank you very much, Mrs. Josephine*” and also 2 on option c “*Thank you Mrs.*”, in situation 1 as many as 12 informants chose answer option a, where the answer was less-appropriate, only 8 informants chose the right answer, namely option b. There are as many as 16 informants chose less appropriate answer or option a “*Thanks*”.

In the test, the informants should recognize the appropriate thanking to the utterance and its situation. According to Elsenstein & Bodman (1993:64-65), expressing gratitude is a complex act potentially involving both positive as well as negative feeling on the part of giver and receiver. To the response of casual talk or informal situation between classmates or friends, they say ‘*thank you, thank you very much, thank you so much and thanks/thanks Dude*’ as the most frequently used expression. It shows that some informants understand well how to thank appropriately to their classmates that maybe in their first respond have a close distance. On the other hand, there were 6 other informants who probably think that the classmates have a medium social distant so they use ‘*Thank you so much or Thank you very much*’. However, in thanking to a friend in a casual style, an English speaker usually says ‘*Thanks*’ to show a close distance and solidarity. Saying ‘*Thank you very much*’ to a friend is probably more polite and sounds awkward.

In thanking to the respond of a formal situation, the informants mostly fail to understand the appropriate or more polite expression. Mostly they choose some shorter expressions than the longer ones. In English, the more complicated or longer expression, the more polite the expression is. Then the use of thanking expressions that have been obtained from the test part 1, has influence on English pragmatic competence in different situations.

Data 02:

Apologizing

- **Situation 1:** “.....*I forget to bring your dictionary, Tina.*”
- **Response:**
 - a). *I apologize* → Less
 - b). *I’m so sorry* → Less
 - c). *Sorry* → Appropriate

- **Situation 2:** “*I can’t write because you lost my pen*”
- **Response:**
 - a). *Sorry* → Appropriate
 - b). *I beg your apology* → Less
 - c). *I apologize, Sir* → Less

Apologizing means expressing regret for something done or said. An apology is a speech act addressed to B’s face-needs and intended to remedy an offense for which A takes responsibility and thus to restore equilibrium between A and B (Holmes, 1990:159). Apology often begins with a sense of guilt and showing regret of the offender about the negative impact (Chen, Lu&Wei, 2022).

From the tests that have been carried out on expressions of apologizing, it appears that many informants choose the right expression. In situation 1 as many as 18 informants chose the appropriate phrase correct answer was the choice c “*Sorry*” and only 2 informants chose the less appropriate, phrase a “*I apologize*” with 1 informants and also in option b. So it also happened in situation 2, where 15 informants chose an expression that was appropriate to the situation “*I can’t write because you lost my pen*” the correct answer was option a “*Sorry*”. Only 5 informants chose the less appropriate expression, namely option b “*I beg your apology*” and c “*I apologize, Sir*”. The two situations of apologizing both have a high of appropriateness and only a few informants choose less appropriate.

Data 03:

Giving Compliment

- **Situation 1:** “*I am a participant in the presentation*”
- **Response:**
 - a). *great* → Less
 - b). *I totally admire your presentation* → Appropraie
 - c). *It good* → Less

- **Situation 2:** “*I saw a friend wearing a very beautiful dress*”
- **Response:**
 - a). *You really look fantastic today* → Less
 - b). *Amazing* → Less
 - c). *The dress looks stunning* → Appropriate

Giving compliment means express warm approval or admiration of someone or something. Research shows that compliments often make the receivers feel better than most people anticipate (Fagan, 2021). Praising people has huge benefits for both parties because the interlocutor will feel happy hearing the good words toward them.

From the tests that have been carried out on the expression of giving compliments, it can be seen that many of the informants chose the appropriate expression. In situation 1 there were 16 informants who chose the right option, namely in answer b “*I really admire your presentation*” as many as 8 informants who chose less appropriate answers, namely in option a “*great*” one person and option c “*it good*” there were 3 informants.

Likewise what happened in situation 2, where as many as 16 informants chose the right option, namely in answer c “*The dress looks stunning*”. Only 4 informants chose less appropriate answers, namely in option b “*Amazing*” one person and option a “*You really look fantastic today*” there were 3 informants. Based on the data analysis, the informants know how to give compliments to the interlocutors. They use some good words which are appropriate to the situation, it can be seen from the number of informants choosing the right answer according to the given situation.

