

Pragmatic Interpretation of the Learners' Unique English Utterances in *Kampung Inggris*

Ubaidillah

Majority of Mechanical Engineering, Universitas Pamulang
E-mail: dosen01366@unpam.ac.id

ABSTRACT

This study concerned with the English conversation of the learners of second language in Kampung Inggris, Pare, Kediri, in which aimed to identify the unique English utterances, to describe the semantic meaning (literal meaning) and pragmatic interpretation (intended meaning) and to identify the structure of the learners' unique English utterances. This study used qualitative research method by using two methods: participant observation and semi-structured interview. The result of this study showed that few unique English utterances uttered by the learners in Kampung Inggris whether in the form of phrases or sentences during conversation. These unique English utterances were uncommon and different from daily English utterances of native speaker. Moreover, the structures of their English were also different from the Standard English Rules. The ungrammatical structures of their utterances were found such as in the form of pronoun agreement, verb grouping, question formation, comparative degree, adjective order, word choice, addition to be and omission auxiliary. Thus, their English utterances were ambiguous during interaction. In conclusion, the unique English utterances of the learners in Kampung Inggris were caused by the tendency of the learners in simplifying English translated word by word without considering the target language of the context. Meanwhile, this tendency of simplification was influenced by inter-language interference and intra-lingual factor.

Keywords: Sociolinguistics, Semantic meaning, Pragmatic interpretation, Unique English Utterances, Grammatical structure, Learners in Kampung Inggris.

INTRODUCTION

Language is the most important aspect in the life of all beings. It is a tool of communication within to express inner thoughts and emotions, make sense of complex and abstract thought, to learn to communicate with others, to fulfill our wants and needs, as well as to establish rules and maintain our culture. Moreover, language is a major component to communicate each other as a basic feature of social life (Thompson, 2003, p. 1). Another important thing about language, which is very useful for a person and many people in the community, is that language can be used to show and express someone's meaning. By using a language, they can show or further persuade other people to follow what they want because language can point out the meaning of what they share in communication. The words, utterances and sentences in our communication each other are never neutral everything that we say always carry a hidden message, moreover, show the power that reflects our interest (Fiske, 1994).

English is one of tools of communication as an international language which plays important role in the society and it is used in most international institution, conferences, news and media, international culture, trade and commerce, aid and administration and transport (Downes, 1998). In fact, in this globalization era, English becomes necessary to communicate and it has worldwide functions and roles in many aspects. There are many ways in which a language can be used, whether it is spoken by using an oral communication, written in a certain way, or through non-verbal communication like using gestures, facial expressions or body language. For delivering many varieties of information, all of those ways above need a medium or a tool that support the language users to deliver their ideas. Thus, the language and society are two things which are inseparable. They have close relationship since each other support another as known as sociolinguistics. Hence, the way people use language in different social context provides a wealth of information about the way language works (Holmes, 2013, p. 3).

Meanwhile, in linguistic world, semantics and pragmatics are the two main branches of the linguistic study of meaning. They are essential components that work together in a full description

of meaning in communication (Griffiths, 2006). In pragmatics, it is concerned with the study of meaning as communicated by a speaker and interpreted by a listener, whereas meaning in term of semantics is giving the meaning of each word of phrase and does not give attention to the context which is implied to the utterance (Yule, 1996). In addition Cutting (2002, p. 1) asserts that semantics is the study of what the words mean by themselves, out of the context as they are in the dictionary. In this case, the meaning of language within communication using English becomes one of important things in which English holds an important role in modern life and for international communication of people among nation. For this reason, the English spoken language has more curiosity chosen and investigated in this study.

The learners who come from various regions of Indonesia learn, study, and stay in *Kampung Inggris*, Pare, Kediri for improving and acquiring their English ability within using English communication in daily life. *Kampung Inggris* is known as a place of learning English in East Java Indonesia that gives impact to the society around it in using daily conversation of spoken English even though the vendors. Obviously, *Kampung Inggris* becomes one of the alternative places and the best chosen to the learners in improving and acquiring their English comprehension. Moreover, numerous English courses, privates, camps also short courses boarding operate there designed for the learners.

