UTILIZATION OF PRAGMA-STYLISTICS STRATEGIES IN LEARNING CONTEXT FOR COMMUNICATING GLOBAL PEACE

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ABSTRACT

Efforts to establish and embed global peace can be started in the context of education. One of them is the use of linguistic strategies used in learning. The linguistic strategy can be a medium to build positive characters of the students. In this situation, language has an important role as it relates to the sociocultural and psychological aspects. These linguistic strategies utilize pragmatics and stylistics markers combined to make permissive (friendly to the human mind) formulation speech acts. This research used a qualitative method with descriptive data presentation. This research will describe the use of stylistics components, such as (1) epizeuxis, (2) parallelism, (3) prolepsis, (4) simile, (5) chiasmus, and (6) positive vs. Negative phrase, and the use of pragmatics component (1) assertives, (2) directives, and (3) expressives speech acts. These linguistic strategies are expected to be used by teachers to form students into agents of peace. Furthermore, these strategies can be used as a guidance in preparing the message of peace that will be distributed around the world. One major implication of the conclusion is using a strategy pragma-stylistic teacher will be easier to invite students to be agents of peace. However, this strategy needs to be aware and accustomed to the structure of the speech delivered well received by students, and the speech will be more permissive.

Keywords: global peace, education, pragmatics, stylistics

INTRODUCTION

Indonesia is one country with a very complex diversity of society. Indonesian society made up of diverse ethnic, cultural, religious, and language spread throughout Indonesia. The condition of society with diversity is often called the multicultural society. Conditions of the multicultural society with diverse differences in it would be very vulnerable to conflict. Although, basically the potential conflicts could occur anywhere, not just in a multicultural society. This is because it has become human nature has two sides tendencies within himself, performing good or doing something bad. By the time play a role as social beings, humans can only bring out the ugliness. This has led to conflict or could potentially damage the peace.

In principle, good and bad behavior contained in people character is formed from habits and experience gained from the surrounding environment and diverse social interactions that have been run. That is, the tendency of bad behavior in man which can give rise to conflict and undermine the peace actually be conditioned. To form a human noble character and always realize peace, input habits and a positive experience certainly should dominate in him. Thus, when humans interact socially tendency emergent behavior is good behavior and strive to create peace (peaceful behavior). Peaceful behavior is also possible to establish the ability to deal with potential conflicts in the vicinity.

Establishment of personal behavior or peace is one of them can be done through education. Education can play a role in the process of raising awareness of the meaning of

truth, goodness, justice, harmony, and beauty to achieve peace in the surrounding environment learners. Such situations may also give birth mutual appreciation of the differences between individuals, so that learners will treat the difference was no longer a threat but as an opportunity to enrich the experiences of his life. In accordance with the opinion of Fay (1998, p.3-4) that differences in diversity is a beautiful gift and must be respected and protected by peace.

Peace should not only be of interest in education, but also as the atmosphere in living learning in school which is reflected in the behavior of all stakeholders in education (teachers, students, staff, employees, and so on). Peace education is also expected to develop some skills, such as: being able to communicate, able to listen, able to work together, to appreciate differences of opinion, capable of critical thinking, capable of taking decisions, able to solve the conflict, and able to be responsible (Wulandari, 2010).

In implementable, the practice of peace education can be realized through various aspects, such as the strategy / learning methods, media, materials / learning materials, and evaluation model of learning. In addition to the components of learning through the values of peace can also be realized through speech or linguistic strategies when communicating with learners. One of linguistic strategies that discuss the use of strategies and styles as the intersection of speech is pragma-stylistic strategies.

Pragma-stylistic strategy analysis has been done several previous parties, as published in the International Journal of English Linguistics by Dada (2012), in the International Journal of English Language Teaching by Abuya (2012). Study of Dada (2012), entitled "Pragma-stylistic Analysis of John 3:16" aims to describe (a) the use of force, and (b) the systematic features styles used in the Gospel of John 3:16. Analytical results from these studies show the style of language in John 3:16 lots that are allegorical. In addition, it was found also that the speech in John 3:16 is dominated by a type of speech act directive and expressive.