Data 04:

Congratulating

- **Situation 1:** “*I won the speech contest on Teachers’ day celebration*”
- **Response:**
 - a). *Congrats* ▶ Less
 - b). *Congratulations on winning the speech contest* → App
 - c). *well-done* ▶ App
- **Situation 2:** “*My graduation ceremony is tomorrow!*”
- **Response:**
 - a). *Congratulation on your promotion* → App

- b) *Let me congratulate* → Less
 c). *Nice* → Less

The next expression act is congratulating. Congratulating means say the expression of pleasure to a person on the occasion of success or good fortune. In understanding this expression, the informants mostly know how to express the utterance both in formal and informal situation. In situation 1 there were 14 informants who chose the right option, namely in answer b "*Congratulations on winning the speech contest* " as many as 6 informants who chose inappropriate answers, namely in option a "*Congrats*" 3 informants and 3 informants also in option c "*well-done*".

The same thing happened in situation 2, where as many as 14 informants chose the right option, namely in answer a "*congratulation on your promotion* ". there were only 6 informants who chose inappropriate answers, namely in option b "*Let me congratulate*" 4 and option c "*Nice*" there were 2 informants.

For example, in response to '*I won the speech contest on Teachers' Day celebration*'. Most of informants chose '*congratulations!*' that is appropriate to the situation when congratulating the person we know. The expression of '*well-done*' is also appropriate to use but only 3 informants who choose it. The bias expression is '*congrats*' because it is not commonly used in English, only 3 informants chose it. The expression of '*congrats*' is commonly used by the speakers when using *Bahasa* or *Lubuklinggau* dialect.

Data 05:

Promising

- **Situation 1:** "....., *I won't make you disappointed*"
- **Response:**
 - a). *Trust me* → Less
 - b). *believe me, Sir* → App
- **Situation 2:** "*Sir, I do apologize and I will finish the work on time*"
- **Response:**
 - a). *I promise that* → Less
 - b). *Trust me* → App
 - c). *believe me* → App

Comissive means the utterance showing that the speakers want to do something in the future. In this research, it is limited only promise. Promising means likely to succeed or to be good full of promise. According to Searle (1969:63) promise act is an utterance predicates some future act of the speaker counts as the undertaking of an obligation to do the action. Someone says this expression because he/she thinks and acts to do something. In English, some expressions can apply the words *'trust'*, *'believe'* or *'promise'* or without applying them.

In situation 1 there were 15 informants who chose the appropriate option, namely in answer b "I really admire your presentation". Only 5 informants chose the wrong answer, namely option a "*Trust me*". Also happened in situation 2, where as many as 14 informants chose the appropriate option, namely in answer c 13 informants "*believe me*" and in option b "*Trust me*" 1 informant. There were 6 informants who chose a less appropriate answer, namely in option a "*Thank You*".

The data show that mostly informants understand to apply the expression of promising but some of them were also misunderstood this expression. The situation describes about the mistakes made by the speakers so that the informants would make a promise to fix it. Therefore, some informants chose and applied the expression of apology instead of promising. They know the utterance of promising but they still confused on the way use it according to the situation.

b. The Data of Part II

The results of the tests that were carried out in part I, on the expressions of thanking, apologizing, giving compliments, congratulating and promising.

Data 01:

Thanking

- **Situation 1:** *"You are preparing yourself for a presentation. Your friend lends you his laptop to help in presenting the material"*
- **Response:** *"Are you my angel", "Oke, thank you guys", "Thank you" "Thanks", "Thanks a lot", "Thanks bro", "Thanks for that", "Thanks so much", "You are my angel my friend", "You're so kind, thanks dude"*

- **Situation 2:** *“Your lecturer gave you some advice and questions in your Thesis examination”*
- **Response:** *“Thank you for your advice, sir”, “Thank you so much, miss”, “Thank you ma'am”, “Thank you so much Mrs for your suggestions”, “Thank you for the advice mam”, “Thank you so much, Mrs/Mr”, “Thanks for ur advise and questions sir”, “Thank”, “Thank you miss”, “Thank you Miss”, “Thank you Mrs/sir for the advice. I will fix it soon”, “I will shut up and listen”.*

The first expression is thanking, from tests that have been carried out with informants. it can be seen that many of the informants gave answers that were appropriated compared to less appropriated. in situation 1 as many as 17 informants gave answers that matched the situation given, while only 3 people gave answers that were less appropriable. Likewise in situation 2 where as many as 16 informants gave appropriate answers to the given situation. The data shows that the informants understand the expressions and how to use these expressions based on the situation given.