Nevertheless, a lot of phenomena and issues of the English spoken language happened by the society especially the learners in *Kampung Inggris*, when they are using English spoken language to communicate each other's in daily life. For instance, when the writer visited *Kampung Inggris* and met two learners in differences places taking a short course of English comprehension then asked some information as the dialogue below:

The Researcher : Wow, of course you can speak English well, right?

Learner 1 : Yups, tittle little I can.

Also in difference place, the writer tried to ask about how to rent the bicycle and where the cheapest prize is there.

The Researcher : Where is the cheapest price for renting the bicycle?

Learner 2 : Galaxi rent is the cheapest. You will get a friend price.

The phenomena of the learners' spoken English on the dialogue above emerges as one of the sociolinguistics phenomenon in term of unique English utterances, which there is a relationship between society and language. It deals with Coulmas (2007) states that there is a complex interrelationship among social structure and linguistic structure. In addition, Chambers (2003) defines sociolinguistics is the study of the social uses of language, and the most productive studies in the four decades of sociolinguistics research has been produced from determining the social evaluation of linguistic variants. Furthermore, it is concerned in identifying the social functions of language and the ways it is used to convey the social meaning (Holmes, 2013).

From the case, this study concerns to analyze and investigate the spoken English of the learners then describes their unique English utterances in *Kampung Inggris* related to semantic meaning and pragmatic interpretation. Furthermore, this study also investigates and describes the structure of the unique English utterances within interaction and communication of the learners in *Kampung Inggris*.

METHOD

This study used qualitative research method in which the data are utterances transcribed in the form phrases and sentences. The data were collected by using two methods: participant observation and semi-structured interview. Participant observation was mainly used to get significant data from the subject of the research. Audio recorder and field notes techniques were used to collect the data during the participant observation. Meanwhile, semi-structured interview was used to find

the essence of what could not be found through observation. The participant of the data in this study was the learners in *Kampung Inggris* who were chosen based on certain criteria.

The data in this study was the utterances in the forms of words, phrases, or sentences taken from the transcribing of learners' utterances within communication. Meanwhile, the source of the data was the learners' spoken English in *Kampung Inggris* during their conversation between the learners and other people transcribed in the form of utterances. Typically, the researcher of qualitative research collects a massive amount of data from the interviews, observations, and field notes organize and analyze these data interpreting by his own disciplinary lens (Ary, Jacobs, & Sorensen, 2010, p. 589). After collecting and selecting the significant data that were suitable to answer the research question in this study. The data findings were analyzed by using four phases of the analytical process based on the theory of Dörnyei (2007, p. 246) they are: (1) transcribing the data, (2) pre-coding and coding, (3) growing ideas: memos, vignettes, profiles, and other forms of data display, and (4) interpreting the data and drawing conclusions.

FINDING

The Meaning and Interpretation of the Learners' Unique English Utterances in *Kampung Inggris*, Pare, Kediri

During investigating and analyzing the learners' spoken English within conversation among the learners themselves, the teachers or the societies were founded some unique English utterances in *Kampung Inggris*. These findings were presented as follows:

Table 1. The Learners' Unique English Utterances in *Kampung Inggris*, Pare, Kediri

No.	The Unique English utterances	Linguistic Corpus		Code of Dialogue
		Phrase	Sentence	
1	"White water"	√		D. 001 - If
2	"Kill punishment or kill law"	√		D. 002 - F
3	"Whisper-whisper"	√		D. 003 - F D. 016 - If
4	"My body is not delicious"		√	D. 004 - If
5	"Original pare"	√		D. 005 - If
6	"Divide message"	√		D. 007 - If
7	"Let's divide the ball"		√	D. 012 - If
8	"Rolling-rolling"	√		D. 008 - If
9	"Contain you"	√		D. 009 - F
10	"Shy-shy cat"	√		D. 010 - F
11	"Running-running"	√		D. 011 - If
12	"Come in the ball"		√	D. 012 - If
13	"Speaking-speaking"	√		D. 013 - If
14	"Handsome from where"	√		D. 014 - If
15	"Silent in the bedroom"	√		D. 015 - If
16	"I silent-silent"		√	D. 019 - If
17	"Same-same can't"	√		D. 019 - If
18	"Change-change the channel"	√		D. 020 - If
19	"Little money"	√		D. 021 - F
20	"I want question"		√	D. 022 - If
21	"Improve your bed!"		√	D. 023 - If
22	"Fix price"	√		D. 024 - If

All the learners' unique English utterances of whether in phrase form or sentence form were mostly different between literal meaning and contextual meaning which emerge a lot of interpretation of the listener during conversation. These were the descriptions of the unique English utterances uttered by the learners in *Kampung Inggris* during their conversation among the learners themselves, teachers and societies.