Abuya (2012) conducted a study entitled "A Pragma-stylistic Analysis of President GoodluckEbele Jonathan Inaugural Speech". Study aimed to describe the dominant manifestation of speech acts in Goodluck E. J. inaugural address as the democratically elected president in May 2011 General Elections in Nigeria first. Twenty of the forty sentences taken from the text of the speech. The results showed that President GoodluckEbele Jonathan to rely more on the commissive speech act sentences. This shows that politicians tend to show appreciation to the people after the victory in the elections. Therefore, the analysis of speech acts assist in the interpretation of the selected message in the speech.

So far, the pragma-stylistic study focused on the use of strategy and style. However, there are no studies that specifically describe the use of certain pragma-stylistic strategy in the learning context. To fill the gaps in the pragma-stylistic studies, analysis that will be done is attempt to not only describe the type and style of speech acts, but also related to the use of pragma-stylistic strategy in the context of learning, especially to foster a sense of peace for the learners at the school.

LITERATURE REVIEW
Peace and Education

In the practice of social interaction by the community, friction may cause potential conflicts. Usually, the conflicts occur because of different views, thoughts, attitudes, and so forth. Especially for the type of multicultural society such as in Indonesia, the potential for

conflict is very prone to happen everywhere. Therefore, it is necessary that a high public awareness about the importance of living in harmony in peace. This awareness must be instilled as early as possible. One effort that is considered effective to instill awareness that peace is through education. School as one of the organizers of educational institution is an institution that has an important role in the printing generations of peace supporters. Planting the values of peace is often known as the concept of peace education.

UNESCO (Kartadinata, 2015, p. 60) limits the education of peace as "peace education Refers to the process of promoting the knowledge, skills, attitudes, and values needed to bring about behavior changes that will enable children, youth, and adults to Prevent conflict and both overt and structural violence; to resolve conflict peacefully; and to create the condition conducive to peace from, whether at an intrapersonal, interpersonal, intergroup, national, or international level ". As according to Hicks (Kartadinata, 2015 p. 59) "peace education is an activity chain in developing the knowledge, skills, and attitudes necessary to explore the concept of peace itself, how to overcome the obstacles in creating peace either individually or in community, and seeks solve conflicts through ways of non-violent, and comprehensive studies on methods and approaches that must be taken to foster future alternative better and more sustainable. "Still connected with attitude, Cremin (Rafiek, 2012) states that the education of peace is" global term that applies businesses and activities for all education that takes the focus of the advancement of science for peace and development for peace and development, in a self-learner, attitudes of tolerance and empathy and also in cooperation, avoiding conflict, and conflict resolution so that the learners will have capacity and motivation, individual and group, to live in peace with each other ".

For the success of the peace education program, UNESCO (Rafiek, 2012) propose the following ten bases. (1) The fulfillment of basic human needs: material needs, political, social, legal, and so forth; (2) Education for changes to improve the values that define the daily human action; (3) Freedom of the myths that cause men to avoid responsibility; (4) Demilitarizing defense: the conflict should not be resolved by military force; (5) demystification of threats; (6) The feminization of culture: marked social authority dominated by men; (7) Non-compliance as a policy: critical awareness to resolve the conflict; (8) Respect for cultural identity, eliminating the policy of imperialism and colonialism, and avoid the tendency to force the creation of a universal culture; (9) Addressing the polarization logic block, receive a pluralistic world, and build tolerance; and (10) Empower small. Ten basic implemented into the three domains of learning, namely cognitive, affective, and psychomotor.

Toh and Cawagas (Rafiek, 2012) in a simple, split six basic material given in peace education, namely: (1) Education to remove the culture of war and violence; (2) Education to uphold human rights and become responsible human beings; (3) Education to live justly and loving; (4) Education to build solidarity across cultures; (5) Education for the preservation of the environment; and (6) Education for personal peace. The sixth such material is given by having the same ultimate goal is to build a culture of peace in society.

