

THE USE OF PARTICIPATION POINT SYSTEM IN TEACHING THE ENGLISH SPEAKING SKILL AT THE VII GRADE OF SMPN 4 BARAKA ENREKANG REGENCY (A Classroom Action Research)

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ABSTRACT

This research was aimed at finding out the improvement of students' pronunciation and self-confidence through Participation Point System (PPS) Method in teaching speaking skill. The research method used was class action research design consisting of 4 stages, namely planning, action observation and reflection. It had 2 cycles. The research was implemented on the seventh grade students of SMP Negeri 4Baraka 2016/2017. The researcher took 20 students as the subject of the research. The researcher taught speaking English using PPS Method. The data were gathered after scoring the students' speaking skill on both pronunciation and self-confidence through diagnostic test and test of cycle I and II. The research findings showed that the mean score of the students' speaking diagnostic test was 5.22 as categorized poor (low ability) while the mean score of the students' speaking test in cycle I was 5.34. It had a significant progress but the result still did not reach the determined standard score 7, so the research was proceeded to the cycle II that the researcher gained the mean score 7.00 as categorized good. It showed that the latest progress in the cycle II had reached beyond the determined standard score and there was a significant improvement on the seventh grade students' speaking skill on both pronunciation and self-confidence in the English teaching using Participation Point System Method at SMP Negeri 4 Baraka 2016/2017.

Keywords: Speaking, Participation Point System, Pronunciation, Self-Confidence

INTRODUCTION

English become very powerful language in the world, it became one of international languages; most global community used English as a media of communication with another.

Teaching speaking needs to know about obstacles that may be occur in the learning process. Some problems come from the internal of students and others come from outside students. So, the paper will discuss about the problems found in teaching speaking. In the other side the problem in teaching English focus on speaking is students more passive in classroom interaction and low in communication with other.

Harmer (1991: 46-47) states that speaking is when the two people are engaged in talking to each other we can be sure that they in general way to suggest that a speaker makes a defined decision to address someone. Speaking activities involve two or more people in using language for interactional or

transactional process. Speaking is like the first assessment for each learner who is studying English and each learner has to speak. Speaking is a way to bring a message from one person to others. In other ways speaking is mostly important to communicate among people.

Based on the statement above, the researcher introduced a technique to make student fun in study English and can help students' easier in learning English specially in speaking. Seeing the phenomena, the researcher introduced a technique in teaching English call Participation Point System (PPS).

The result of his study is that students can have courageousness to participate in class activity and it shows the improvement in their speaking ability. The student participation can be effective only when the students are motivated (Jeffrey, 2004, 54). The focus of this method is not about giving points for every correct answer or acceptable grammar, but the students' motivation to participate in learning English. Hence, this method did not focus on the skill, but only the participation.

Based on the statement above, the researcher introduced a technique to make student fun in study English and can help students' easier in learning English specially in speaking. Seeing the phenomena, the researcher introduced a technique in teaching English call Participation Point System (PPS).The researcher wishes to carry out a research to find out the use of Participation Point System in Teaching the English Speaking Skill at the VII grade of SMPN 4 Baraka.

The result of this research is expected to be a piece of useful information for teaching English speaking skill with a hope that using participation point system method can improve the students' speaking skillat the seventh Grade of SMPN 4 Baraka.

The scope of this research is limited to the application of Particiapation Point Sytem to improve students English speaking skill in terms of Pronunciation(vowels and consonants) and self-confidences(proficiency and fluently), because in speaking the pronunciation and self-confidences are the most important part to know the students' speaking accuracy and fluency by the using participation point system method at the Seventh Grade of SMPN 4 Baraka.

LITERATURE REVIEW

Participation Point System Method

According to Hadley (1997:1) The participation point system is a method of motivating classroom participation, especially communicative participation, by giving students something tangible (such as discs, marbles, poker chips, etc.) while activities are under way to represent their participation scores.

