

THE CHOICE OF ENGLISH LANGUAGE USE BASED ON CONTEXT A CASE STUDY ON STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM OF FKIP UNTAN

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ABSTRACT

This research was conducted for two specific objectives. The first is to figure out how appropriately the students can use English language expressions in accordance with the given context. The second is to identify what are the factors contributing the students' ability in using appropriate English language expressions in accordance with the given context. A case study was applied to approach the solution of the problems. The data were collected from a multiple choice test and a composition writing task were administered to 36 students who were purposely selected as the participants of this research. From the findings and discussion, it is firstly concluded that there were only few students . could show their good and best category of ability while many of them were still in poor ability Some of them were even unable to use English language Expressions appropriately in accordance with the given context. Secondly, it is concluded that there were some factors which contribute to such level of performance. The factors were dealing with the students' ignorance of the importance of appropriateness dimension in communication in addition to fluency and accuracy; the ignorance of both various English language expressions in every interactional functions and the existence of context within which an interactional function occurs. The rest was the factors which concern with the lackness of exposure to such learning experience, from which they could actually practice using English language expressions in various contexts.

Key words: *language choice, context, appropriacy*

INTRODUCTION

Communicative competence is an end of a second or foreign language. There are at least three dimensions to indicate someone's language competence. They are fluency, accuracy and appropriateness. Having communicative competence of a language means someone is able to produce meaningful grammatical sentences fluently both in oral and written. In addition, he/she has the ability to choose appropriate use of the language in any given situation. Therefore, before having a conversation or speech, it is necessary for a speaker to recognize the context of whom he/she is talking to, when and where the communication is taking place and what is the purpose.

This research was conducted for the purpose of evaluating the English communicative competence of the fifth semester students of English Education Study Program of FKIP Universitas Tanjungpura Pontianak in the case of their ability in using appropriate varieties, codes or expressions in consideration with particular situations. To see why and how the research was conducted, this chapter was started by explaining the background why this research was necessary to be conducted. Likewise, the research questions and the research objectives were also formulated accordingly. Additionally, the description of the research significance is also taken into consideration.

In the case of Indonesia, a country where English is only taught as a foreign language, it is commonly found that the teaching learning process as well as the learning materials provided are focused mostly on the fluency of language use as well as the accuracy of the language, which is especially pertaining the grammatical rules. Whereas, any learning

exposure that enables learners to be more aware of appropriate use of English in various contexts are less taken into consideration. Such teaching and learning strategies might cause the learners' ignorance of the importance of appropriateness in using English language expressions. As a result, they might produce inappropriate use of the language in their communication.

To to such an extent, most of the fifth semester students of English Education Study Program are able to speak and write relatively well. In terms of its fluency and accuracy their English production is not bad at all. The record of their average scores for both speaking and writing subjects are in 'B' category, which means good or satisfaction. However, when it refers to the appropriateness of their English language use, there is no such a detail information or data that can reflect their performance. Besides, valid and reliable evaluation has not been implemented yet. Therefore, there must be such an assessment process in order to be able to figure out how well the students are able to produce their English appropriately.

As a matter of fact, the students' daily language performance is not always appropriate. Some lecturers are dissatisfied with the performance of some students because while the students are communicating with them either face to face or via several kinds of message like short message, email and the like, it is noticeable that some of them still do not use the language appropriately yet. They tend to ignore the context consideration, such as to whom they are actually communicating with, in what kind of situation (formal or informal), for what purpose the communication is occurring. Sometimes, they are not even aware to what extent a certain expression is possible or acceptable to be used in such circumstances.

In the meantime, being appropriate in using a language is important to be taken into consideration. It deals with someone's good manner in a communication process. People usually associate such a manner with being polite, nice, respectful in a way and rude, impolite, ill-mannered or unmannerly on the other. Being well-mannered in a communication process should be expected by all the participants involved in a communicative event. Therefore, the fifth semester students of English Education Study Program, who are major in English as well as the candidates of English teacher in the future, should realize the importance of the appropriateness in their language use in order to support their comprehensive English communicative competence. With regard to this, Hymes stated that the notion of communicative competence involves knowing not only the language code but also what to say to whom, and how to say it appropriately in any given situation (in Saville-Troike, 2006). For particular, the awareness of context in language use is dealing with the speaker's social competence as what Tyler (1972) called 'context-sensitive rule'. It is also knowledgeable as sociolinguistic competence (Boersma, 2001).

