

# The Ability of Taxi Drivers in Jambi to Respond to Foreign Passengers in English

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The purpose of the research is to study the correlation between drivers' learning outcomes for listening skills, pragmatic competence, and the ability to respond orally. This research was conducted at Taxi Terminal in February 2019. The number of respondents is 30, selected by using purposive sampling, and then simple random sampling. The research concludes that there is positive correlation between {1} drivers' learning outcomes for listening skill and drivers' ability to respond verbally, {2} drivers' pragmatic competence and drivers' ability to respond orally. Furthermore, there is a positive correlation between drivers' learning outcomes for listening skills, drivers' pragmatic competence, and drivers' ability to respond verbally.

**Key words:** *Learning outcomes for listening skills, pragmatic competence, ability to respond verbally.*

## Introduction

As English has an important role in communication, it is necessary that taxi drivers be able to speak English. Moreover, by mastering English, they are able to serve foreign customers more easily, as needed in this globalisation era. Therefore, it is the right decision that taxi companies start to provide an English learning facility for the drivers (Anderson, 1988).

English learning, as it is generally taught, always expects to get optimal learning outcomes. In fact, the results are not always as expected, especially in terms of speaking skills. In communication, especially during conversation, they have difficulties in interacting with others. It is seen when they are talking with fellow drivers. They say that they have difficulties in responding to the questions or statements from their passengers. As a result, interaction or verbal communication does not take place smoothly. They consider the failure of learning English depends on the learning method or approach used at any given time

which has weaknesses. Therefore, it is not surprising that the English learning method or approach used always changes and develops (Bloom, 1981). It can be seen in the use of the audio-lingual method, along with its structural approach, as a way to increase the ability to communicate, including the learners' speaking skills. This approach focuses on the mastery of English structure that is considered the same as sentence pattern. Learners' speaking skills, including giving verbal response to the questions or statements, can be improved if they master the sentence pattern and structure of English they are learning, or English for a specific purpose. Therefore, English learning using this approach will emphasise the pronunciation or intensive drill practice on sentence pattern of English - they are learning English for specific purpose. This drill practice is a technique used in the language course method (Chomsky, 1965). In fact, this approach is considered to fail because the result is not the same as expected. This is because the focus of this approach is on the structure, not the meaning. To respond to this structural approach, communicative approach occurs (Clark). English learning using communicative approach, focuses on the use of English as a part of communicative ability. Therefore, learning English means not only knowing the forms of English but also studying the forms of English according to the situation and context where the language is used. English learning using the structural approach, focuses more on the structure and sentence pattern, but overlooks the meaning of each form or sentence pattern according to the situation and context (Cohen, 1980). Meanwhile, the communicative approach involves both the mastery of structure or sentence pattern (grammatical mastery) and the use of language according to the situation and context (pragmatic competence). Thus, even though English learning using communicative approach emphasises the use of language based on the situation and context, it does not overlook the mastery of structure and sentence pattern. It is seen that the communicative approach in English learning aims to develop communicative skills that include the two aspects, namely mastery of language forms (grammatical aspect) and the use of language based on situation and context (pragmatic aspect) (Crystal, 1992). However, the ability to respond not only depends on grammatical mastery, which is about the rules, and pragmatic competence, which is about the ability of learners to use English based on the situation and context of communication, but also other supporting skills like listening skills; otherwise, their skill will be useless. It is applied for the ability to respond verbally.

Of course, taxi drivers have already known that the ability to speak or to respond verbally is not only determined by the factors explained previously, but also other factors influencing the improvement of the ability, both directly or indirectly. This research aims to know the effects of those factors on the ability to respond verbally to the complaints of taxi drivers of Sijoli (Singapore, Johor, Malaysia) and Thailand.

According to the background above, the statement of problems of this research can be formulated as follow: (1) Is there any correlation between learning results of listening skills

and the ability to respond verbally? ; (2) Is there any correlation between pragmatic competence and the ability to respond verbally? ; (3) Is there any correlation between learning outcomes for listening skills & pragmatic competence simultaneously and the ability of taxi drivers to respond in English?