1) **White water**

- ...
L2 : “me too”
R : “Ice tea. How about You?”
L3 : “me, **white water**. Good for my body... he....”
...

(See Appendix 1, D. 001 – If)

Semantic Meaning (Literal Meaning)	Pragmatic Interpretation (Intended Meaning)
<p>❖ “White water”</p> <ul style="list-style-type: none"> - White refers to the color of milk or fresh snow. It is due to the reflection of all visible rays of light. - Water is the liquid which forms the seas, lakes, rivers and the rain. It is also the basis of the fluids of living organisms. 	<p>This utterance occurs when one of the learner was asked about what kind of beverage he would like, then directly he answered ‘white water’. It means mineral water or plain water.</p>

According to the conversation D. 001 – If, the utterance **white water** uttered when one of the learners offers his fellow learner about what kind of beverage would be ordered, then he orders a glass of *white water*. Culturally, this utterance is familiar and understood by Indonesian people. However, the use of this utterance is contextually uncommon and sound strange in English.

The choice of this utterance which is delivered by the learner shows that how the components of social factor influence the linguistic choices (Holmes, 2013). The use and the diction of Indonesia language is sometimes different from English language. As in this case, the utterance **white water** is translated literally from ‘*air putih*’. This utterance is strange and uncommon in English language, if it is compared to the phrase *white coffee* or *white tea*, because the word *white* refers to milk.

Contextually, ‘*air putih*’ is translated into English related to target language become *mineral water*. Then, *mineral water* is translated into Indonesian language literally become ‘*air mineral*’. The utterance ‘*air mineral*’ (as literally mineral water) is rarely used by Indonesian people, but ‘*air putih*’ (as literally white water) is usually used. Based on some advertisements, ‘*air putih*’ is familiar used to refer to mineral water as follows:

- (1a) “*minum 8 Gelas **Air Putih** Sehari, Badan Anda Sehat Dan Kantong Anda Juga Sehat.*”
(1b) “***Air Putih** Rahasia Utama Kulit Cantik Dan Sehat.*”
(1c) “***Air Putih** Lebih Penting Daripada Kosmetik.*”

Moreover, two articles written by Reynata Dhea Cantika entitled “*10 Manfaat Minum 2 Gelas **Air Putih** Saat Perut Kosong di Pagi Hari.*” Then, in Vivanews.com posted the benefit of water entitled “*Manfaat Minum **Air Putih** Setelah Bangun Tidur.*” Meanwhile, Yoo Taiwoo as a professor in Seoul National University and a doctor written the book translated into Indonesia language also uses *air mineral* (as literally mineral water) by *air putih* (as literally white water) entitled “*Menjadi cantik dalam 2 minggu dengan **air putih**.*”

All of examples show that the term ‘*air putih*’ as literally **white water** is more familiar than ‘*air mineral*’ as **mineral water**. Therefore, the learner of *Kampung Inggris* uttered ‘*air putih*’ become **white water**. It is because the simplifying of the learner translated word by word as literally without consider the English target language which occurs a unique, strange and uncommon utterance in English language.

2) **Little money**

- ...
L1 : “When..when you find ATM machine, you will take money.
So you can’t take **little money**.”
L3 : “Oh.. yes like that.”
L1 : “May be that is disadvantage.”
...

See Appendix 1, D. 021 - If)

Semantic Meaning (Literal Meaning)	Pragmatic Interpretation (Intended Meaning)
<p>❖ “Little money”</p> <ul style="list-style-type: none"> - Little refers to small in size, amount or degree. It also refers to short in time or distance. - Money is a medium of exchange in the form of coins and banknotes. It also refers to payment for work. 	<p>‘Little money’ refers to the small value or account of the money such as five hundred, one thousand, twenty thousand rupiah which under fifty thousand rupiah.</p>

At the first time of hearing the utterance of *little money* seems uncommon and ambiguous, whether this utterance refers to the size, the form, the large, the account or the value of money. Literally, the word ‘little’ refers to the small of size, in which the size of money is smaller than others. However, related to this context D. 021 - If, its utterance is incorrect and become misunderstanding. Although this phrase *little money* is structurally correct in English rules of adjective order, but the misuse of diction is incorrect. Moreover, it is formed because the influence of his mother language (Indonesian language), in which translated it word by word from ‘*uang kecil*’ into English become *little money* without considering the target language.