Active participation is a must for every student; clearly communicating daily expectations is a must for every teacher. This participation points system combines these in a measurable, visual way. Each class activity is assigned a number of points that students can earn as they complete tasks.

The purpose of this is to have effective method to measure a participation mark of the student to see the students' progress (English speaking skill) and to make students get accustomed to speaking. Teachers usually write the point for active student secretly in their notes. As a result, only high motivated students who always get benefit of the point and students do not know their participating progress.

The Hadley's "PPS" method is also adopted by another researcher (David Brown, 2006:1). Brown did an action research to investigate whether the "PPS" method could be implemented in Thailand. The result of his study is that students can have courageousness to participate in class activity and it shows the improvement in their speaking ability.

Reason for Using Participation Point System

1. Improving students' Participation in Class

To create or to increase the students participation in the classroom can be done in many ways, and one of the way is by giving motivation. The motivation is an encouragement give to someone to do something. The student participation would be effective only when the students are motivated (Jeffrey, 2004:54).

2. Participation point system method in improving students' speaking ability.

Based on of students' culture where it is teacher-centred and memorizing emphasized, participation point system method can be an alternative to boost students' participation in increasing their speaking ability. Participation point system also can help teacher to mark students' participation and furthermore this method is quite easy and simple. The media is also easy and does not cost too much money.

METHODS

This research followed the work principals of *classroom action research* (CAR) that contains of four stages; they were: Planning, Implementation of Action, Observation, and Reflection. This research was held around two cycles. They were first and second cycle and each cycle was the series of activities which have close relation. Where, the realization of the second cycle was continued and repairing from the first cycle.

Research Instrument

The researcher used two main instruments to collect data, they were observation sheet and speaking tests. The observation sheet was used to collect data about students participation in teaching learning process in speaking by using Participation Point System Method. While for speaking tests was used to measure the students English speaking skill on accuracy and fluency (pronunciation and self-confidence).

Data Collection

The procedure of data collection was presented in chronological order as follows:

1. Observation ; the aim was to find out the students' participation during the teaching and learning process.
2. Speaking test; the aim was to find out the students' speaking progress. In the cycle I test, the researcher gave one phase of oral test for every students based on the materials were use on that school and in the cycle II test.

In giving score for the students speaking accuracy (pronunciation) and fluency (self- confidence).

Table 1. Score Classification of Speaking Pronunciation

Classification	Score	Criteria
Excellent	9.6 – 10	They speak very understandable and high of pronunciation
Very good	8.6- 9.5	They speak very understandable and very good of pronunciation
Good	7.6- 8.5	They speak effectively and good of pronunciation.
Fairly good	6.6 – 7.5	They speak sometimes hasty but fairly good of pronunciation.
Fair	5.6 – 6.5	They speak sometimes hasty , fair of pronunciation.
Poor	3.6 – 5.5	They speak hasty and more sentences are not appropriate in pronunciation.
Very poor	0.0 – 3.5	They speak very hasty and more sentences are not appropriate in pronunciation and little or no communication.

(Harmer in Fadly, 2014 : 31)

Table 2. Score Classification of Speaking Self-confidence

Classification	Score	Criteria
Excellent	9.6 – 10	They speak very understandable and high of self-confidence.
Very good	8.6 – 9.5	They speak very understandable and very good of self-confidence
Good	7.6 – 8.5	They speak effectively and good of self-confidence.
Fairly good	6.6 – 7.5	They speak sometimes hasty but fairly good of self-confidence.
Fair	5.6 – 6.5	They speak sometimes hasty, fair of self-confidence.
Poor	3.6 – 5.5	They speak hasty and more sentences are no self-confidence.
Very poor	0.0 – 3.5	They speak very hasty and more sentences are no self-confidence and little or no communication.