Based on the above explanation, it can be concluded that the ability of taxi drivers to answer or to respond to questions or statements, in which the opinion or idea delivered in the right words or sentence pattern, will represent the real situation and context. Thus, it is expected that the communication will be satisfying and solve the foreign passengers' problems.

## **Theoretical Framework**

### ***The Ability to Respond Verbally***

Mastery of language, including a foreign language, as a communication tool, can be done in two ways. Krashen, as quoted by Esau, classifies it into acquisition and learning. Language acquisition is closely related to the development of language skills that are very close to informal development in the acquisition of the same language experienced by a child in mastering his/her mother tongue. Language learning is related to the mastery of language through formal learning (Esau, 1980: 300). Related to mastering language, there are learning theories that are often used by language learning experts. One of the theories is stated by B. F. Skinner called verbal behaviour (Esau, 1980: 303-304). This theory explains the concept of stimulus-response (S-tR). Stimulus refers to what is owned, elements, or changes in the environment. Response refers to all changes in mind in behaviour that involve muscles and glands. Another factor in StR formulation is that reinforcement in language learning or acquisition can be in the form of rewards or punishment. While using language, including speaking or conversation, stimulus refers to words or sentences in the form of questions or verbal statements uttered by the speaker, the response to Jumped-Answer or the response from the interlocutor. Meanwhile, reinforcement refers to everything that supports the activity of speaking or conversation, in terms of the mastery of the language components, the rules of language, the sociocultural language used, and so on. Tarigan (1990:15) says that speaking can also be interpreted as the ability to pronounce articulation sounds or words to express, to state, and to express thoughts, ideas, and feelings. Sauvignon (1983: 2) states that speaking is a process of oral communication. Communication will occur if there is agreement about the meaning in the context of language between the speaker and the listener. Richterich and Scherer (1975: 2) state that speaking activities are actions, reactions, and interactions that people do to express desires without or with specific goals using certain expressions or movements. A tourist who has the ability to speak a foreign language must have linguistic ability, discursive ability, referential ability, and socio-cultural ability. Linguistic ability consists of phonetic, lexical and grammatical aspects. Discursive ability is the ability to use

speech acts that are appropriate to the situation and the context of communication. Referential ability is the ability to understand topics of conversation. Whoever speaks has sociocultural abilities, which is the ability to understand the norms or customs of speech that are in accordance with the culture or customs of the nation (Moirand, 1982: 20). Speaking does not only include the understanding of news that is helpful, it also includes conversation (talking). According to Clark (1996: 318-320), the main use of a language is conversation, spontaneous dialogue between two or more people. In conversation, someone gets his turn to have a conversation. Only one person speaks during the conversation.

Based on the description above, it can be concluded that the ability to respond verbally is one's ability to answer or to respond to a question or statement, in which the opinion, feeling, and idea delivered in the right words or sentence pattern will represent the real situation and context.

## **Learning Outcomes for Listening Skills**

### *Learning Outcomes*

According to Newman and Newn (1981:4), learning is an important thing for everybody during their life since it helps them adapt to development. Ga' and Briggs (1978:49-50) state that learning outcomes are the description of the ability obtained by a person after participating in learning, which can be classified into five categories, namely intellectual skills, strategy, cognitive, verbal formation, motto skills, and attitude.

After that, Tomiszoki (1981: 241) says that learning outcomes are changes in behaviour that can be measured by tutoring about the field being studied. Learning outcomes are divided into two categories, namely knowledge and skills. Knowledge is shown by the information stored in mind, while skill is demonstrated by actions (intellectually or physically) and reactions (for ideas of objects or people, which are carried out by someone in the right way to achieve the goal). In applying skills, a person often uses certain things from the knowledge stored in the mind. Someone also uses perceptions about situations/problems/objects to obtain new information that is combined, and a person acts according to planning decisions.