Data 02:

Apologizing

- **Situation 1:** *“You are in a hurry walking through the university gate. Unintentionally, you hit some girls and drop one of the girl’s watches. You make it broken. Seemingly, the watch is her favorite”*
- **Respond:** *“I am terribly sorry for dropping your watch. I am in hurry. I do apologize”, “I'm so sorry, How can I get you to forgive me?”, “I'm really sorry about that”, “I am really sorry for my fault...I will change your watch”, “Im so sorry”, “I am so sorry, I didn't mean it”, “I do apollogyz”, “Sorry”, “I am so sorry, I accidentally”, “I'm so sorry, it makes your watches broken”, “how can I get you to forgive me”, “I will apologize and take responsibility for it”.*

- **Situation 2:** *“You forget doing your homework and it must be submitted today. This is the first time you miss your homework”*
- **Response:** *“Sir, I do apologize for not submitting the homework on time”, “I’m so sorry miss, please give me a chance, I will not do it again”, “Please apologize me ma’am”, “I beg your pardon Mr/Mrs I forget my homework”, “Im sorry that i didnt bring my homework mrs”, “I apologize, Mr/Mrs. I forgot to do my homework”, “I do mistake and i am sorry mam”, “Sorry”, “I am sorry miss”, “I apologize Miss, it will not be repeated”, “can you give me time to collect my assignments. I promise to not do it again”, “If there is still time I will do it as best I can, but if there is no more time, I will apologize for my mistakes”.*

Next expression apologizing, from tests that have been done with informants. it can be seen that many of the informants gave answers that were appropriated compared to less appropriated. In situation 1, as many as 13 informants gave answers that matched the situation given, while only the other informants gave answers that were less appropriate. In situation 2 there were even more than situation 1, namely as many as 16 informants gave appropriate answers to the given situation and only 4 informants gave less appropriate answers. the data shows that informants understand the expressions to be used and only a few informants are less appropriate.

Data 03:

Giving Compliment

- **Situasi 1:** *“Your friend wears beautiful shoes to college”*
- **Response:** *“your shoes fit you very well”, “Wow!! You look so beautiful today”, “You look beautiful with this shoe”, “What a beautiful shoe”, “Aaaa Beautiful shoes”, “It's looking so beautiful”, “What a beautiful shoes yani”, “OMG, you are so beautiful wears the shoes”, “What a beautiful shoes!”, “You look so beautiful with your shoes”, “You look so beautiful”, “You really look fantastic today”, “You look beautiful”, “Awesome”.*

- **Situasi 2:** *“The speaker of seminar communicates with his audience very well”*
- **Respond:** *“you were very good as a speaker earlier”, “You are great, I like”, “your voice is very loud”, “He is really great speaker”, “Your communication very good, I'm amazed”, “You are the best speaker”, “Wow good speaker”, “You do it well, bro”, “You are a good speaker”, “The speaker is so amazing”, “I absolutely admired the speaker of the seminar”, “Good jod, your communication very well”, “Good job”, “I totally admire your seminar”, “The speakers in seminar was doing great”, “You're amazing”.*

Then expression of giving compliments, from tests that have been done with informants. it can be seen that many of the informants gave answers that were appropriated compared to less appropriated. in situation 1 all informants gave answers according to the given situation. however, in situation 2 only 11 informants gave appropriate answers and as many as 9 informants gave less appropriate answers. the data show that in different situations can give different expressions.