Peace education, the learning process through which learners an enjoyable process. Learners learn according to what is required by him and directed to establish a peaceful person. The components of learning were developed based on four basic principles of peace education pedagogy by Toh and Cawagas (Rafiek, 2012), namely: (1) Holistic or whole; (2) Through dialogue; and (3) encourage critical thinking; and (5) establish the values of peace. The basic

principles and peace education materials is manifested in the learning process to form the values of peace education.

Pragma-stylistics

Pragmatics refers to the use of language in the context of the situation, while the stylistic language refers to the use of force in a speech. In the pragmatic use of force is also related language in a speech, commonly called maxims (Leech, 1993: 32).

Yule (1996) reveal some limits on pragmatics. Restrictions are as follows.

i.   Pragmatics is the study of the intent of speakers;
ii. Pragmatics is the study of the contextual meaning;
iii. Pragmatics is the study of how to get more delivered than spoken;
iv. Pragmatics is the study of the expression of distance and relationships, and
v.   Pragmatics is the study of the relationship between linguistic forms and the use of these forms.

Besides pragmatic, another important aspect is stylistic. Turner (1975: 7) states also that his style is a part of linguistic studies focusing on variations of complex use of language in literature. Meanwhile, Widdowson (2004: 3) suggests that his style is the study of literary discourse of linguistic orientation and the relationship between literary criticism on the one hand and on the other linguistics. According morphologically, components "style" deals with literary criticism while the components "istics" relating to linguistics. Thus, in a study of the stylistic language is closely associated with the style.

According to Tarigan (2009: 4) style is a form of rhetoric, namely the use of words in speech and writing to persuade or influence listeners and readers. In line with the opinion of Tarigan (2009), Keraf (2009: 113) states that the style can be defined as a way of expressing thoughts through language typically showing the spirit and personality of the author (user language).

Traditionally figure of speech equated with style. However, in the modern figure of speech serves to support the language style. Keraf (2009) uses the concept of style (based on the structure of the sentence and based directly or absence of meaning) to mention a figure of speech concept. In contrast to Ratna (2009) who used the term figure of speech. Ratna (2009: 425) states that the overall figure of speech means equality, figuratively, which are divided into: affirmation, comparison, contradiction, and satire. Classification is what will be used in this study.

Sudjiman (1986: 48) reveals that the figure of speech (figurative language) is an event that use of the word beyond the limits common meaning or deviate from its literal meaning. Sudjiman (1986: 48) confirms that the figure of speech that is good advice and give rise to a certain image in the mind of the reader or listener.

Therefore, pragmatic and stylistic pragmatic closely related. In recent years, pragmatic and stylistic has moved closer to each other to assess speech. This closeness to produce a study which named pragma-stylistic.

In connection with the pragma-stylistic, Hickey (1993: 578-584) expressed some of his views as follows.

i.   Pragma-stylistic is the style of language, but with a pragmatic component added to it.
ii. Pragma-stylistic, paying particular attention not only to the features selected speakers, but also how to achieve certain goals or express it in different ways.
iii. Pragma-stylistic involves the study of linguistics and extralinguisticsin all conditions, which allows rules and potential language to join elements of context to produce a

text that is capable of causing internal changes in circumstances, thought or knowledge.

iv. If the linguist interested in asking "What do you say?" Experts stylistic asked "How do you say?", Experts pragmatic ask "What do you do?", experts pragma-stylistic will ask "How do you do?".

In line with it, Nurhadi (2013: 26) states that the pragma-stylistic studies are a combination of pragmatic and stylistic assess and describe the style of language is seen as pragmatic aspects of speech acts and the context of the situation. In addition, the pragma-stylistic, not only examine the intent of speech, but also examines the way it is spoken utterances to be able to perform an action.

