POEM-based SofLP's Inculcation:
A Way of Improving EFL Students' Pragmatic Competence

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Abstract
The facts disclosed that Indonesian English Department (ED) students have difficulty disassembling the SIM and SPOSS in a practical sense. This happens because the SofLP as a fundamental theory and poem as the authentic learning medium to dismantle the Speaker's Intended Meaning (SIM) and Speaker's Purpose-Oriented Speech Situation (SPOSS) have not yet fully become the most important parts in the Indonesian ELT program. The researcher, therefore, proposed such a title to practically bridge the students' critical quandaries in interpreting the SIM and SPOSS. This was a qualitative method whose complete participation, field-notes, interviews, and iterative model and the 1984 Miles and Huberman Interactive model were the techniques of collecting and analysing the data respectively. The principal results practically signified that the poem-based SofLP's inculcation can better improve the Indonesian ED students' pragmatic competence, HOTs (cognitive process and knowledge domains), linguistic intelligence and language skills. More importantly, it can help the ED students to detect countless fake news in various online media. Subsequently, through the poem, the pragmatic language teacher is encouraged to exploit the instructional strategies to establish and develop the students' space practice, retrieval practises, elaboration, and collaboration. In conclusion, even though it seems weird, the poem can critically serve as the learning media assisting the students to enhance the pragmatic competence and other related critical skills of English.

Keywords: doa yang tertukar, poem, improving, EFL students, SofLP

Introduction
Outside the EFL classroom's walls, the Science of Linguistic Pragmatics (SofLP) principally plays critical roles in human's social and cultural daily life interactions. The SofLP, essentially, contributes to bridging the students to particularly appreciate the meanings of speakers' utterances in context, to have the ability to value the speaker's intentions and beliefs and to force open the SIM (the Speaker's Intended Meaning) or the SPOSS (the Speaker's Purpose-Oriented Speech Situation). Ill-advisedly, the SofLP has not yet become a major concern and trend in the Indonesian ELT and learning programs. The teaching of SofLP as a fundamental theory of and the exploitation of one of the literary works –poem– as a medium of disassembling the SIM or SPOSS were scarcely unthinkable. As a result, the EFL students tend to and or are not avoided from having a biased and wild analysis on interpreting the SIM or SPOSS. Even worse, students psychologically sometimes believe in fake news spread by

numerous untrustworthy and defective online media as the news is able to show that the images and contents are extremely convincing. Having biased analysis and the belief in fake news are the results of the lack of SofLP's knowledge in diagnosing and deducing the specific contexts of one's utterances; in exploring the deictic markers; dismantling the hidden meaning, etc (Retnowaty, 2017; Brasdefer, 2019; Ladusaw, 2019; Siddiqui, 2019).

This study, under those circumstances, objectively aims at, firstly, re-constructing and re-improving the ED students' competence of linguistic pragmatics in appreciating the SIM/SPOSS. Secondly, it is to facilitate the ED students to search for an in-depth understanding of the innermost messages of the poems. The proposed research questions are "Did the Poem-based SofLP's inculcation: a Way of Improving EFL Students' Pragmatic Competence theoretically improve and practically affect the Indonesian students' pragmatic sensitivity or awareness?" and "What are the students' ultimate critical interpretations as regards the Doa yang ditukar's poem?"

Theoretical reviews of science of linguistic pragmatics

In their 1996's scientific work, Liddell, Scott, Jones, & McKenzie explicate that pragmatics lexically-etymologically means "fit for action" which is then defined as the study of the various principles of a language explicating why a series of addressers' utterances conveyed are different from what is grammatically, semantically and syntactically intended. Besides, it is the study of those relations between language and context which are grammaticalised in the structures of the language (Levinson, 1983; Birner, 2013; Ariel, 2010; Cohen, 2016; Brasdefer, 2019)

In line with the lexical-etymological definitions of pragmatics, the critical scopes facilitating the addressee or interlocutor interpret the SIM and the SPOSS are, firstly, the in-depth understanding of the "context or the contextual information of the speaker's utterances strongly dealing with the time, place, speaker's roles and the world surrounding it. In the reflexive-referential theory, the context or contextual information is bound by first, the physical context. The context where/when the utterance or action is taken place and what object exists. The second is the linguistic context. This is the context of utterances coming up before the second/subsequent utterances stated or what had been uttered ahead of the talk. The third is the epistemic context. This links to the prior knowledge and belief shared or possessed by both the addresser and interlocutor. The last is the social context strongly nudging the social-cultural status involving the addresser and interlocutor during the chats.