Data 04:

Congratulating

- **Situation 1:** *“Your friend won a lottery”*
- **Respond:** *“Good job”, “congrats dude”, “Congratulations on your victory”, “Congrats!!! Youre great!!”, “Congratulations, dude”, “Congratulations”, “Congratulations to you”, “Congratulation for ur lucky”, “Congratulation”, “Wow, congrats babe”, “Congratulation on your winning lottery”, “Congrats for your winner a lottery”, “Congratulation, lucky for you”, “Congrats”, “Congrats”, “Congratulation”.*
- **Situation 2:** *“Your friend brought the winning trophy after he joined the national race”*

- **Respond:** *“Congratulations”, “Congratulations you have won the competition”, “you are very good at being able to win the championship, keep it up”, “Congratulation”, “Congratulations, you did it”, “Awesome..you do your best”, “Congratulations on your victory”, “It's so great, congratulation”, “You're doing great pipa”, “Wow amazing, congratulations for your achievement”, “Congratulation on your national competition winning”, “Congratulation for your winner”, “You're amazing, I'm very proud with you”, “Congratulations you on completion”, “Congratulations”, “Congratulation”.*

The fourth expression is congratulating, from the tests that have been done with informants. it can be seen that many of the informants gave answers that were appropriated compared to less appropriated. in situation 1 as many as 9 informants gave answers according to the situation given and there were 11 informants who gave less appropriate answers. However, in situation 2, almost all of the informants gave an appropriate answer and only 1 informant gave a less appropriate answer. the data show that in different situations can give different expressions.

Data 05:

Promising

- **Situation 1:** *“You don't bring the book that your friend asked while you said will bring it today”*
- **Respond:** *“Bro, I promise I'll bring your book tomorrow”, “I swear, i will bring youre book tomorrow, please trust me”, “I am sorry, I forget the book, I promise..I'll bring that book tomorrow”, “Aw man, im sorry i didnt bring the book”, “I am so sorry. I forgot to bring the book. I'll bring it tomorrow”, “I'm sorry”, “I promise”, “I am so sorry”, “I promise will bring it tomorrow”, “I,m so sorry”, “I'll apologize, and promise to bring it tomorrow”.*
- **Situation 2:** *“You forget to bring the references that your examiner asks you when having a thesis/proposal examination”*

- **Respond:** *“Sir, I assure to show the references tomorrow”, “I am sorry ma’am. Please believe me, i am promise never forget angain to bring my thesis references”, “I am terribly sorry Mr/Mrs I forget my references...I promise..I’ll never do that again”, “Im sorry mam, i forgot to bring the references”, “I apologize that I forgot to bring the references”, “Forgive me , because i forget it”, “I promise”, “I promise I will bring it tomorrow”, “I apologize Miss, believe me I can bring the references tomorrow”, “I promise to bring the reference soon”, “If there's still time I’ll be allowed to go home to pick it up, if not I’ll apologize and ask to change to a new schedule next time and promise not to make a mistake again”.*

The last expression is promising, from the tests that have been done with informants. frequency of appropraite draw. in situation 1 as many as 14 informants gave answers that matched the situation given and only 6 informants gave less appropriate answers. however, in situation 2 it was the opposite where only 6 informants gave appropriate answers and as many as 14 informants gave less appropriate answers. The data show that in different situations can give different expressions.

c. The Data of Part III

There are several expressions in expressive and commissive, this is a questionnaire test where informants can choose the expressions most used and the expressions they less used.

The first is the expression of thanking, the most frequently used expression is the expression b *“Thank you very much”* where as many as 12 informants chose this expression. and for the expression that is less used is the expression d *“I’m very much obliged to you”* which is as many as 13 informants. Next expression of apologizing the most frequently used expression is the expression f *“I’m so sorry for”* where as many as 16 informants chose this expression. And for the expression that is less used is the expression g *“I’m ashamed of...”* which is as many as 15 informants. Continue with the expression of giving compliments the most frequently used expression is the expression c *“You really look fantastic today”* where as many as 18 informants chose this expression. And for the

expression that is less used is the expression b " *I totally admire your* " which is only 2 informants chose this expression.

Then the expression of congratulating the most frequently used expression is the expression a " *Congratulations on....*" where as many as 13 informants chose this expression. And for the expression that is less used is the expression f "*congrats* " which is only 7 informants chose this expression. The last expression is expression of commissive, which is the expression of promising the most frequently used expression is the expression a "*I promise....*" where as many as 16 informants chose this expression. And for the expression that is less used is the expression e "*I assure you....*" which is as many as 10 informants.