In fact, this utterance contextually refers to the little value of money such as five hundred, one thousand, three thousand, ten thousand, twenty thousand, forty thousand, until under fifty thousand rupiah. It seems when the learner tries to explain the disadvantage of saving money in ATM. This utterance is familiar in Indonesian term, therefore the learner uttered that phrase even though unfamiliar and uncommon in English.

Furthermore, all of the unique English utterances produced by the learners in *Kampung Inggris* during their interaction as have been listed in the findings were not the same of the meaning semantically and pragmatically within the context of conversation, whether the utterances in the form of phrases or sentences. It was contrary with the essence of conversational meaning or meaning of communication as the heart of language. The important thing of communication is understanding and suitability of the meaning or message from what the speaker wants to convey to the listener. Besides, semantic meaning and pragmatic meaning are essential components that work together in a full description of meaning in communication.

The structure of the Learners Unique English Utterances in *Kampung Inggris*, Pare, Kediri

In the process of acquiring English as the second language, the learners sometimes ignore the system and the structure of its language especially when they were forced to speak English within their daily communication. As a result, the learners uttered some unique English utterances as the phenomena of the data findings in this research which were analyzed and classified into three categories of ambiguity meaning, reduplication and grammatical structure.

Ambiguity meaning of the Unique English Utterances

Some of the learner’s unique English utterances which have more than one possible meaning they are:

a. White water (See Appendix 1, D. 001 – If)

The utterance ‘white water’ is unusual used in English language. When this phrase uttered by the learners probability different from the target language. It has some meaning whether a water is milky, or milk itself, or whether mineral water or fresh water. In this context, white water refers to mineral water.

b. Kill punishment or kill law (See Appendix 1, D. 002 – If)

By any chance several meaning of this utterance when the learner uttered ‘kill punishment or kill law’ within their conversation, they are to destroy the system and the rule in a country or disagree with the action of punishing the country. However, contextually the leaner gives

a suggestion to apply a punishment which means giving a punishment of capital punishment or death sentence.

c. My body is not delicious (See Appendix 1, D. 004 – If)

This utterance seems scary and frightening when we hear it at the first time. It looks like uttered in the zombie movie when eat and taste a human body. But actually this utterance means that his body is sick because of getting fever.

d. Original pare (See Appendix 1, D. 005 – If)

Commonly, ‘original’ refers to authentic and ‘pare’ is one of squash green vegetable which bitter and grows on vines. The other term of ‘pare’ is refers to the village in Kediri which famous as a center of learning English. Therefore, this utterance has more possible meanings whether original pare refers to a squash green vegetable which has bitter taste and grows on vines, or inventor of pare, or a person who was born in Pare as a village in district Kediri, East Java. In fact, this utterance refers to a person who was born and lives in Pare.

e. Divide the ball (See Appendix 1, D. 012 – If)

At the first time, if we didn’t know the situation and the speaker, it seems that the player wants to end the futsal game by cutting and dividing the ball into some parts. However, this utterance occurred to start the game again when the ball was entered to the goalkeeper.

f. Come in the ball (See Appendix 1, D. 012 - If)

Whom is asked to enter? Is a ball alive? Or come alive? Or a ball is like an animal or human being? In fact, this utterance is a request of player to his fellow players in playing futsal for giving and throwing the ball to him (as a speaker).

g. Contain you (See Appendix 1, D. 009 - F)

There are possibility of ambiguity meaning from the utterance ‘contain you’ whether it means ‘you’ as an addressee of the speaker should be packed into wrapper or encasement, or it refers to genetic of the addressee, or it refers to inspirations, ideas of the addressee. In fact, this utterance refers to pregnancy when a mother was cared the addressee of the speaker when he was in the womb of his/her mother during pregnancy.

h. Little money (See Appendix 1, D. 021 - If)

The utterance of ‘little money’ has more than one possible meaning. Is it about small coin which refers to money in the form of coin? Is it about the size of money? Which money is little? Or is it the size of value the money? Contextually, this unique utterance refers to the small value of money in Indonesian term, the small value or account money is started from five hundred rupiah, one thousand rupiah, and thirty thousand rupiah until below fifty thousand rupiah.