Based on the curriculum used by the Study Program, the fifth semester students of English Education Study Program of Teacher Training and Education Faculty of Tanjungpura University Pontianak are those who are supposed to have taken the subjects of four English language skills – listening, speaking, reading and writing – from pre-intermediate to advanced level. Various communication skills are developed within these four skills. Simultaneously, they learn different genres of texts. In addition, they are also required to have taken sociolinguistics subject from which they are introduced English language varieties and their appropriate uses as well as 'Cross Culture Understanding' (CCU) subject. This last subject has the purpose is to make the students realize different cultural background of language speakers that can affect different style of communication. Having taken or learned all these subjects, the students are expected to cover not only their fluency, accuracy but also their appropriateness for their English language use. In brief, they are not only supposed to have their language competence but

also the awareness of different social cultural context that can affect consideration of how to choose appropriate varieties or codes for a certain communicative situation.

Considering the importance of appropriateness dimension in English language use for the the fifth semester students of English Education Study Program as non-native English learners, it is necessary to examine how well they are able to produce English appropriately for a number of situations given to them. Moreover, the result can reflect their ability in using appropriate English language expressions based on the context of communicative situation. For this reason, this research was conducted. Furthermore, it can assess the students' communicative competence more objectively and accurately.

This research was conducted for the purpose to assess the English communicative competence of the the fifth semester students of English Education Study Program in how to choose appropriate expressions based on the communicative situation as the context. Specifically, this research has two objectives. The first is to figure out how appropriately the students can use English language expressions in accordance with the given context. The second is to identify what are the factors contributing the students' ability in using appropriate English language expressions in accordance with the given context.

Conceptual Frameworks

To choose an appropriate English expression in a particular speech situation, the speaker needs to consider its contextual background. The choice is normally affected by the language repertoire of the speaker. In addition, both linguistic and sociolinguistic competences of the speaker determine how he/she can choose the appropriate expressions based on the given context. In relevant to the issues of this research, there should be some reviews to the relevant sources in order to find the the relevant theories or concepts, especially the ones which deal with communicative competence, language varieties, language choice and context are considered relevant to be discussed respectively.

Communicative competence

Communicative competence has been discussed by many scholars who are concerned with language and communication, foreign language teaching and learning, and language testing. They tried to relate linguistic acts in social situations to an individual person's underlying knowledge (Young, 2008, p.96). Meanwhile, Saville-Troike (2006) has explained that communicative competence involves knowing not only the language code or any grammatical sentences of the language or what Chomsky refers to language competence, but also what to say, to whom and how to say it appropriately in any given situation. In other words, communicative competence extend to both knowledge and expectation of who may or may not speak in certain settings, when to speak and when to remain silent, whom one may speak to, how one may talk to persons of different status and roles, what appropriate nonverbal behaviours are in various contexts, what routines for turn-taking are in a conversation, how to ask for and give information, how to offer or decline assistance, and the like. In short, it involves the use of language and other communicative dimensions in particular social settings.

In addition, Savignon (1997) uses different term for communicative competence as he calls it language competence. Meanwhile, Boersma (2001) uses similar term used by Saville-Troike, communicative competence. However, both of them discuss this concept in terms of four sub-competences. In brief, it is described as the following: (1) Grammatical competence. It is defined as the ability to use the forms of the language (sounds, words, and sentence structure). It is also called linguistic competence. It is about knowing how to use the grammar, syntax, and vocabulary of a language; (2) Discourse competence. It is the ability to understand and create forms of the language that are longer than sentences, such as stories, conversations, business letters. This competence

includes understanding how texts relate to the context or situation in which they are used. In other words, it is about knowing how to interpret the larger context and how to construct longer stretches of language so that the parts make up a coherent whole; (3) Sociolinguistic competence. It is the ability to use language appropriately in different contexts. It overlaps significantly with discourse competence because it has to do with expressing, interpreting and negotiating meaning according to culturally-derived norms and expectations. This competence allows us to be polite according to the situation we are in and to be able to infer the intention of others. It is about knowing how to use and respond to language appropriately, given the setting, the topic, and the relationships among the people communicating; (4) Strategic competence. It is the ability to compensate for lack of ability in any of the other areas. Language learners who really need to communicate in their adopted language tend to develop a number of strategies for making themselves clear in spite of their incomplete knowledge. In short, it is about knowing how to recognize and repair communication breakdowns, how to work around gaps in one's knowledge of the language, and how to learn more about the language in the context.