Besides the context/contextual information, the speech situation involves 5 facets of interpreting the SIM/POSS. The facets are addressers or addressees (speaker & hearer), the context of utterance (physical and social setting of an utterance), the goal(s) of an utterance sent, the speech acts as the forms of utterances, and the utterances as the products of the verbal acts. The context of situation, which is extremely critical to the analysis and interpretation of the SIM/POSS, comprises of the non-linguistic knowledge of an utterance/text such as Setting/Scene, Participant, Ends, Act sequence, Keys, Instruments, Norms of interactions, Genres. This is theoretically known as the 1974 Dell Hathaway Hymes' Speaking's Model. This model serves as analysing the situational context of a speech event whilst the context of culture elucidates the cultural-ideological environments of a speaker where the utterance/text is functioned (Abrams, 2014; Cohen, 2016; Cuza & Czerwionka, 2017; Ponte, Korta & Perry, 2018).

Besides the context/contextual information, the speech situation involving 5 facets facilitates the interlocutor interpret the SIM/SPOSS. The facets are addressers or addressees, the context of utterance, the goal(s) of an utterance sent, the speech acts as the forms of utterances, and the utterances as the products of the verbal acts. The context of situation, which is extremely critical to the analysis and interpretation of the SIM/SPOSS, comprises of the non-

linguistic knowledge of an utterance namely Setting/Scene, Participant, Ends, Act sequence, Keys, Instruments, Norms of interactions, Genres. This is theoretically known as the 1974 Dell Hathaway Hymes' Speaking's Model serving as tools of analysing the situational context of a speech event whilst the context of culture elucidates the cultural-ideological environments of a speaker where the utterance/text is functioned (Song, 2010; Birner, 2013; Allami & Boustani, 2017).

Secondly, the indexicals (deixis markers or deictics) pragmatically serve as markers of elucidating an occurrence or a circumstance of a sign of, "referring to or pointing to" a/some person(s)/object(s) in which the context of utterances crops up. In the context of an utterance, the personal indexicalities of "I, You, We," point to the person(s) who is (are) speaking; the spatial indexicalities of "this, that, here, there" concern themselves with the areas/locations which are highly relevant to the context of an utterance. When a speaker shows how close/distant an object or a person is gotten to be, it implies the "psychological distance" of spatial deixis (Birner, 2013; Abdulameer, 2019). The "deictic projection" is another descendant of spatial deixis marker of a location. This deixis describes a speaker who is pretending is somewhere else, for example, "I am not here now. Please leave a message (smartphone answering machine which records some utterances used to perform a future audience in which s/he projects his/her presence to be in another required area) (Levinson, 1983; Birner, 2013; Limberg, 2015a; Limberg, 2015b; Abdulameer, 2019)."

Hereinafter, the signs of pointing to the time, "now, today, yesterday, tomorrow, then, soon, etc" refer to the situation at which a person utters the expressions. This kind of time frame is known as temporal indexicality, which is relevant to the speaker's utterance, concerns itself with past, present, and future periods of time (Collister, 2012; Birner, 2013; Abdulameer, 2019). The "discourse deixis" and "social deixis" are other critical categories of indexicals. The discourse deixis (which also known as text deixis) points to the uses of utterances within a remark to refer to the parts of the discourse that includes the speech as in "this is an excellent fairy-tale." The demonstrative pronoun of "this" signifies the upcoming portion of the discourse. The "that" in the example of "that is an outstanding anecdote," on the other hand, indicates a prior portion of the discourse (Levinson, 1983; Collister, 2012; Birner, 2013; Limberg, 2015a; Limberg, 2015b; Abdulameer, 2019).

The social deixis involves and describes the social information of order, sequence, turn, rank, status, familiarity etc of a speaker. This deixis is generally clustered into major forms of T-V distinctions. The "TU" means "you" and serves as the 2nd-personal pronoun (singular) while "VOS" meaning "you" serves as the 2nd-personal pronoun (plural). This first form of the of T-V distinctions is utilized to denote the formality, familiarity, and/or solidarity between speaker and listener (the interactants). The "honorifics," which is interpreted as title or a way of talking and show respect or honour to someone, puts social information into a code or express something in a different form or system of language using diverse morphemes and lexicons. The uses of these dissimilar forms are based on the social status of the interactants (Birner, 2013; Abdulameer, 2019). Principally, "deixis" and "indexicality" are interchangeably exploited as they contextually deal with the equivalent ideas of dependent references. Essentially, the differences are the deixis is associated with the linguistics, whereas indexicality is associated with the philosophy of a language along with pragmatics (Levinson, 1983; Limberg, 2015a; Limberg, 2015b; Al-Tekreeti, 2016; Salmani Nodoushan, 2018; Abdulameer, 2019).