The other utterances such as *divide the message*, *handsome from where*, *silent in the bedroom*, *I want question*, *improve your bed*, and *fix price*. These unique English utterances which have more than one possible meanings were not only because of more constituent structure such as utterance in the form of sentence, but also because of word choice, verb grouping, word formation which were mostly influenced by their first language.

Reduplication of the Unique English Utterances

There were some utterances in the form of reduplication uttered by the learners in *Kampung Inggris* during their daily English communication among the learners themselves, teachers or societies. However, these reduplications were not related to the English features of reduplication (see chapter 2) but actually were formed and influenced by their first language of reduplication features. As a result, the unique English utterances in the form of reduplication occurs by the learners during their interaction, as follows:

- a. **Whisper-whisper** (See Appendix 1, D. 003 - F and D. 016 – If)
The utterance of conversation D. 003 – F refers to the mischief of whisper which persuade to do bad attitude. Meanwhile, the conversation of D. 016 – If refers to speak very slowly without loud voice. Of course both of reduplication as duplicative type are not used in English feature.
- b. **Rolling-rolling** (See Appendix 1, D. 008 - If)
This utterance refers to rolling around the bedroom which contextually means only stay in the bedroom for long time while doing homework, watching movie and listening to music.
- c. **Shy-shy cat** (See Appendix 1, D. 010 - F)
The utterance of ‘shy-shy cat’ reduplicated by translated literally from Indonesian proverb ‘*malu malu kucing*’ which means he/she wants something but he/she is shy to ask. Properly this expression by using English proverb of ‘*he that would eat the kernel must crack the nut*’.
- d. **Running-running** (See Appendix 1, D. 011 - If)
It refers to do an exercise of running in the morning or running around the field of Chanda Birawa in Kediri.

All of these reduplication forms such as *speaking-speaking*, *I silent-silent*, *same-same can't*, and *change-change the channel*. These reduplications which were uttered by the learners during their interaction are actually influenced by their first language even though their reduplications seems as English feature of duplicative type. These reduplications as unique English utterances were formed based on Indonesian feature of reduplication. It was because the most common reduplication in Indonesian language and applies it in the daily life language, while English have restricted number of reduplication. Thus, their first language strongly influence in forming reduplication as known as inter-language interference. Moreover, intra-lingual factors also contributes it when the learners consider that English rule has the same with their first language in the form of reduplication, then they translated Indonesian language into English by ignoring the target language only focusing on the meaning.

Grammatical Structure of the Unique English Utterances

Grammar is important in English study especially in forming and governing the composition of clauses, phrases, and words whether in written or spoken. Understanding about grammar is understanding the about nature of language in order to communicate correctly and appropriately in target language. In *Kampung Inggris*, all of the learners were forced and demanded to speak English whether in every course while learning teaching process in the class, or in every homestay or camp which has a tight rule. Besides, the society and environment supported them in practicing English in daily activities. As a result, there were ungrammatical structures occur when they interact within daily activities, as follows:

- ...
- L3 : “This chicken noodle always much people because very very cheap.”
L2 : “Are you like chicken noodle?”
L4 : “Yes, I like it.”

(See Appendix 1, D. 001 – If)

- ...
- L1 : “Because money... money I don’t know. If we want to get it is very difficult. But if we want to *menghabiskan*...”
L5 : “Spend.”
L1 : “Yes...spend is very easy. Now, one million to get it wow very very difficult. But, now one million we spend it is easy yeah... nothing.”

(See Appendix 1, D. 017 - F)

...