Within the context of language learning, communicative competence should be the goal of the learners. Referring to Hymes (1971b), Hudson (2007) concluded that if communicative competence is to cover all these types – both grammatical knowledge of the language and appropriate use of the language – of ability underlying successful speech, it must include at least the whole of 'linguistic competence' plus the whole of amorphous range of facts included under 'pragmatics' (knowledge applied in using linguistic items in context)

Moreover, the views of communicative competence in specific context of foreign language learning were put forward by Michael Canale and Merrill Swain in 1980 as the following:

... competence is recognized as something that an individual person possesses to a greater or lesser extent than another person, and a person's competence is a complex construct composed of several component parts. ... they also include three different components in communicative competence. They include grammatical competence, sociolinguistic competence and strategic competence. Sociolinguistic competence is further divided into two parts: appropriateness and discourse competence (in Young, 2008, p.96).

From those views, it is known that to be competent in a foreign language, the language learner should acquire some aspects of the communicative competence called grammatical competence, sociolinguistic competence and strategic competence. With regard to this, Boersma (2001) suggested that in the early stages of language learning, instructors and students may want to keep in mind the goal of communicative efficiency: they should try to avoid confusion in the message (due to faulty pronunciation, grammar or vocabulary); to avoid offending communication partners (due to socially inappropriate style); and to use strategies for recognizing and managing communication breakdowns.

In short, foreign language learners have to be made aware of both their language accuracy and appropriateness since they are in the early stages. Therefore, an English language learner should develop both linguistic and sociolinguistic competences simultaneously in order to acquire the communicative competence of the language.

Language Varieties and Language Choices

It is common to find the use of different codes or different language varieties among the people within a language community. The use of those varieties should consider some non-linguistic factors such as the geographical area, social group, ethnic group, the role relations between the speakers, different sex and age and even the factors related to

different goals of interaction. Those varieties become the speaker's communicative repertoire. They may include standard language, dialects, registers, styles, oral and written language. The communicative repertoire may also include different occupational codes, specialized religious language, secret codes of various kinds, imitative speech, whistle or drum language, and varieties used for talking to foreigners, young children and pets (see Holmes, 2001; Saville-Troike, 2006; Wardhaugh, 2006). Including the language of email, short messages as well as the language used in social media (Davies, 2005).

Language varieties are not only referred to the linguistic rules but also in connection with the non-linguistic factors. With regard to this, Saville-Troike (2006) explains that language varieties are normally associated with a number of social and cultural dimensions. They can be associated with setting, communication purpose, region or geographic boundary, ethnicity, social class, status and role of the speaker, role-relationship of participants, sex, gender and even personality state of the speaker. Being aware of such social and cultural dimensions in association with varieties, a language speaker should have the competence to select which variety or code to be used in any given context appropriately. A formal style, for instance, should only be appropriate to be used in a formal setting. Particular register may be selected accordingly. Whereas, for a casual conversation a more informal style should be more appropriate.

Furthermore, Holmes (2001) explains that language varies according to its uses as well as its users, according to where it is used and to whom, as well as according to who is using it. In other words, the addressers or addressees and the context affect the choice of code or varieties. Such a competence is a part of the speaker's communicative competence called sociolinguistic competence (Gumperz, 1977).

Learning English as a second or foreign language, a learner should be aware of the existence of its varieties. Among those varieties, British and American English are the most familiar ones. Though they are intelligible, each of them has its own standard which is different from one another. The differences can be identified from either their lexical, phonological, or syntactical system. In addition, among the speakers of American English they are also familiar with some dialects which are spoken variously among those who live in one state or region and the other one. Likewise, American English can also be identified from the speakers' social and ethnic identity. The variety spoken by African American people has different characteristics compared to that spoken by white American people (Holmes, 2001; Wardhaugh, 2006, Hudson, 2007). Therefore, an English language speaker should not only be knowledgeable on English varieties for their communicative repertoire but also be competent to select which appropriate variety should be used in particular context.