Bloom (1981: 7) defines learning outcomes are the results of changes in behaviour that includes three aspects namely cognitive, affective, and psychomotor. The cognitive aspect includes (1) knowledge, (2) understanding, (3) application, (4) analysis, (5) synthesis, and (6) evaluation. The first three abilities, namely knowledge, understanding, and application, are usually classified as low cognitive levels, while the other three abilities, namely analysis, synthesis, and evaluation are often grouped into high cognitive level abilities. The affective aspect includes (1) reception, (2) attention, (3) capture, (4) adjustment, (5) award, and (6)

unification. Meanwhile, the psychomotor aspect includes (1) observation, (2) use, (3) accuracy, (4) coordination, and (5) naturalisation.

### ***Listening Skills***

Russell and Russell state that listening means listening with full understanding, attention, and appreciation (Taigan, 1987: 20). The same thing is stated by Underwood (1989), namely listening is an activity of listening or paying close attention to what people are saying, capturing as well as understanding the meaning of what is heard.

Regarding these listening activities, Anderson and Linch (1988: 4) distinguish them into two types, namely reciprocal listening and non- reciprocal listening. Reciprocal listening refers to the finding activities of pragmatic sociology. One of the general pragmatic focuses, according to Leech, is pragmatic which examines certain linguistic-sourced aspects provided by a language that conveys certain purposes, such as asking, ordering, and praising. After that, Levinson (1983: 9) says that pragmatics is language and contexts arranged in a language, or those encoded in the structure of language. Levinson (21-24) also said that pragmatics is the study of the correlation between language and its context, and the context is the basis of determining his understanding. He adds that pragmatics is the study of the ability of language users to adjust the sentences used with the context.

According to Matinovsky (1997: 1), pragmatics is a field of linguistics that studies communication, which is centred on the dynamics of meaning in a context. Pragmatics examines aspects of meaning and use of language that depend on the speaker. It also discusses other aspects of context of utterance including the effects of context, which generally observes the principles of communication and objectives of the speaker using the choice of meaning on one side, and the other is a study of the effects of such factors that interpret an utterance. Crystal (1987: 120) suggests that pragmatics examines the factors that find or influence language choice in social interactions, and the effects and choices of that language to others.

Based on the above explanation, it can be concluded that pragmatics is included in the linguistics field, which studies the correlation between language and context in which language is used. It also examines the ability of the language user to use sentences according to the context. Pragmatics examines the meaning of language or a sentence that is associated with the situation and context in which the language is used.



## **Thinking Framework**

### ***The Correlation between Learning Outcomes for Listening Skills and the Ability to Respond Verbally***

As explained earlier that a language is mastered with the aim that a person can use that language to communicate, so the main purpose of language learning is to communicate, including speaking and the ability to speak or to have a conversation with someone or a group of people, and the learner must have the ability to respond verbally.

It has been discussed in the theoretical framework that the ability to respond verbally is defined as the ability of someone to answer a statement or a question verbally. Through the answer or response, someone conveys thoughts, ideas, feelings, opinions and so on using the right words and sentence structure according to the situation and context where the communication takes place. Moreover, to be able to respond verbally, a person must have the ability to understand the information he hears.

The meaning of giving response verbally, as explained before, that becomes a reference of this research, is that conversation does not only involve a speaker, but also a listener or listening activity. Both of them are involved in the interaction or communication with each other. Therefore, in the process of a speaking or conversation activity, there are aspects referring to a listening activity, in which both of them are different activities and independent.

Listening is one receptive aspect of the language skills component, which means listening and catching a series of words with full attention, understanding, appreciation, and interpretation to obtain information conveyed by the talk. Thus, listening is not a passive activity, but an active activity because in the process of listening, someone not only listens to information, but also must understand the information. To achieve this, coordination of existing cognitive domains is needed.

This means that by having adequate learning outcomes for listening skills, someone can understand and infer each meaning conveyed by the speaker. The better the results of learning outcomes for listening skills, the better he understands information he hears. Related to the ability to respond verbally, learning outcomes for listening skills have an influence in the development of these abilities.