In analyzing the speech act that could be used to influence students to become agents of peace, I use a number of theories. The theory became a basic reference for describing the various possibilities of utterances that can be used by teachers in the learning context. The study used the research pragma-stylistic using the components described Austin (1962), Searle (1979), Hickey (1993), Yule (2006), Sudaryat (2009), Ratna (2009),Keraf (2009), Black (2011), and Nurhadi (2013).

RESEARCH QUESTION

Based on the above problems, the problem in this study can be summarized in the following question: (1) How does stylistics components that can be used by teachers in the context of learning for encouraging peace? And (2) How does pragmatics component that can be used by teachers in the context of learning for encouraging peace?

METHODOLOGY

This study used qualitative methods. Qualitative research design using a case study focused on a phenomenon that is selected and will be understood in depth, neglecting other phenomena (Sukmadinata, 2005: 99). Qualitative methodology is a procedure that produces descriptive data in the form of data written or verbal data in the language (Djajasudarma, 2010: 10).

FINDINGS

Based on the analysis, the study found two strategic components in shaping students as agents of peace. The component is a component of the stylistic and pragmatic components. Stylistic component to use a figure of speech as a language strategy, while emphasizing the pragmatic component of speech acts as a strategy.

1. Stylistics Component
a. Epizeuxis

Epizeuxis is the repetition of words, phrases, clauses, or sentences directly (Ratna, 2009: 442). Repetition has several uses, such as: to affirm, to strengthen the intensity of information, to avoid mistakes, and to make it easier to remember information. For more details see the following example.

(01) **Peace, peace, peace.**
(02) **Reconcile** your school, **reconcile** your community, **reconcile** your country, **reconcile** your world.

(03)   **Peace is happiness. Peace is happiness. Peace is happiness.**

Repetition contained in the data (01), (02), and (03). On the data (01) the repetition of the word **peace**. On the data (02), the repetition occurs in the beginning of the sentence, the word **reconcile**. Meanwhile, on the data (03) contained in the repetition of the whole sentence in the speech "**Peace is happiness.**".

Benefits of using epizeuxis in learning is to strengthen words, phrases, or sentences to be more readily accepted by learners. Repetition can also avoid errors hear.

b. Parallelism

Parallelism shows the meaning of parallel elements in a sentence construction. This statement is the same as the Ratna (2009: 441), which revealed that parallelism is a figure of speech with the alignment of words or phrases, with the same function. Parallelism can be used to condition the interlocutors to choose the thing that seems different, but actually literally the same. For more details see the following speech.

(04)   Which would you choose **peace** or **unity** first?

(05)   Are you willing to **forgive** or to **give a second chance**?

In the speech (04) and (05) contained parallelism. In the speech (04) contained in the parallelism of **peace** and **unity**. Both literally is a positive thing that even though students choose any two things that will be beneficial thing for them. In the speech (05) contained parallelism manifested in **forgive** and **give a second chance**. Both looked different, but it has similarities. Compare this with the following options.

(06)   Which would you choose **"peaceful, but poor"** or **"war, but wealthy"**? *

(07)   Are you willing to **forgive** or **not**? *

There are choices in speech (06) and (07). However, these choices have differences or in other words a contrasting choice. It would have certainly produce a different result, which can produce a positive answer or a negative answer.

c. Prolepsis

Prolepsis or anticipation are the words as if the preceding events (Ratna, 2009: 447). With this figure of speech, the thought was delivered before the event occurs. Prolepsis allow interlocutors accept a designed event so that the designed event into permissive implicit command. Consider the following example.

(08)   **When** you enter the international world, a sense of peace that you have will maintain tolerance to other cultures so that you can adapt wherever you are.

(09)   **Later**, **when** love of peace has been embedded within you, of course wherever you are, you will have a lot of relationships that help you achieve your success.