- L1 : “In Aceh very very emm... (While thinking to speak).”
R : “Expensive?”
L1 : “Very very many in Aceh”

(See Appendix 1, D. 008 – If)

From three conversations above, show that the simplifying of the learners in using English among their interaction. In dialogue D. 001 – If, when the learner explained by comparing the price of chicken noodle with others without concern English rule of comparative degree. He only uttered ‘*sangat murah*’ transferred ‘*very very cheap*’ by focusing the meaning of words ‘*sangat*’ in English ‘*very*’ and ‘*murah*’ is ‘*cheap*’. Similarly, in dialogues D. 017 – F and D. 008 – If have the same case of ignoring English grammatical structure of comparative and superlative degree. It was because the different rule of their first language that influenced their English, where in Indonesia to compare two things or more only add the word ‘*sangat*’ for comparative and ‘*paling*’ for superlative.

The other utterances strongly translated and transferred Indonesian language into English focusing on word by word meaning while ignoring the grammatical structure of English such as the form of pronoun agreement, verb grouping, question formation, adjective order, word choice, addition to be and omission auxiliary.

Based on the data finding above, the learners tend to simplify English by ignoring the Standard English rule or its grammatical structure. It is because the learners are forced to speak English. Moreover, the simplifying of the learners in speaking only focusing on the meaning of words or translated word by word without considering the English rule and the English target language.

Meanwhile, in learning a foreign language, the involvement of learners is influenced by the process of approximations to the system used by the native speakers of the language (Brown, 2000). It means that there are two different kinds of system, the first one is the language learner system and the second one is the target language system. Many experts believe that first language has a significant effect on the second language acquisition. In Indonesia, English language learners often use Indonesian language as their first language when they speak English. The learners are really influenced by their first language in acquiring a second language which generally bring their Indonesian competence of language in performing English. In speaking English, they often use the rule of Indonesian within interaction with each learners, teachers or societies in *Kampung Inggris*. It deals with Richards (1974) states that the Indonesian rule will influence and support their speaking English correctly when the rule is same, however if the rule is different from Indonesian rule will cause the interference or negative effects toward English. Therefore, the unique English utterances of the learners occur as the phenomena in this research.

DISCUSSION

Kampung Inggris as one of the famous and the biggest center of learning English becoming the favorite choice of the learners who come from various region in Indonesia also other nearest-neighborhood countries such as Malaysia and East Timor. The learners choose this place not only because there are more than one hundred and fifty English courses operated, but also because the environment supported them in learning, acquiring, mastering and improving their English as International language, especially for speaking. In this village, almost all people use English as their daily communication. Therefore, the learners in *Kampung Inggris* whether old or new learners, limited of vocabularies or not and understood the grammar or not, are encouraged and forced in speaking English within their daily communication. As a result, the learners tend to simplify their utterances in using English in order to run their daily communication.

The tendency of simplification of the learners in using English within their conversation are caused by the lack of English knowledge and faulty or partial learning of the target language rather than language transfer which may be caused by the influence of one target language item upon

another. Consequently, the learners attempt to build up concepts and hypotheses about the target language from their limited experience with it thus reflect the learners' competence at a particular stage, and illustrate some of the general characteristics of language acquisition which is known as intra-lingual factor (Richards, 1974). Some of the intra-lingual factors which are founded in this study are speaker bilingualism background influenced by both of the source and the target language. Second, the limited vocabularies of target language mastered by the learners.

Meanwhile, the second factor of the learners' tendency in simplifying is caused by the learner's first language interference or the interference of the learners' mother tongue in using English without considering the target language. From those two factors which make the learners tend to simplify the English focusing on the meaning of word without considering the target language and the standard of English rules. It emerges the unique phenomena in using English, in which different in speaking provides different in certain social context because of language as cultural resource and speaking as cultural practice (Duranti, 1997). Besides, language and society are two things inseparable which have causal link and close relationship since each other support another. It shows that the English of the learners in *Kampung Inggris* is reflected as their first language (Holmes, 2013; Coulmas, 2007). As the result, the unique English utterances are produced by the learners in their interaction and communication which emerge ambiguous in meaning and ungrammatical structure.

One important thing in every communication is the meaning or the message of what the speaker wants to convey to the listener because the meaning in communication as a heart of language (Hurford, Heasley, & Smith, 2007; Riemer, 2010). In addition, semantic meaning and pragmatic meaning are essential components that work together in a full description of meaning in communication (Griffiths, 2006). However, the meaning and interpretation when the learners interact each other occur mostly different from semantic meaning and pragmatic meaning or interpretation.