The above statement is supported by a theoretical framework that listening is the basis for the development of other language components, including speaking and conversation. During the activity of listening to the sounds of words in the form of words and sentences, the elements of language are learned through listening. Listening and imitating are very important in

mastering language and speaking skills or the ability to respond verbally. Thus, there is a positive correlation between learning outcomes for listening skills and the ability to respond verbally.

### ***The Correlation between Pragmatics' Competence and the Ability to Respond Verbally***

It has been discussed previously that the ability to respond verbally is influenced by various factors or aspects. To be able to respond verbally well and smoothly, one must have the ability to understand and use sentences or utterances based on the situation and context in which the language is used. This ability is called pragmatic competence.

A person's pragmatic competence will be seen in how a person produces utterances, whether the utterances contain the element of appropriateness in the conversation or speaking activities. The appropriateness is usually seen in whether the utterances delivered are appropriate to the situation and context. Different situations require different forms of speech or expression.

Therefore, cultural differences between French and Indonesian often makes Indonesian students or learners who learn French, experience difficulties in forming expressions that are appropriate and acceptable to French speakers. Besides the appropriateness in communication, students who study French must also know the meaning of each utterance or sentence. In fact, a sentence may have some meanings. On the contrary, a meaning can be expressed in several sentences.

Based on the explanation above, it can be seen that pragmatic competence has an important role in speaking or responding verbally. The better the competence, the better the ability to respond verbally will be. Thus, it can be assumed that there is a positive correlation between pragmatic competence and the ability to respond verbally.

### ***The Correlation between Learning Outcomes for the Listening Skill & the Simultaneous Pragmatic Competence and the Ability to Respond Verbally***

It has been explained before that in order to respond verbally, a person needs to have several supporting factors. One of these factors is learning outcomes for listening skills. This factor is needed so that a person can understand the meaning of any information he hears correctly so that he can respond appropriately as well.

It has also been explained that listening is speaking, including the ability to respond verbally. Through the process of learning to listen, someone learns to listen to the sounds of words in

the form of words and sentences. The aspects of language learned through listening and imitation are very important to be able to respond verbally.

Through the process of listening, a student learns to listen to the sounds of words, in the form of both words and sentences. Language aspects learned through listening and imitation are very important for improving the ability to respond verbally. Thus, the more information a person absorbs in the learning process or listening activity, the better the ability to respond verbally. This also means that listening is one of the language components that must first be learned or obtained. Thus, without being supported by good learning outcomes for listening skills, a person will have difficulty in developing his verbal response skills. In addition to the learning outcomes for listening skills, another ability needed is pragmatic competence, namely the ability possessed by learners or students to use language according to the situation and context in which the language is used. By having pragmatic competence, a person can use sentences or utterances that meet aspects of appropriateness in responding verbally. Due to cultural differences between Indonesians and French people, Indonesians or Indonesian students who study or use French must know French culture so that they can speak or learn naturally. Knowing the proper forms of speech and understanding the meaning of these forms of speech will help someone in speaking the language they learn.

Another important factor in speaking or responding verbally is grammatical competence. Grammatical competence as one of the factors that should be owned by a language speaker is the mastery of the rules of language, so that he/she can form utterances or sentences properly. By possessing grammatical mastery, a person has the ability to produce and/or to understand even complex sentences. Not possessing grammatical competence means someone who learns a foreign language cannot make sentences or utterances that can be understood by others. It means that the speaker cannot speak effectively because the utterance as a response to a question or statement cannot be understood by the listener.