Thirdly, in 2002, Cutting disentangles "reference" into two categories of "exophora" and "endophora." Exophora essentially tasks to unscramble the key information and meaning of the utterances extralinguistically. It, therefore, has completely nothing to do with the systems of a language linguistically or not present in the linguistic contexts. The exophora does point to something extralinguistically whose aspects and meaning cannot be directly interpreted in

the same texts. The exophora exists in the "situational context or the context of situation" where the utterances are communicated (Levinson, 1983; Al-Tekreeti, 2016; Awwad, 2017; Abdulameer, 2019).

Successively, the act of pointing to someone/something mentioned elsewhere in the same text or intertextually is pragmatically interpreted as "endophora" whose group of affiliations amongst words/phrases possess similar references within the sentences or texts (Awwad, 2017). The utilization of such expression, exdophora, whose interpretation contextually affects the other expressions and this strongly contribute to the textual cohesion of anaphora (antecedent) and cataphora (postcedent). The anaphora (antecedent), in a narrow sense, designates the action of pointing backwards in the spoken/written forms of the texts. The cataphora (postcedent), on the other hand, links forward to the reference in the texts that follow. The endophora is critical as it affects how discourse is established and maintained; binds the syntactic elements together at the sentential levels; provide a challenge to the natural language processing in computational linguistics and discloses something concerning how language is appreciated and processed (Levinson, 1983; Awwad, 2017; Taguchi, 2015; Limberg, 2015a; Limberg, 2015b).

Fourthly, the idea of "implicatures" arises because most people indirectly (do not literally) convey the thoughts and feelings of theirs and those who involve in the talks/conversations or listen to such utterances must be capable of interpreting it of what the implied meaning is. In Grice's academic work, he disclosed such a phenomenon as a cultural-artistic way of respecting general conventions (rules) of a conversation. This phenomenon is pragmatically known as conversational implicatures urging communicating people by their addresses to abide by the cooperative principles of maxims (Mohammed Ahmed, 2012; Asri, 2016). The standards of cooperatively obeying the standards of implicatures are the maxim of quality, the maxim of quantity, the maxim of relation/relevance and the maxim of manner (Mohammed Ahmed, 2012; Asri, 2016). It is, however, impossible to obey the four maxims all at once. In the relevance theory, implicature is termed as a counterpart of "explicatures" where the assumptions are built from its logical form by providing additional information from the context. The utterance, "Imatutu told us that his speech was too flat and insipid." This explicates that Imatutu was ambitious, go-getting. He was extremely dejected once he lost the contest (Levinson, 1983; Mohammed Ahmed, 2012; Asri, 2016).

The last is the understanding of the six functions of language (communication) proposed by Jakobson and Karl Buhler. The six functions of the language, which are principally controlled by the Karl Buhler's model of the "poetic, phatic, and metalingual functions," are the most critical factors in the competence of SofLP. These are crucial because language closely deals with, firstly, the Referential Function corresponding to the factors of context and elucidates the situation, object, or mental state. The descriptive propositions of the referential function may embrace both definite descriptions and deictic markers, i.e., "The smart student has moved to Tokyo." Secondly, Expressive, Affective or mostly called Emotive function elucidates the addresser's (sender) internal state of feeling and thought which does not change the denotative meaning of speech acts but add information i.e., what an excellent speech it is (interjections). Thirdly, Conative function, which is best exemplified by imperative (forms of commands and requests) and vocatives (showing person, object, and animal: I don't know, Paul. Paul is the vocative case), involves the addressee (listener) i.e., Noor! Hurry up and drink!" Fourthly, Poetic function stresses on understanding the message sent. This is mostly used in poetry or slogans. Fifthly, phatic function is a "contact factor" which is mostly communicated in social-cultural daily life interactions of, i.e., greetings or casual talks (especially with foreigners/guests). Lastly, Metalingual, Metalinguistic, or Reflexive function is word/expression used to describe/discuss its feature (the nature of language, knowledge about the language: linguistics and its relationships to other cultural behaviours). The word

becomes relevant when it is used in especially sense/code (Jakobson, 1960; Waugh, 1980; Buhler, 1990; Jakobson, 1995; Daylight, 2017; Linask, 2018).