Understanding Context

It has been realized that English language has many varieties. The varieties might be associated with some factors or social cultural dimensions, such as the communication setting, the participants involved in the event of communication – their social status or their role-relationship, the purpose of communication, the topics to be spoken or conversed, and so forth. That is why understanding context of a speaking situation is important.

Before going to further discussion, it is necessary to understand what is meant by context in this framework. According to Luoma (2008) context refers to everything in the speaking situation except the talk that is being produced at a particular moment. It includes the place where the talk happens, cognitive and experiential aspects, such as the language use experiences that the speakers bring to the situation and the goals they have in a particular conversation. Therefore, to be called having communicative competence of English language, a speaker has to understand such context in addition to acquire the

grammatical aspects of the language that he/she can perform and maintain good interpersonal and transactional communication in the language. In relation to this, Young (2008) says:

An important feature of the way people use language in interaction is that the language we use is never taken isolation but is always associated with a context. The place and time the interaction happened and the backgrounds of the people involved in the interaction all have an important influence on who says what to whom. (Young, 2008. p. 15)

Furthermore, Young consider context as four different categories. The first one is as a spatiotemporal construct, then as a sociocultural phenomenon, the third is historical context, and the last, the language itself as its own context.

In short, context may refer to a place, time, conditions within which the speech event or the conversation is taking place as well as the participants involved in the conversation. Therefore, understanding the context of a speech event is important in determining the appropriate choice of words or expressions in the speech event.

In the meantime, Hymes (1972) stated that a speech event or communicative event consists of several components of communication which he called as an acronym of SPEAKING (Setting, Participants, End or purpose, Act Sequence, Key or emotional tone of the event, Instrumentalities which refer to message form and content, Norm of interaction and interpretation, and last is Genre or type of event). The frameworks list the potential social and contextual factors influencing speech (Luoma, 2008). Therefore, the formality level of the communicative situation, as one part of the contextual situations will determine the choice of one particular code or variety that should be used in such situation.

Communicative Functions and Language Expressions

Communicative event is one of the units of communication analysis. According to Hymes, it is defined by a unified set of components throughout, beginning with the same general purpose of communication, the same general topic and involving the same participants, generally using the same language variety, maintaining the same tone or key and the same rules for interaction, in same setting (cited in Saville-Troike, 2006). Within a communicative event there might be some communicative acts which caterminous with a single interactional function such as to request, command, promise or to question. has particular purpose or function.

Additionally, the Common European Framework of Reference (CEF) has divided functional competence into macrofunctions and microfunctions. The first ones refer to chunk of spoken or written language serving the same functional pupose, such as a description, narration, commentary, explanation and demonstration. Whereas, the second ones are related to individual actions, which are often completed within a turn in an interaction, such as inviting, apologising, or thanking. These microfunctions are grouped into six main categories as follows:

1. Giving and asking for factual information, e.g describing, reporting, asking;
2. Expressing and asking about attitude, e.g. agreement/disagreement, knowledge/ignorance, ability, permission;
3. Suasion, e.g. suggesting, requesting, warning;
4. Socialising, e.g. attracting attention, addressing, greeting, introducing;
5. Structuring discourse, e.g. opening, summarising, changing the theme, closing;
6. Communication repair, e.g. signalling non-understanding, appealing for assistance, paraphrasing. (cited in Luoma, 2008, p.34).

There are various verbal English language expressions used for different interactional functions. Different context of communication within the same function can even require the speaker to select different forms of expressions consistently and appropriately. Different settings or the presence of different participants with different role-relationship, for instance, will make the same interactional function be represented by different forms of language expressions. The formal setting, for example, will entail the use of formal language expressions accordingly. Likewise, the informal language expressions should be performed consistently with the informal setting.

Here are several instances showing various choices of such language expressions used for particular functions:

1. Request for making telephone call

Formal Situation

A: Good morning. Dr. Whitehall office.

B: Hello. I would like to speak to Dr. Whitehall.

A: I'm sorry. He's out of the office right now. Would you like to leave a message or would you prefer to call back?

B: Alright. I'll call him back later. Thank you

A: Goodbye.