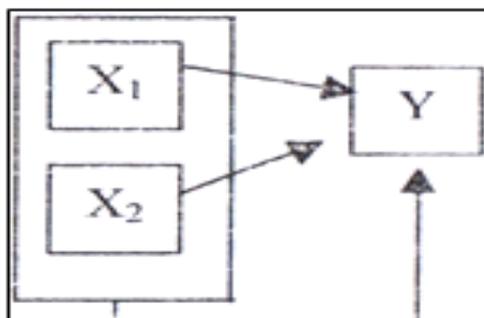
Based on the description above, it can be seen that both learning outcomes for listening skills and pragmatic competence turn out to have an important role in improving the ability to respond verbally. Thus, it can be concluded that there is a positive correlation between learning outcomes for listening skills and the ability to respond verbally at the same time. Based on the above thinking framework, the following hypotheses in this study can be proposed:

There is a positive correlation between learning outcomes for listening skills and the ability to respond verbally; this means that the higher the ability to listen, the higher the ability to respond verbally, or the lower the listening learning outcomes, the lower the ability to respond verbally.

There is a positive correlation between pragmatic competence and the ability to respond verbally; this means that the higher the pragmatic competence, the higher the ability to respond verbally, or the lower the pragmatic competence, the lower the ability to respond verbally.

There is a positive correlation between learning outcomes for listening skills & pragmatic competence simultaneously and the ability to respond verbally; this means that the higher the learning outcomes for listening skills and pragmatic competence, the higher the ability to respond verbally, or the lower the learning outcomes for listening skills and pragmatic competence, the lower the ability to respond verbally.

**Figure 1.** Constellation of Correlation among variables



## Research Method

This research aims to examine the correlation between learning outcomes for listening skills & pragmatic competence of a taxi driver simultaneously and the ability to respond verbally. This research was conducted in the taxi terminal of Jambi city in February 2020. The research method used is survey applying simple regression, simple correlation, and partial correlation. The samples of this research are Kop taxi drivers, selected using the purposive sampling method. Data is collected through three (3) tests composed by the researcher, namely the ability to respond verbally, a listening test, and a pragmatic competency test. All tests have been tested to meet the validity and reliability requirements.

## Result and Discussion

According to the analysis, the results obtained are as follow:

*First*, the correlation between learning outcomes for listening skill and the ability to respond verbally is seen in the regression equation =  $49.53 + 2.23 X_1$ . The result of significance and linearity tests of regression equation is shown in table 1. It is seen that the regression equation is significant and linear. It means that if learning outcomes for listening skills are increased

by one score, it will be followed by an increase of the ability to respond verbally, as many as 2.23 in constant 49.53.

**Table 1:** ANAVA Significance test and Linear Regression = 49, 2.23 X<sub>1</sub>

Source of Variation	Dk	JK	RJK	F <sub>count</sub>	F <sub>table (0.01)</sub>	
					a = 0,05	a = 0,01
Total	30	7755,98	-	-	-	-
Regression a	1	3305,5	3305,5	-	-	-
Regression b/a	1	1	1	27,22*	4,2	7,6
Remaining		2193,7	2193,7	-	0	4
Invalid Error	28	2259,76	80,60	-	-	-
	11	1111,80	101,07	1,50 <sup>b</sup>	2,41	3,52
	17	1144,93	67,35	-	-	-

**Information:**

Dk = Degree of freedom

JK = the Number of Square

RJK = Average Number of Square

\*\* =  $p < 0.05$ , means the regression is very significant ( $F_h = 27.22 > F_1 = 4.20 = 7.64$ )

ns = not significant, means the regression is linear ( $F_h = 1.50 < F_1 = 2.41 = 3.52$ )

The strength of correlation between learning outcomes for listening skills and the ability to respond verbally is seen in the correlation coefficient  $r_{y1} = 0.70$ . Based on the results of the significance test, the correlation coefficient using the test turned out to show significant results. Thus, it can be concluded that there is a positive correlation between learning outcomes for listening skills and the ability to respond verbally. The analysis also shows that the coefficient of determination is  $r^2_{y1} = 0.49$ . This means that 49% of the variation in the ability to respond verbally is explained by learning outcomes for listening skills.

If pragmatic competency is controlled, a partial coefficient  $r^2_{y1} = 0.66$  is obtained. The significance test of the partial correlation coefficient is shown in table 2. It is shown that although the value of the partial correlation coefficient has decreased, it is still very significant. Thus, it can be concluded that even though pragmatic competence is controlled, there is still a positive correlation between learning outcomes for listening skills and the ability to respond verbally.