Research method

Research design

Qualitative method formed the overall structures of this research. The philosophical base of exploiting this method has a particular set of the idea of aiding the author interpret the authentic consciousness, thought, and experience of a poet and search for an in-depth, interpretative, and descriptive understanding of the poem. Content Analysis, on the other hand, was a technique of studying the poem. Supposedly, qualitative content analysis is an approach to allow the researcher to evocatively study and interpret the poem (Savin-Baden and Major, 2013; Silverman, 2017).

Source of data

The Doa yang ditukar's poem, which was written by Mr Dr H. Fadli Zon, S.S., M.Sc as the 2014-2019's deputy Speaker of the House of the Republic of Indonesia (Indonesian People's Representative Council) and a Gerindra (Great Indonesian Movement Party) Party's Politician, was the source of the written datum in improving the Indonesian students' SofLP. The datum was exploited as the major device of re-constructing the students' science of linguistic pragmatics.

Sample and instrument

The qualitative research used a Spradley's term of "social situation" as a substitute for the population. The substitute pointed to the place, actors, and activity of the research. The English Department (ED) students were, therefore, the population of the research while the 3rd-year ED students, which had been judgementally selected, were the sample of the research. They were purposively selected as the students could provide relevant and important data as regards the detailed topic and setting studied. The number of students being involved was 32 people. Padang was the locus of the research whilst the researcher was the key instrument in carrying out the study (Savin-Baden and Major, 2013; Silverman, 2017).

Technique of data collection

Complete participation and field-notes were, firstly, techniques for collecting the data. The researchers, in the instructional processes, completely participated in observing the students' learning processes, examining their understanding, progresses, and mastery of the basic cruxes of the pragmatic concepts of contextual information (context), indexicals, reference, implicatures, and functions of language. Besides, he noted down the students' ability to synchronise between the SofLP and the processes of analysing, evaluating and creating new idea related to the implied message sent by the poet. The unstructured interview was the last technique used in mining the information from the research participants. This kind of technique eased the students to clearly unpack the implied meaning of the poem. The selection of this last technique was due to the students' condition preferring the informal and normal natter, chinwag, and chitchat. The researcher, therefore, avoid using standard interview protocols (Savin-Baden and Major, 2013; Silverman, 2017).

Technique of data analysis

In analysing the data, the researcher reduced and managed the data during the study; read the field notes, and other observer's comments to obtain the sense of the expected data; described the data studied; broke and displayed the data into small units; and *inductively* or *holistically* interpreted the data by clarifying, drawing, integrating, verifying and the concepts

and relationships being identified in the analysis' processes and drew a final conclusion. The integrations of these multistaged processes between the 4 cycles of the qualitative data analysis and the 1984 Miles and Huberman Interactive model aimed at aiding the researcher to qualify the quality of the study (Savin-Baden and Major, 2013; Silverman, 2017).

Validity and reliability of the qualitative data

Credibility was a way of assessing the quality of the data and findings. The strategies employed in testing the internal validity of data were *triangulation*. The researchers verified the sufficiency of the data according to the convergence of the multiple data sources or multiple data collection procedures of looking back at all records and information gathered from the interviews, field-notes, or observation. *Member-check* was drawn on assessing the data collected from the data providers (students) through one-to-one or group discussion. *Debriefing* was another internal validity used to validate the data and findings. The members of the research were inquired to comment on the data and the findings as well. Furthermore, the *transferability* was used to verify the instruments and analysis process of the data. The *dependability* (reliability) was employed to verify the completeness of the observation and field-notes to support findings, interpretation and conclusion (Savin-Baden and Major, 2013; Silverman, 2017). These were ways of establishing the "*trustworthiness*" of the findings of the qualitative research.

Instructional procedures
Processes of Inculcating the SofLP via a Poem
Stage 1: *Assessing the students' prior science of linguistic pragmatics*
1. Students were given the other poems to read, analyse and interpret;
2. Teachers acting as researchers observed and assessed the students' earliest analyses and interpretation.