(Harmer in Fadly, 2014 : 33)

1. The score on the table (Harmer's score) was convert into the score in the table score by using the following formula.

$$\text{Score} = \frac{X}{N} \times 10$$

Where : X = Score of the students
N = Score maximum

2. To calculate the mean score, the following formula applied :

$$\bar{X} = \frac{\sum X}{N}$$

Where :

\bar{X} = Mean score

$\sum X$ = Total score score

N = The number of students

(Gay in Asrina, 2012 : 49)

3. To calculate the students improvement score, the formula which is use as follow :

$$P = \frac{X_2 - X_1}{X_1} \times 100\%$$

Notation : P = students improvement score

X₁ = Cycle I

X₂ = Cycle 2

(Gay in Asrina, 2012 : 49)

4. To calculate the percentage of the students' observation result, the formula which used as follow :

$$P = \frac{Fq}{4xN} \times 100$$

Notation : P = percentage

Fq = Frekuensi

N = the Number of students

(Sudjana in Asrina, 2012 : 49)

5. To classify the students' score, there are six classifications which used as follows:

Table 3. Student's Score Classification

No	Score	Classification
1	9.6 - 10	Excellent
2	8.6 – 9.5	Very good
3	7.6 – 8.5	Good
4	6.6 – 7.5	Fairly good
5	5.6 – 6.5	Fair
6	3.6 – 5.5	Poor
7	0.0 – 3.5	Very Poor

(Depdikbud in Asrina, 2012 : 50)

DISCUSSION

The findings of the research present the result of the improvement of the the students' speaking skill that covers the students' pronunciation(vowels and consonants) and the students' self-confidence(proficiency and fluently), and the discussion of the research covers further explanation of the findings.

The Improvement of the Students' Pronunciation

The application of participation point system method in improving the students' pronunciation. The improvement of the students' pronunciation at the seventh grade students of SMP Negeri 4 Baraka can be seen clearly in the table 1 below:

Table 4. The Improvement of the Students' Pronunciation

Indicators	The Students' Score		Improvement (%)
	Cycle I	Cycle II	C I→C II
Vowels	5.45	6.97	27.8
Consonants	5.3	7.19	35.6
$\sum x$	10.75	14.16	31.7
\bar{x}	5.37	7.08	31.8

The table above indicates that there was improvement of the students' pronunciation from cycle I and cycle II (cycle I < cycle II) the students' pronunciation in cycle I is 5.37 and in cycle II is 7.08. So the improvement of the students' pronunciation achievement from cycle I to cycle II is 31.8 %.

The table above also indicates that the indicators of students' vowels improve significantly. After evaluation in cycle I, the students' achievement in vowels becomes 5.45 and in cycle II become 6.97. The students' consonants achievement also improves from cycle I is 5.3 and in cycle II is 7.19 %.

The Improvement of the Students' Self-confidence

The application of participation point system method in improving the students' self-confidence. The improvement of the students' self-confidence at the seventh grade of SMP Negeri 4 Baraka can be seen clearly in the following table:

Table 5. Improvement of The Students' Self-confidence

Indicators	The Students' Score		Improvement (%)
	Cycle I	Cycle II	C I→C II
Independently	5.52	7.18	30.0
Responsibility	5.1	6.68	30.9
$\sum x$	10.62	13.86	30.5
\bar{x}	5.31	6.93	30.5

The table above indicates that there was improvement of the students self-confidence from Cycle I to Cycle II. The students' self-confidence in Cycle I is 5.31 and in Cycle II is 6.93. So the improvement of the students' self-confidence achievement from Cycle I to Cycle II is 30.5 %.

The table above also indicates that the indicators of students' proficiency improve significantly. After evaluation in Cycle I, the students' achievement in proficiency is 5.52 and in Cycle II become 7.18. The students' fluently achievement also improves from Cycle I is 5.1 and in cycle II is 6.68.