**Table 2:** Summary of Significance test of partial coefficient  $X_1$  and  $Y$ , if  $X_2$  is controlled

Partial Correlation Coefficient	Coefficient of Determination	Dk	$F_{count}$	$F_{table}$	
				0,05	0,01
$r_{y1.2}$	$r^2_{y1.2}$	28	4,58**	1,70	2,47

Information:

Ns = not significant, means the regression is linear

$(t_n < t_t) = p < 0.05$ , means the regression is really significant ( $t_n < t_t$ )

*Second*, the correlation between pragmatic competence and the ability to respond verbally is shown by the regression equation =  $36.93 + 2.37X_2$ . The results of significance and linearity tests of the regression equation are shown in table 3. It is shown that the regression equation is significant and linear. This means that if the pragmatic competency is increased by one score, it will be followed by an increase in the ability to respond verbally by 2.37 on constant 36.93.

**Table 3:** ANAVA Significance Test and Linear Regression =  $36.93 + 2.37X^2$

Source of Variation	Dk	JK	RJK	$F_{count}$	$F_{table} (0.01)$	
					a = 0,05	a = 0,01
Total	30	8046,27	-	-	-	-
Regression a	1	3595,80	3595,80	-	-	-
Regression b/a	1	2351,49	2351,49	31,37**	4,20	7,64
Remaining	28	2098,98	74,96			
Invalid Error	13 15	1244,31 854,67	95,72 56,98	1,6 8**	2,48	3,56

Information:

dk = degree of freedom

JK = the number of square

RJK = average number of square

\*\* =  $p < 0.05$ , means the regression is really significant ( $F_n = 31,37 > F_1 = 4,20 = 7,64$ )

Non < significant, means the regression is linear ( $F_n = 1.68 < F_1 = 2.48 = 3.56$ )

The strength of correlation between pragmatic competence and the ability to respond verbally is seen in the correlation coefficient using the t-test, turns out to show the significant result. Therefore, it can be concluded that there is a positive correlation between pragmatic competence and the ability to respond verbally. This means that the higher ability to respond verbally is achieved. The analysis also shows that the coefficient of determination is  $r^2_{y2} = 0.53$ . This means that 53% of the variation in the ability to respond verbally is explained by pragmatic competence. The analysis also shows that the coefficient of determination is  $r^2_{y2} = 0.53$ . This means that 53% of the variation in the ability to respond verbally is explained by pragmatic competence. If learning outcomes for listening skills is controlled, a partial correlation coefficient obtained will be  $r_{y2.1} = 0.69$ . Significant test of partial correlation coefficient is shown in table 4. It is seen that although the value of partial correlation coefficient has decreased, it is still very significant. Thus, it can be concluded that although there is a control over learning outcomes for listening skills, both individually and collectively, there is a positive correlation between pragmatic competence and the ability to respond verbally.

**Table 4:** Summary of Significance test of Partial Coefficient  $X_2$  and  $Y$ , if  $X_1$  is controlled

Partial Correlation Coefficient	Coefficient of Determination	Dk	$F_{count}$	$F_{table}$	
				0,05	0,01
$R_{y21} = 0,69$	$r^2_{y21} = 0,48$	28	4,49**	1, 70	2, 47

Information:

ns = not significant, means the regression is linear ( $t_h < t_t$ )

\*\* =  $p < 0.05$  means the regression is really significant ( $t_h > t_t$ )

*Third*, the correlation between learning outcomes for listening skill & pragmatic competence simultaneously and the ability to respond verbally is shown in regression equation =  $2.99 + 1.05 X_1 + 1.49 X_2$ . According to table 5, the test result of the multiple regression significance is very significant. The multiple correlation coefficient of learning outcomes for listening skill & pragmatic competence simultaneously and the ability to respond verbally is  $R_{y12} = 0.86$ . Based on the significance test, it can be seen that the multiple correlation coefficient is very significant. Thus, it can be concluded that there is a positive correlation between learning outcomes for listening skill and the ability to respond verbally. The analysis also shows that the coefficient of determination is  $R_{y12} = 0.86$ . This means that 86% of the variation that occurs in the ability to respond verbally is determined by learning outcomes of listening skill and pragmatic competence simultaneously.