Stage 2: *Teachers' roles*
1. Applying Edward Kang (2019) and Jennifer Gonzalez's (2016) instructional strategies;
2. Inculcating the basic cruxes of the pragmatic concepts of context or the contextual information, indexicals, reference, presupposition, entailment, implicatures, speech acts, felicity conditions, conversation analysis, and functions of language;
3. Constructing students' Bloom's taxonomies of cognitive processes and knowledge dimensions;
4. Exposing a model of how the poems analysed and interpreted;
5. Assisting the (*pathetic*) students with scaffolding and coaching;
6. Encouraging free expressions of feeling and thoughts;

Stage 3: *Students' roles*
1. Collecting poems
2. Constructing the cognitive process dimensions of remembering, understanding, applying, analysing, evaluating and creating the pragmatic ideas of theirs;
3. Building the factual, conceptual, procedural and meta-cognitive knowledge of linguistic pragmatics;
4. Studying and Going about the poem's analyses. The the students were to identify the contexts of the poem: who wrote the poem, style of the poem, title of the poem, repetition of the poem, opening and closing lines of the poem, passage of time in the poem, speaker of the poem, basic details of the poem, the culture, names of the characters, fantasy versus reality, mood and tone of the poem, themes of the poem, rhythm of the poem, use of the senses in the poem, imagery in the poem, language of the poem, and drawing a temporary

conclusion (CliffsNotes study guides, 2016; The TFA Editorial Team, 2016; Adams, 2018).
5. Performing tasks through group and class discussions. The students explored different perspectives on analysing and interpreting the poem.

Stage 4: *Evaluation*
1. Students were given a few days to disclose their analysis and critical interpretation towards the Doa yang ditukar's poem;
2. Teachers acting as researchers assessed the students' final analyses and interpretation.

Result and discussion
The poem is one of literary works which is able to sharpen the ED students' awareness of generating critical responses through the unique meaning of the poem (Setiawan, 2019). This distinctive meaning of the poem is the most important part of interpreting the core message sent by a poet. Indeed, it is undeniable that the exploitation of the critical roles of a poem in the pragmatic classes has an evocative effect on increasing the students' SofLP and pragmatic awareness and sensitivity (Xiao, 2015). The followings are the presentations of the research findings (results) based on the proposed research questions as well as their discussions. The results and discussions are deliberately presented simultaneously. Ahead of thrashing out its own major leading results, the author primarily translated the two Indonesian critical sacred terms of "Kau" meaning "You" whereas "Doa yang Ditukar" means "the Exchanged Invocation." Here are the details.
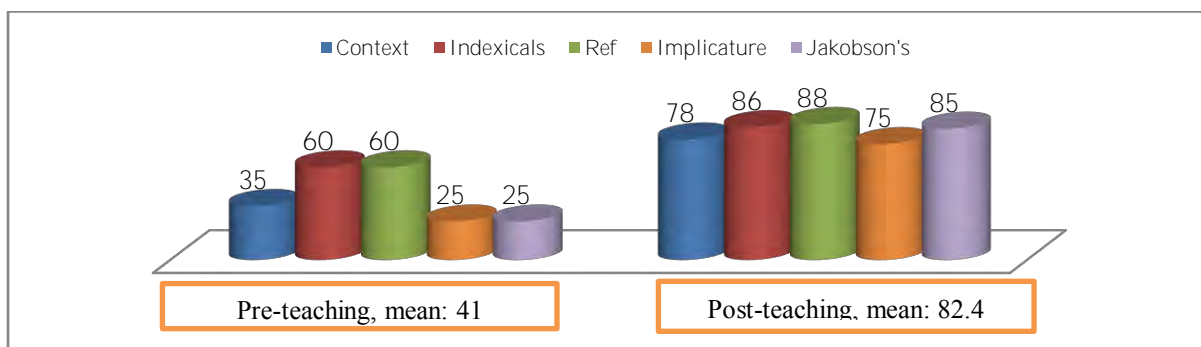

Figure 1. Differences in mastering the concept of pragmatics before and after teaching using Poem

The first proposed research question, "Did the Poem-based SofLP's inculcation: a Way of Improving EFL Students' Pragmatic Competence theoretically improve and practically affect the Indonesian students' pragmatic sensitivity or awareness?," proved that the poem was one of the right learning media which can theoretically advance the Indonesian students' SofLP. Table 1 was the authentic data explaining that prior to inculcating the poem, the level of students' SofLP was numerically close to the bottom with the overall mean score was 41. This digit, 41, sent an alarming message that, firstly, Indonesian students were lack of interests in learning this kind of subject matter; have insufficient knowledge of pragmatics; have little awareness of their social-cultural-real language environments. More decisively, they were less capable of interpreting the speaker/writer's intended meaning. More death-defying, the students are less concerned about discussing and studying the sealed meanings of the poets, politicians, and critics' utterances conveyed in public. In fact, these utterances were awfully close to their real-life and environment.
Furthermore, this is also greatly nerve-racking because the pedagogical processes of building the students' linguistic intelligence and the development of the educational learning