Informal Situation

A: Hello.

B: Hi, Carol. This is Chen. Can I talk to John, please.

A: Sure. Hang on.

2. Invitation

Formal Situation

A: I would like to invite you to a reception at my house at 8.30 Friday evening. Would you like to come?

B: I'll be glad to come, but I might be a little late.

A: Please don't worry. Just come when you can.

B: Thank you. It's very nice of you to invite me.

Informal Situation

A: Can you come to a party at my house Friday evening?

B: Thanks. I'd love to. What time?

A: about 8.00.

B: I'll be a little late. Is that OK?

A: Sure. Come when you can.

B: Thanks. See you there.

3. Excuses and Apologies

Formal Situation

A: Miss Larson?

B: Yes?

A: I apologize for loosing my temper in class yestreday.

B: That's quite allright. Was something troubling you?

A: Yes. I had just gotten a letter from a friend of mine and I guess I wass more upset than I thought.

Informal

A: Hey, John, I'm sorry about what happened yesterday.

B: That's Ok. It was my fault.

A: No, I was just in a bad mood, that's all.

(sources: Kettering, 2003)

In conclusion, each communicative function needs particular patterns of expressions. However, different settings and different role-relationships of the speakers are the context that will make the choice of expressions different from one another. The appropriate choice of expressions, then, becomes essential for maintaining an interactional communication run smoothly.

Research Methodology

In consistence with the research problems as well as the objectives, this research is considered as an evaluation research. To approach the problems, a case study was implemented. Specifically, it dealt with the case happened to the fifth semester students of English Education Study Program of FKIP Untan. Bell (2005) stated that a case study is aimed to identify the common and unique features of an organization or individual, to identify the various interactional processes at work, to show how they affect the implementation of systems and influence the way an organization functions. She further says that a case study can be an appropriate approach for individual researchers because it provides an opportunity for one aspect of a problem to be studied in some depth. Therefore, a case study is suitable approach to be applied for this research.

Particular case of this research refers to the ability of a group of students in using appropriate choice of English expressions based on the given context. For delimitation of this research, the contexts being selected as the speech situational background included the formal and informal interpersonal communication in various language functions. They covered introducing someone, thanking, apologizing, asking for permission, inviting, giving opinion, and proposing.

To collect the required data, the researcher used measurement test. The test was a written multiple choice test which consisted of 20 items. Each item provided a stem which described a situation from which the test takers had to consider or to refer to for selecting the best choice of expression provided in the options. Beside that, a writing composition test was simultaneously assigned to the test participants. For this second part of test the test participants were assigned to pretend to write an email based on a situation given.

Formerly, the test was planned to be administered to 40 students from the fifth semester students of FKIP Untan who were purposely taken as the participants of this research. They were chosen with some criteria taken into consideration. The first, they have completed all their speaking and writing subjects for acquiring their English productive language skills. The second, they had also taken Introduction to Linguistics and Sociolinguistics subjects from which they get input of how to use language expressions appropriately. To such an extent, they were considered to have adequate competence to use English, especially to deal with some interactional functions evaluated in this research. Unfortunately, when the real test was administered, they were only 36 students who participated.

In addition to administering the test, a semi-structured interview was conducted to nine participants. They were selected in consideration with their various level of ability in producing the appropriate choice of English expression, three students who performed excellently and well, the other three who were average and the last three who were poor. The interview was practiced for the purpose of exploring and identifying the factors that might become the sources of why they performed in such a way.

Data Analysis

Two kinds of data were gathered in this research. The first kind was the data which show the students' performance on how appropriate the students can use some English language expressions in consideration with the context of formality levels. The second was from the result of interview which was managed to the nine selected participants.

The data taken from the test scores were then analyzed based on the criteria obtained from the achievement score made by individual students. The total scores were taken from two different forms of test. The first one was the multiple choice (MC) and the second is the composition writing (CW) test. The scoring system was described as follows:

1. Individual Performance of the Multiple Choice (MC) Test:

$$\text{Individual Achievement Raw Score} = \frac{\text{Number of Correct answer}}{20} \times 100\%$$

2. Individual Performance of the Composition Writing (CW) Test:

Since it is about writing an email, the scoring rubric for the composition writing test was practiced by considering several aspects, such as the layout of a formal email writing. Consequently, the choice of diction or expressions and the overall comprehensible content were also taken into consideration, as they are listed in table 1 below.