**Table 5:** ANAVA for Significance test of Multiple Regression =  $2.99 + 1.05X_1 + 1.49 X_2$

Source of Variation	Dk	JK	RJK	F <sub>count</sub>	F <sub>table (0.01)</sub>	
					a = 0.05	a = 0.01
Regression	2	3807.45	1269, 15	51.32*	2.89	4.64
Remaining	2 6	643.02	24, 7 3	*		
Total Reduced	2 8	4450,47	-	-	-	-

Information:

dk = degree of freedom

JK = the number of square

RJK = average number of square

\*\* =  $p < 0.05$ , means the regression is really significant ( $F_n = 31,37 > F_1 = 4,20 = 7,64$ )

non < significant means the regression is ( $F_h = 51.32 > 2.89 > 4.65$ )

*Fourth*, the rank of strength of correlation of each independent variable with the dependent variable if the other independent variables are controlled, is shown by the partial correlation coefficient in table 6 below:

**Table 6:** The rank of strength of correlation of each independent variable with the dependent variable according to the value of partial correlation coefficient

No	Independent variable	Bivariat Correlation Coefficient	Partial Correlation Coefficient	Rank
	Learning outcomes for Listening Skill	$r_{y1} = 0.70$	$r_{y12} = 0.59$	First
	Pragmatic Competence	$r_{y2} = 0.73$	$r_{y21} = 0.73$	Second

Based on the partial correlation coefficient values in Table 6, the strength rank of correlation can be explained as follows: the first rank is the correlation of pragmatic competence and the ability to respond verbally after controlling learning outcomes for listening skills. The second rank is the correlation between learning outcomes for listening skills and the ability to respond verbally after controlling for pragmatic competence.



## **Conclusion**

Based on the tests on those three hypotheses proposed in this study, several research findings can be presented as follows:

*First*, learning outcomes for listening skills have a positive correlation with the ability to respond verbally. This means that there is a higher ability of taxi drivers to respond verbally in English.

*Second*, pragmatic competence has a positive correlation with the ability to respond verbally. Thus, pragmatic competence actually determines the ability to respond verbally. This means that the higher the pragmatic competence, the higher the ability of taxi drivers to respond verbally in English.

*Third*, there is correlation between learning outcomes for listening skills & pragmatic competence simultaneously and the ability to respond verbally. Thus, listening/learning outcomes together with pragmatic competence can clearly determine and contribute significantly to the ability to respond verbally. This means that the higher the learning outcomes for listening skills, along with the pragmatic competence, the higher the ability of taxi drivers in Jambi to respond verbally in English.

## **Suggestions**

Based on the conclusion above, there are some suggestions proposed:

*First*, while improving the ability to respond verbally, it is necessary to improve the teaching and learning process in order to improve the learning outcomes for listening skills. Things that can be done are providing more time for a listening session, the use of authentic teaching language to limit the number of students in the classroom and to make a correct phasing in the process of presenting teaching material.

*Second*, while improving the ability to respond verbally, it is necessary to improve the pragmatic competencies through teaching and learning process aiming at increasing pragmatic competence or the ability to use language based on the context in which the language is used.

*Third*, while improving the ability to respond verbally, it is necessary to improve grammatical mastery through the learning process of contextual sentence structure and by doing the correct phasing, which is not only mastering the structure, but also being able to use it in real communication.



*Fourth*, since learning outcomes for listening skills and pragmatic competence simultaneously are not the only factors influencing the ability to respond verbally, it is recommended that other aspects or factors be paid attention while improving the ability to respond verbally. These factors are not only those related to linguistic aspects, but also non-linguistic aspects such as interest, motivation, level of intelligence, conducive teaching and learning atmosphere, and the availability of facilities and infrastructure.



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