objectives into the levels of complexity and specificity in pragmatic learning hardly occur. The process of cognitive dimensions from remembering to creating and knowledge dimensions from factual to meta-cognitive knowledge is also ignored. As a result, the context, indexicals, reference, implicature, and Jakobson's six functions of language were not well inculcated, constructed and learnt as well. In conclusion, as they have not considered all relevant facts and the loss of the critical role of the media in the pragmatics' learning process, the students failed to draw a critical conclusion of the SIM/SPOSS (Xiao, 2015).

Secondly, to the contrary, learning media (Bagherkazemi, 2014; Timpe-Laughlin, 2016) such as literary works have a critical impact on enhancing the students' SofLP. Table 1 signified that such a poem exploited as a learning medium in the pragmatics' class gradually and numerically can change the state of student learning. The digit, 82, 4 sent a strong signal that the poem, "doa yang tertukar," was able to improve the students' SofLP and relevant to the current context of Indonesian condition today. The introductions to the pragmatics' concepts such as context, indexicals, reference, implicature, and Jakobson's six functions of language were the key steps on helping the students to be capable of synchronising between pragmatic theories and the one's words or utterances that were being studied. The introductions to the pragmatics' concepts used Edward Kang's (2019) and Jennifer Gonzalez's (2016) instructional strategies to ease them identify the SIM/SPOSS. The strategies are the *space practice* was used to ask the students to create their learning calendar to assist the students to re-examine the concepts of pragmatics. *Retrieval practice* was meant to help the students recall the facts to mind with or without the help of the materials. The third was *elaboration* and *collaboration*. This strategy demanded the students to provide logical ideas, arguments, explanation, and interpretation with many details, supports, and developments. The *collaboration* –problem-solving, learning from others, bringing them close together, open new channels for sharing, discussing, arguing, debating, assessing facts, brainstorming etc- was the process of constructing the pragmatic knowledge in creating the new ideas (dismantling the SIM/SPOSS). The fourth was *interleaving*. This was meant to ask the students to do multiple practices of analysing the utterances and diagnosing the SIM/SPOSS. The concrete examples were the fifth learning strategy used to provide the students with specific cases in point in understanding the abstract ideas (SIM/SPOSS). The *dual-coding* (mingles the words and visuals) was the last technique exploited to assist the students to explicate the SIM/SPOSS with their own knowledge and new-fangled words (Bagherkazemi, 2014 Timpe-Laughlin, 2016).

Synchronously, the six instructional strategies strongly linked to Bloom Taxonony's hierarchical ordering of cognitive skills. The students, firstly, found and described the SofLP's concepts, and then they understood and made sense out of the concepts. They practically exploited the concepts in similar or new form/situation; drew connections among the facts; justified the stand and interpretation and finally constructed the original ideas or interpretations towards the SIM (Adams, 2015; Gonzalez, 2016). Besides the cognitive process domain, the poem-based SofLP's inculcation constructed the students' knowledge dimension from the *factual* (explicit memories) dealing definition and basic concepts of the SofLP, *conceptual* (explicit memories) dealing with the SofLP's classifications, generalization and structures, *procedural* (implicit memories) dealing with the subject-specific skills and algorithms, methods, techniques and procedures of the SofLP to the *meta-cognitive knowledge* (implicit memories) dealing with the students' own knowledge in relation to the SofLP and poem (the SIM). The Cognitive Process and the knowledge Dimensions moved the students from lower-order and stable thinking skills to the higher-order and critical thinking ones; and from the derivative and unimaginative thinking skills to the creative-thinking ones (Goldstein, 2015; Timpe-Laughlin, 2016). The poem-based SofLP's inculcation sharpened the students' long-term memory. The poem was able to store the information and facts of the SofLP learnt by the students over a long period of time (Timpe-Laughlin, 2016). "*Rehearsal,*" which was early

designed to improve the students' SofLP, was the best memory model of helping the students retains the knowledge of the linguistic pragmatics for long periods of time (Goldstein, 2015). Others such as (pre and post) tests and self-quizzing although being claimed both have negative assumptions and paraphrasing and reflecting were critical parts of augmenting the students' practices and trials (Xiao, 2015; Adams, 2015; Timpe-Laughlin, 2016; Gonzalez, 2016; Kang, 2019).