So the expression most often is giving compliments and less used is apologizing. The most frequently used expression is the expression of giving compliments as many as 18 respondent on expression "*You look fantastic today*". And the data less used is apologizing on "there were 15 respondent chose this expression.

2. The Influence of English Pragmatic Competence In Expressive And Commissive Acts to Col Language Speakers

The influenced of English pragmatic competence come about the students were influenced by their native language and culture, oftentimes, a negative pragmatic transfer occurred, which would lead to pragmatic failure both at pragmalinguistics and sociopragmatic level in a cross-culture communication (Hamdani, 2019). In this research, there were no expressions that had a negative pragmatic transfer, the following expressions were found:

In thanking, there were 35 answer who chose negative transfers L1 and L2 into English productions, with a frequency of 43%. This can be proven by the results of interviews that have been conducted with informants, as shown below:

- **Researcher:** "how to say thank you in Col"
- **Informant:** *mekaseh nya e lah nolong ku*
(thank you very much for helping me)

From the results of the interview above, it can be seen that when *Col* people say thank you they are polite and know how to use appropriate expressions. This means that there is no negative influence of transfer from the *Col* people on English production.

In apologizing, there were 18 answers that chose negative transfers L1 and L2 into English productions, with a frequency of 21%. This can be proven by the results of interviews that have been conducted with informants, as shown below:

- **Researcher:** "how about apologizing"
- **Informant:** *ku mitek maaf karena (alasan)*

(I apologize for (reason))

From the results of the interview above, it can be seen that when *Col* people say apologizing they are polite and know how to use appropriate expressions. This means that there is no negative influence of transfer from the *Col* people on English production.

In giving compliments, there were 17 informants who chose negative transfers of L1 and L2 into English productions, with a frequency of 33.75%. This can be proven by the results of interviews that have been conducted with informants, as shown below:

- **Researcher:** "if to give compliment"
- **Informant:** *mak, cantik nya ng ahai kak*

(Mom, you are very beautiful today")

From the results of the interview above, it can be seen that when *Col* people say giving compliments they are polite and know how to use appropriate expressions. This means that there is no negative influence of transfer from the *Col* people on English production.

In congratulating, there were 21 answers that chose negative transfers of L1 and L2 into English production, with a frequency of 26.25%. This can be proven by the results of interviews that have been conducted with informants, as shown below:

- **Researcher:** "further congratulations"
- **Informant:** *selamat ya (congratulations)*

From the results of the interview above, it can be seen that when *Col* people say congratulating they are polite and know how to use appropriate expressions. This means that there is no negative influence of transfer from the *Col* people on English production.

In promising, there are 31 answers that choose negative transfers of L1 and L2 into English production, with a frequency of 38.75%. This can be proven by the results of interviews that have been conducted with informants, as shown below:

- **Researcher:** "how to promise"
- **Informant:** *hikak ku nak bejanji ngan nga*

(I want to make a promise with you)

From the results of the interview above, it can be seen that when *Col* people say promising they are polite and know how to use appropriate expressions. This means that there is no negative influence of transfer from the *Col* people on English production.

CONCLUSION

Based on research findings that have been found and discussed in chapter IV. An important component of using language in communication is pragmatic competence. Understand how to use English in the right situations. *Col* speakers in Lubuklinggau may speak more than one language and also speak other languages, including English. The language maintenance of *Col* language in a social relationship is positive, for example in the family environment, relatives and close friends. This study illustrates that *Col* speakers speak English according to the situation. the results show that most of the informants give appropriate responses to the given situation. They understand how to use appropriate expressions based on formal and informal situations even though there are some informants who also fail to answer.

This study identified the interference between L1 and L2 knowledge. There have been some errors and misinterpretations of circumstances. This expression is used incorrectly in some formal contexts, but this is not significant because the pragmatic errors that are found are not too frequent. This can be seen from the negative transfer which is below 50%, which means it does not influence its pragmatic competence.

SUGGESTION

This research was expected to provide an additional teaching material for lecturer so that it can be used for teaching English Pragmatic especially expressive and commissive act. The researcher suggests the students to give some information and knowledge about linguistics,

especially in pragmatic. The result of the study can enrich students' knowledge about English pragmatic, especially expressive and commissive act.

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