In the speech (08) and (09) contained prolepsis marker, namely: **when** and **later**. The prolepsis markers provide a draft that is both imaginative thoughts in mind interlocutors. In other words, there are words preceded the events that might occur. For example, in speech (08) are embedded design events, when you enter the world of international.In fact, students actually have not entered the international world, but in his mind, there is a designed event, so that learners must have a sense of peace in order to maintain tolerance.

d. Simile

Simile is a figure of speech of explicit comparison, direct-stated comparison to something similar with other things embodied by the words: like, same, as, as if, like, and so on (Keraf, 2009: 138). See examples using the following simile.

(10) Imagine the spirit of unity burning inside of you **like** water gathered drop by drop so that it becomes a lake!

(11) Make peace **as if**we are all brotherhood!

The use of similes in speech (10) and (11) is characterized by the use of words: like and as if. The use of the word like in speech (10) described the national spirit that is imagined through the simile of water which gathered drop by drop so that it becomes a lake. Likewise,utterances (11) ordered to make peace as if all brotherhood. By having the feeling that all the brothers, it is instilling a feeling of caring and belonging to the students because they do not perceive others as enemies.

e. Chiasmus

Chiasmus is figure of speech in which words, grammatical constructions, or concepts are repeated in reverse order, in the same or a modified form. Chiasmus has the formula A-B-B-A. Consider the following speech.

(12) **Unite** for **peace** and make **peace** for **unity**.

Data (12) containing chiasmus, containing the pattern A-B-B-A, the element A contains unite and unity, while B contains an element of peace. Chiasmus has structural symmetry. Chiasmus popularly used by John F. Kennedy. He stated it in his famous quote, "ask not what your country can do for you; ask what you can do for your country".

f. Positive Phrases vs. Negative phrases

To build positive character, we need a positive mental foundation. Language can be a strong foundation in the mental construct. One way is to choose the use of the phrase, both positive and negative. Positive and negative phrases are distinguished by the presence or absence of negation. The phrase does not contain negation positive, while negative phrase containing a negation. To demonstrate the negation in terms of speech-speech note the following.

(13) Do **notfight**! *)

(14) **Not** to be **split apart**! *)

(15) Let us follow the **antiwar** movement! *)

In the speech (13), (14), and (15) contained negative phrases. These phrases are**not to fight, not to be split apart, and antiwar.** Someone advised by phrases will actually receive the word **fight**, **splitapart**, and **war**. It happened because the negation is not accepted in the mind, which is the word accepted negatively. Although, the phrase containing a negation acceptable, one must think of the meaning the opposite of the negative phrase. That is, psychologically there is a tendency that when a person is given advice or information that is negated, for example, should not be split apart, in fact it would build the character of someone who divorced disarray. To avoid this, it can be done by changing the negative phrase to phrase positive. This happens because psychologically the human mind works based on the focus and intensity of the things focused. Consider the following speeches.

(16) Maintaining **unity** is profitable!

(17) You must have **a sense of peace**!

(18) Let us follow the movement **propeace**!

In the speech (16), (17), and (18) contained positive phrases. Contained such phrases as in the **unity**, **sense of peace**, and **propeace**. Positive phrase facilitates a person's mind accepts the phrase. This occurs because the incoming information received directly without having to find the opposite as the negated phrases.

However, there are also negative phrase that should be used and positive phrases should be avoided. Consider the following speeches.

(19) While keeping the peace is **noteasy**, it remains impossible to realize.

(20) You are a **destroyer**! *)

In the speech (19) contained the phrase is not easy. This will actually give honest input that was easy. Negative phrases like this would be allowed to be used as motivation and advice rather than choosing positive phrases, such as peace is hard, that it will affect not good.

In the speech (20) contained no negation, the destroyer This will actually affect not good because one would focus on the destroyer. Better use negative phrases. Thus, it can be described that use of the phrase positive and negative phrases to consider their use and tailored to the words contained in the phrase.

2. Pragmatics Component

a. Assertive

Yule (2006: 92) states that the speech acts assertive (representative) is a speech act that describe matters of external reality that is believed to be native speakers. Assertive speech acts of which are used for stating, suggesting, boasting, complaining, and claiming. Based on data, there are two types of assertive speech acts that have performative verbs to represent and to advise (assertive-stating and assertive-suggesting).