Strongly affecting and developing the students' linguistic intelligence were other critical *benefits* of inculcating the poem in the pragmatic class. The critical benefit of exploiting the poetry and or poem has long been discussed by Gardner in 2011 in his illustrious idea of "Frame of Mind: the Theory of Multiple Intelligence." The linguistic intelligence was one of them where it stalwartly affects the students to semantically examine the meanings of expressions/utterances literally, to pragmatically appreciate the meanings of words (pragmatic functions) uttered contextually, to phonologically have fanatical sensitivity for articulating the sound of words and their pleasant-sounding interactions upon one another, to syntactically order and govern the words and their inflections and enrich the students' lexicon/vocabulary (lexicology) and phrases (phraseology). Besides, the four types of language skills (reading, listening, speaking, writing plus debating and discussion skills) required to acquire linguistic intelligence. Above all, it leads the students to have sensitivity to the meaning and order of words spoken out. To sum up, the poem-based SofLP's inculcation was more effective in building the students' learning habits, fabricating motivation, promoting the exploitation of learning media, placing emphases on cognitive process and knowledge dimensions, from LOTs to HOTs, long-term memory, along with improving the students' SofLP's and learning outcomes as well. As a learning medium, the poem could alter the learning processes and their outcomes (Xiao, 2015; Goldstein, 2015; Timpe-Laughlin, 2016; Kang, 2019).

This last research question was "What the students' ultimate critical interpretations as regards the Doa yang ditukar's poem?", actually meant to comprehensively diagnose the students' knowledge of SofLP towards the poet's implied meaning. Here the details are.

In the interview session, the students chronologically explicated that, on 29 September 2018, Mr Prabowo Subianto as presidential candidate number 1 paid a visit and met with K.H. Maimun Zubair to simply ask permission and prayer for approval as a 2019 presidential candidate. A few months later, on 1st of February 2019, the Presidential candidate number 1, Mr Joko Widodo, paid a visit to the Al-Anwar Islamic Boarding School in Sarang, Rembang, Central Java. He was there to essentially meet with the caregiver of the boarding school, K.H. Maimun Zubair along with attending the Grand Dhikr titled "Sarang Berzikir for Advanced Indonesia." In the event, Mr Joko Widodo sat next to K.H. Maimun Zubair. They spoke, solemnly followed the grand event, and ended with a closing prayer led by K.H. Maimun Zubair. In that prayer, K.H. Maimun Zubair unknowingly mentioned Mr Prabowo Subianto's name. Hearing the name of Mr Prabowo Subianto mentioned in the prayer, someone suddenly came to whisper to K.H. Maimun Zubair who was leading a prayer to change Prabowo's name to Mr Joko Widodo. This was the beginning of the emergence of the public uproar after the video of prayer recitation went viral on social media.

The students then disclosed their critical judgement that two days after the video went viral, the Doa yang Ditukar's poem which was composed by Mr Fadli Zon in Bogor on 3rd of February 2019 went viral on social median and immediately sparked the public uproar. Pros and cons, criticism, public debate, political analysis, one-sided defence on the part of the poet, and countless other speculations inevitably appeared everywhere in the public rooms. Everything was out of control. The contextual analysis of the implied meaning of the poem became wild and biased. Both parties blame each other and justify themselves being right. The public was totally confused.

The political atmosphere became cloudy. The political disputes between the two groups, supporters, and the bearers' political parties getting hotter, incessantly increased and spread nationwide. The public pressures on poet to apologize significantly escalated. The poet, on 16th of February 2019, finally apologized to K.H. Maimun Zubair and the apology was sincerely received by K.H. Majid Kamil, the eldest son of K.H. Maimun Zubair. The apology, however, did not reduce political tension, and instead, the feud and arguments relentlessly continued and heated up.