Table 1: Individual test of writing composition (CW) test

Aspect	Score
Layout	1 – 5
Diction/Expressions	1 – 5
Content/Message	1 – 5
Maximum Total Score	15

$$\text{Individual Achievement Raw Score} = \frac{\text{total score}}{5} \times 100\%$$

Next, after the two kinds of test scores for individual participant were obtained, they were summed up by formerly considering the weights which had been decided for each of them. The result shows the individual achievement score. Finally, it was categorized into several criteria of performance. Each level of criteria represents the individual performance in using appropriate English expressions based on particular contexts. The achievement scores and the categorization process are listed in table 2 and 3 below.

Table 2: The Achievement from Both MC and CW Test

Parts of the test	Raw Score of Individual (%)	Weight
MC test	100%	70%
WC test	100%	30%
Final Score		100%

Table 3: The Criteria of Performance:

Achievement Score	Category	Performance Criteria
80 - 100	A	Excellent
70 - 79	B	Good
60 - 69	C	average
50 - 59	D	poor
0 - 49	E	fail

In addition to the data from the test score, the second form of data were obtained from the result of interview. They represented the factors contributing the students' good or the poor performance in selecting the appropriate use of English language expression based on the available context. It was analyzed by firstly describing all the relevant informations given by the participants and then followed by identifying any possible factors that might contribute such good or poor performance. They might include the students' awareness or ignorance of the importance of accuracy aspect in addition to the aspects of fluency and accuracy in a communication process. They might also deal with the accessibility to various English language expressions used in various interactional functions as well as the context of communication within which those expressions were possibly used. The rest, they might regard to the learning experience from which they were used to expose to such contexts of communication situation.

FINDINGS AND DISCUSSION

This part explains the data analysis, the findings and discussion consistently. The result of data analysis are displayed as the followings.

Findings

As it has been explained in chapter 3, the data of this research consist of two forms. The first is the result of the achievement test in terms of scores and the second is a description from the result of interview. Therefore, each kind of data was analysed differently from one to another.

Performance in Using Appropriate English Language Expressions

From the result of the test administered to all the test participants, it is found that there was only one participant who could reach excellent category (2.78%). Meanwhile, the highest percentage goes to the poor category achievement (55.56%). Whereas, those who could achieve the category of good only consist of 13.89%. The other 13.89% could only reach average category. Unfortunately, there were 13.89% participants who were still in fail category.

Such an achievement shows unsatisfactory level of performance. In other words, the students' performance in using appropriate kind of expressions based on particular context, especially the formal context of communication are mainly poor. There are only a small number who can perform well. It is even worse to find out that some of them are not able to perform such English language expressions based on context. Completely, all the achievement categorization is drawn in table 4 below.

Table 4: Number of Students Based on Performance Criteria

Category	Performance Criteria	Total Number	Percentage (%)
A	Excellent	1 orang	2.78%
B	Good	5 orang	13.89%
C	Average	5 orang	13.89%
D	Poor	20 orang	55.56%
E	Fail	5 orang	13.89%

Factors Contributing Performance in Using English Expressions

There might be some factors that can contribute good or bad performance in using appropriate English language expressions based on particular context. The relevant data are related to the factors concerning the students' awareness or ignorance of the various English language expressions used in various interactional functions; their awareness or ignorance of the context of communication within which those expressions were used; and their experience of being exposed to such contexts of communication situation. The descriptions are as follows:

From the result of the interview, it was discovered that many students (six out of nine participants) admitted that they were not adequately knowledgeable about the importance of appropriacy dimension in communication in addition to fluency and accuracy. Moreover, it was also discovered that there were only few students (two of nine participants) who were convincingly stated that they were aware of the existence of various forms or patterns of English language expressions for particular context and they were also knowledgeable of how to select them appropriately.

In the meantime, most of students said that they actually realized that there exist various forms or patterns of English language expressions for different interactional functions. However, they were not aware of different interactional functions require different patterns of expressions. For example, formal expressions should be used differently from the informal ones. Therefore, being given a number of choices, they were hesitant with the best choice of expression that should go most appropriately with the given context or situation. In other words, their problems are about determining the best choice of expressions for particular context of communication.