Assertive-Stating

This pattern is read as a type of speech acts assertive composed of performative verbs functioning states. Consider the following data.

(21) "**Peaceis** not a requirement. Peace is a necessity. Without peace, we will not comfort, and there will be no unity. "

(22) "**Unitycanbe** a source of motivation for peace. Those who have a strong unity that can create the impossible becomes possible. Peace is possible "

Data (21) - (22) is an assertive speech to form a statement. Data (21) is a statement about peace is not a requirement. Peace is a necessity. Data (22) is a motivator statement that informs the Unity can be a source of motivation for peace.

With this form of speech statement, the information submitted will be considered to be more general (common) and avoid speaker subjective attitude so hearer's mind more receptive to these messages mean.

Assertive-Suggesting

This pattern is read as a type of speech acts assertive composed of performative verbs functioning suggests. Consider the following data.

(23) "You **should not**spend a lot of money for peace, concern for unity is the main thing.

(24) "The parties who oppose peace, **should** make us more mature. The more mature in establishing unity! "

Data (23) and (24) an assertive speech-advised. There is a main characteristic of suggesting speech, namely the presence of modalities **should not be**, and **should be**. Those modalities are epistemic modalities, the modality of things that are known to express the possibility of a second speaker/hearer of other possibilities that will be open to the possibility given. This modality is used with the intention of encouraging a hearer gets the repair or improvement of its original condition or in order to know the right things before doing anything.

b. Directive

Directive speech acts contains the wish of the speaker to the hearer to do something. Thus, speech acts directive is a statement of the speakers wanted (Yule, 2006: 93). Performative verbs which belong to the type of directive speech acts, including: ordering, commanding, requesting, advising and recommending. Based on data found only directive with performative verbs advising (directive-advising).

Directive-Advising

This pattern is read as a type of speech act directive composed of performative verbs whose function is to advise. Consider the following data this speech.

(25) "In life there is always a negative person, it's a balance. However, **makesure** you are part of the plus! You're the positive one to start peace"

(26) "**Having** belief that 'Peace is possible', then a time of peace inevitably arise."

Speech (25) - (26) is a directive-advising. Type of directive has the characteristics of the presence of the imperative sentence (commanding) which is characterized by the imperative verb. In the speech (25) speaker advising the hearer being a positive part, characterized by their form of advice **make sure** as the imperative verb. In the speech (26) advice is characterized by the imperative verb **having**.

c. Expressive

According to Yule (2006: 93) in expressive speech are statements that describe what the speaker feels. This speech reflects the speaker's statements against a state psychologically. However, the strategy of linguistic, psychological statement that is used to strengthen the motivation interlocutors are raving (Praising). For more details see the following example.

Expressive-Stating

(27) Well, you're **wonderful** that you are willing to support peace and tranquility.

Speech (27) is an expressive speech containing a praise/compliment. The other person will feel valued. With the award, the other person will increase his motivation to encourage peace and tranquility.

CONCLUSION AND RECOMMENDATION

From the description of the strategy pragma-stylistics for peace, this study resulted in several conclusions, namely: (1) language has a strategic role as a medium for shaping the character of peace and increase the motivation to bring peace and unity, (2) language which has a certain strategy, is more permissive and more easily accepted by the minds of students, and (3) the use of a prgama-stylistics strategy is based on a planning consciously and deliberately to shape the character of the students to be peacemaker (agent of peace).

This research is still conceptual so that the effectiveness of the pragma-stylistics strategy that appears necessary to test in depth. Thus, for further research can do research on: (1) the effectiveness of the pragma-stylistics strategy in the study, (2) compare the effectiveness of the strategy in this study with the other of pragma-stylistic strategy in different context, and (3) to complete and to enhance the pragma-stylistics strategy so as to form a language strategy the most permissive in shaping students as agents of peace.

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