Richards (1974) asserts that ungrammatical structure potentially are made by the learners when they primarily interest in communication and demand to speak English within daily life. Besides, the contrastive rules between their mother language and English target language are mostly influence the mistake of the English rule or the structure of English language (Richards, 1974; Brown, 2000). As the result, most of ungrammatical structure are produced by the learners in *Kampung Inggris*.

In short, some of their ungrammatical structures appear because of the difficulty and the immaturity of the learners in acquiring the language which is classified into four general categories namely overgeneralization, ignorance of rule restriction, incomplete application of rules and false concept hypothesized (Richards, 1974).

CONCLUSION AND SUGGESTION

Due to the result of the study focused on pragmatic interpretation of the unique English utterances of the learners in *Kampung Inggris*, Pare, Kediri it can be drawn for some conclusions. Some utterances whether in phrase or sentence forms uttered by the learners during interaction and communication among the learners themselves, the teachers, or the societies in *Kampung Inggris* are mostly different from daily English utterances because they tend to simplify the English focusing on the meaning of word (translated and transferred word by word) without considering the English target language. The learners' tendency in simplifying English was caused by two big factors of inter-language interference or first language interference and intra-lingual factor. Meanwhile, the structure of the learners' English utterances during their interaction are mostly ungrammatical structure in the form of pronoun agreement, verb grouping, question formation, comparative degree, adjective order, word choice, addition to be and omission auxiliary. These uncommon and unusual English utterances of the learners in the form of reduplication are influenced by Indonesian feature of reduplication. From four factors above occur the ambiguity meaning of their utterances within their interaction.

Furthermore, focusing on data finding in this study, there are some suggestions and recommendations for the readers and for further researchers related to the topics under umbrella of English linguistics. This study presents a description of pragmatic interpretation of the learners' unique English utterances in *Kampung Inggris*. This scope is limited on meaning and interpretation of the learners' utterances during their interaction. So, enlarge the scope area of the study. It is able to conduct the same place of the study by focusing on phonology studies, that is, English stress shifts or other branches of linguistics such as morphology and syntax. Or conducting the same scope of study in different places such as in modern Islamic boarding school usually requires its students to communicate in formal languages, English and Arabic. Since *Kampung Inggris* is the biggest place of learning and acquiring English. So, it is possible to investigate how the learners acquire their English language and to analyze on what strategy they do. Or to analyze how the influence of input hypothesize can improve their English acquisition.

REFERENCES

- Ary, Donald, Jacobs, Lucy Cheser, & Sorensen, Christine K. (2010). *Introduction to Research in Education* (8 ed.). Canada: Nelson Education, Ltd.
- Brown, H Douglas. (2000). *Principles of Language Learning and Teaching* (5 ed.). United State of America: Longman, Inc.
- Chambers, J. K. (2003). *Sociolinguistic Theory: Linguistic Variation and Its Social Significance* (2 ed.). Oxford: Blackwell Publishing.
- Coulmas, Florian. (2007). *The Handbook of Sociolinguistics*. Blackwell: Blackwell Reference Online.
- Cutting, Joan. (2002). *Pragmatics and Discourse*. London: Routledge.
- Dörnyei, Zoltán. (2007). *Research Methods in Applied Linguistics: Quantitative, Qualitative, and Mixed Methodologies*. New York: Oxford University Press.
- Downes, William. (1998). *Language and Society*. Cambridge Cambridge University Press.
- Fiske, J. (1994). *Media Matters: Everyday Culture and Political Change*. Minneapolis: University of Minnesota Press.
- Griffiths, Patrick. (2006). *An Introduction to English Semantics and Pragmatics*. Edinburgh: Edinburgh University Press Ltd.
- Holmes, Janet. (2013). *An Introduction to Sociolinguistics* (4 ed.). New York: Routledge.
- Hurford, James R., Heasley, Brendan, & Smith, Michael B. (2007). *Semantics: A Coursebook* (2 ed.). Cambridge Cambridge University Press.
- Richards, Jack C (Ed.). (1974). *Error Analysis: Perspectives on Second Language Acquisition*. United State of America: Longman.
- Riemer, Nick. (2010). *Introducing Semantics*. New York: Cambridge University Press.
- Thompson, Neil. (2003). *Communication and Language*. New York: Palgrave Macmillan.
- Yule, George. (1996). *Pragmatics*. Oxford: Oxford University Press.