Furthermore, it was discovered that more students did not realize exactly what is meant by the context of an interactional function of communication. Neither did they realize the importance of understanding such context of a communication. Some of them were not even aware of the existence of formality level for each interactional function of communication. As a matter of fact, the choice of appropriate expressions should be associated with the given context.

Regarding their former learning experience, almost all of the students being interviewed explained that they were rarely exposed to such learning materials and activities by which they can possibly practice using appropriate choice of expressions for particular interactional functions. For example, the practice of writing email to a lecturer had never been experienced before. Moreover, they did not get enough experience or exposure from which they could practice using appropriate choice of expressions in various interactional functions. Particularly the exposure to the formal situations of communication within which formal kinds of expressions should be used accordingly.

From the description above, it is clear that the students' ignorance about the importance of appropriacy aspect in addition to the aspects of fluency and accuracy in a communication process. Beside that, the students' awareness or ignorance of a number of English language expressions existing in every single interactional function contribute to the good or poor performance of students in using English language expressions appropriately. In addition, their awareness or ignorance of what is meant by context and how important it is in accordance with the choice of appropriate expression for particular interactional function. Moreover, the less exposure to such learning experience as well as less opportunity to practice using appropriate English language expressions based on the given context also contributed to such level of performance.

Discussion

Based on the findings it has been proven that the students' performance in using appropriate kind of expressions based on particular context are mainly poor. Especially within the formal context of communication. There are only a small number of students who can perform well. It is even apprehensive to find out that some of them still fail to perform such English language expressions based the given contexts. Such findings are contradictory to the facts that the students are supposed to have adequate level of English communicative competence.

As a matter of fact, the students have been introduced to any relevant theories which provide them knowledge of how to use language expressions in particular context of communication appropriately through several subjects, such as Introduction to Linguistics and Sociolinguistics subjects. However, learning the theories by themselves are not enough to make the students aware of how to use such expressions appropriately. Simultaneously, instead, more opportunities to practice using a number of English language expressions in particular contexts of communication should be exposed more frequently. Such kind of learning experience can be more provided for them through both speaking and writing subjects.

Finally, such less satisfactory achievement performed by more students were contributed by some factors. One of the factors was dealing with the students' awareness or ignorance of both the various English language expressions that exist in every interactional functions and the existence of context within which an interactional function occurs. The other was dealing with the lackness of getting opportunity to be exposed to such learning experience from which the students could actually practice using English language expressions in accordance with particular contexts.

CONCLUSION AND SUGGESTION

Based on the reserach findings and discussion and with reference to the objectives of the research, there are some points to be concluded and suggested.

Conclusion

Here are the points of conclusions to be drawn. Firstly, in terms of the students' performance in using English language Expressions appropriately in accordance with the given context, it is concluded that there were only few students who can show their best or good ability while many of them were still in poor ability. Some of them were not even able (in fail category) to use English language Expressions appropriately in accordance with the given context.

Secondly, it is concluded that there were some factors which contribute to such level of performance. The first factor was dealing with the students' ignorance of the importance appropriateness dimension in communication in addition to fluency and accuracy. The second factor was dealing with the students' awareness or ignorance of both the various English language expressions that exist in every interactional functions and the existence of context within which an interactional function occurs. The other was in concerned with the lackness of exposure to such learning experience from which the students could actually practice using English language expressions in accordance with particular contexts.

Suggestions

In consistence with the findings, the result of discussion as well as the conclusions, there are some points to be suggested. They are as follows:

The first, the students should be made realized that in a communication process appropriacy aspect is as important as the aspects of fluency and accuracy by providing them with enough theories which can be presented through the relevant subjects like Introduction to linguistics, Sociolinguistics, Cross Culture Understanding.

The second, it is suggested that the students should be more exposed to the accessibility of a series of English language expressions for every function of communication as well as the existence of the context within which the expressions are used. Simultaneously, the practice of using such various language English expressions should be more facilitated by the lecturers through the subjects of Speaking and Writing, from the beginning level to the highest ones. In addition, such relevant learning experiences should be more exposed to the students in order to enable them to use appropriate forms or patterns of expressions in accordance with the given context.

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