After studying the poem and linked it to the SofLP, the students pragmatically disclosed their critical analysis and evaluations. They identified and explicated some of the keywords proving that the poem was, in truth, not tabbed or intended to K.H. Maimun Zubair. The keywords were "kau (you), kami (our), mu (God's help), tukar (change), direvisi (revised), and dibisiki (whispered)." These keywords then appeared into simple questions, namely, firstly, who was "kau" changing and revising Prabowo's name to Joko Widodo in a prayer being recited by K.H. Maimun Zubair. The second question is "who whispered" the exchange and revision of the name? Besides, the other critical questions were "who patched the prayer?, who was immoral?, who sold out the religion cheaply?, who was the croupier?, who was the broker?, what was the product?, who was the intrigue regime?, and who was the rancid ruler?" These questions might serve to ensure that the public's assumptions were totally wrong and the public uproar would not have occurred if the public had been able to diagnose these keywords and critically analyse and evaluate them, pose questions, and able to answer the questions. These critical questions, however, failed to be appeared by the public. Likewise, the poet failed to clearly clarify the keywords and seemed still doubtful and lacks confidence in clarifying it. The clarification posted in his Twitter account was still considered floating and did not solve the problem. In fact, it sparked public curiosity about the words. Moreover, the event of the Grand Dhikr for Advanced Indonesia and the the closing prayer were in direct contacts with the context of the general election for the president of the Republic of Indonesia.

Even so, it must be well understood that the term "kau" is 2nd singular personal pronouns which is extremely harsh in the context of the social and cultural senses of Indonesian. "Kau" is an extremely rude designation and should not be addressed to anyone especially to a Kyai, "Islamic Scholar of Indonesian" because Kyai in Javanese's cultural and religion understandings are a term for elder or highly respected person. The use of "kau" in the Indonesian context should be a concern and if necessary, its use should be avoided. As a result, the public perception still considers that "kau" in the poem was the late K.H. Maimun Zubair. The public perception was totally wrong and the poet must, therefore, re-clarify it to avoid a downbeat perspective on the late K.H. Maimun Zubair. Positively, Indonesians still logically thought that the poem, the other political argumentations, and speculations were extremely politically charged. They were not completely caught up in a short-lived political interest.

Conclusion

In summary, the emphasis on what should be accepted as the established knowledge is the Poem-based SofLP's inculcation can theoretically bridge the Indonesian ED students to define and understand the basic concepts of different types of contexts, indexicals, references, implicatures, and functions of language. As a result, as EFL learners, they are capable of applying, analysing, evaluating, and constructing their interpretation on the poet's SIM/SPOSS. The Poem-based SofLP's inculcation significantly develops the students' creative and higher order thinking skills; cognitive processes dimension; factual, conceptual, procedural, and meta-cognitive knowledge dimensions, and verbal-linguistic intelligence. The inculcation of Indonesian poems in the pragmatic class bring the students closer to their real-world life and contexts. This also eases the Indonesian ED students to appreciate the up-to-date social and political conditions of Indonesian along with being capable of evaluating and

disproving the tempting influence and the existence of fake news flowing so swiftly on their social media accounts.

Besides, the poems better improve the qualities of language teacher's teaching strategies. The pragmatic scopes along with their cases in point are effortlessly appreciated and valued by the students through the learning media. The pragmatics' learning process is more enjoyable and increasingly preferred by the students. The students are not forced upon focusing on merely listening to their teacher's tiresome long talks. Indonesian students of English are now more sensitive and aware of learning pragmatic studies. This research, therefore, encourages pragmatic language teachers to freely exploit various types of literary works of Indonesian and digital media to achieve successful learning process, learning satisfaction and achievement. The implications of this study are to bring the Indonesian ED students closer to their Indonesian-authentic contexts; accurately examine the SPOSS/SIM, have ways of understanding the SPOSS/SIM through authentic communication, and improve learning the strategies, and encourage to establish and express ideas in indirect ways. The abilities to analyse and evaluate utterances and terms and to use information and knowledge to build new ideas are the key elements in poem-based SofLP's inculcation.

Implication for teaching and learning

The significances of this research finding through the poem-based SofLP's inculcation are to provide opportunities for the ED students to actively engage in live deep class-discussions. It strongly enhances the students' visualization and imagination in developing critical and creative thinking skills so that they are able to analyze and evaluate information to generate (create/build) new ideas and new findings. It places emphasis on Speaking and Listening skills of English and vocabulary (terms) knowledge enrichment. More importantly, it develops the ED students' sensitivity and awareness in understanding, responding, and using the language in practical contexts. It enables the students to explore the language users, to match the utterances with its appropriate contexts, and understand how words and utterances are communicated in specific contexts and to be capable of using the language appropriately. Theoretically, the ED students' pragmatic knowledge of contexts contributing to meaning, indexicals, implicatures, presuppositions, entailments, conversational analysis, speech acts, references, felicity conditions, signs and symbols, etc practically and significantly well improved and is getting deeper and deeper. These significances, of course, will affect the students' mind in viewing the language communicated in the real-life world appropriately. This research suggests language teachers of English to employ poem as an access of improving the EFL pragmatic competence.

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