The Improvement of The Students' Speaking Skill

The application of participation point system method in improving the students' speaking performance deals with pronunciation and self-confidence. The improvement of the students' speaking performance that dealing with accuracy and fluency can be seen clearly in the following table:

Table 6. The Improvement of The Students' Speaking Performance

Variable	The Students' Score		Improvement (%)
	Cycle I	Cycle II	C1→CII
Pronunciation	5.37	7.08	31.8
Self-Confidence	5.31	6.93	30.5
$\sum x$	10.8	14.01	31.1
\bar{x}	5.34	7.00	31.0

The table above indicates that there was improvement of the students' speaking skill from Cycle I to Cycle II, which in Cycle I the students' speaking performance is 5.34. It categorized as fair. There is also significant improvement of the students speaking performance from Cycle I to Cycle II where the students' speaking performance in Cycle I is 5.34 and cycle II is 7.00. The students'

achievement in Cycle II is categorized as good, so the improvement of the students' speaking skill achievement from Cycle I to Cycle II is 31.0 %. (poor → fair → good).

The Result of The Students' Activeness In Teaching And Learning Process

The result of observation of the students' activeness in teaching and learning process toward the application of participation point system method in improving the students' speaking skill which was conducted in 2 cycles during 8 meetings was taken by the observer through observation sheet. It can be seen clearly through the following table:

Table 7. The Observation Result of the Students' Activeness in Learning Process

Cycle	Meetings				Average Score (%)	Improvement (%)
	I (%)	II (%)	III (%)	IV (%)		
I	58.75	65.00	71,25	68.75	65.93	
II	73.75	67.50	67.50	72.50	70.31	6.67

In Cycle I the students' activeness is 58.755% and it improves to 68.75% in the fourth meeting. In Cycle II the students' activeness was 73.75% decrease to 67.50% in the second meeting and it is lower than the first meeting. It is caused by the topic which was not interesting for the students. In the third meeting in Cycle II the students' activeness improves normally to 67.50% and then in the fourth meeting the students' activeness improves to 72.50%. This is caused by the teaching material is really interesting for the students and the teacher gives them game when opens the class. So the average of the students' activeness in Cycle II is 70.31%.

The Improvement of the Students' Pronunciation Dealing with Vowels and Consonants

a. Vowels

The application of participation point system method in improving the students' pronunciation in terms vowels can be seen the difference by considering the result of the students' achievement after taking action in Cycle I and II through the application of participation point system method in teaching and learning process.

Table 8. The Percentage of Vowels

No.	Classification	Range	The Application of PPS			
			Cycle I		Cycle II	
			Freq	%	Freq	%
1	Excellent	9.6 – 10	0	0 %	0	0 %
2	Very good	8.6 - 9.5	0	0 %	0	0 %
3	Good	7.6 – 8.5	0	0 %	0	0 %
4	Fairly good	6.6 – 7.5	0	0 %	16	80 %
5	Fair	5.6 – 6.5	6	30 %	4	20 %
6	Poor	3.6 – 5.5	14	70 %	0	0 %
7	Very poor	0 – 3.5	0	0 %	0	0 %
Total			20	100	20	100

The table above shows that the percentage of the students' vowels in speaking after taking an action in Cycle I by using participation point system method, the percentage of the vowels is 6 students (30 %) get fair, 14 students (70 %) get poor, and none of the students for the other classification.

In cycle II, the percentage of the vowels is 16 students (80 %) get fairly good, 4 students (20 %) get fair and none of the students for the other classification. The result above also proves that the use of participation point system method is able to improve the students' speaking pronunciation where result of Cycle II is higher than Cycle I (Cycle II \geq Cycle I).

b. Consonants

The application of participation point system method in improving the students' pronunciation in terms consonants can be seen the difference by considering the result of the students' achievement after taking action in Cycle I and II through the application of participation point system method in teaching and learning process.

Table 9. The Percentage of Consonants

No.	Classification	Range	The Application of PPS			
			Cycle I		Cycle II	
			Freq	%	Freq	%
1	Excellent	9.6 – 10	0	0 %	0	0 %
2	Very good	8.6 - 9.5	0	0 %	0	0 %
3	Good	7.6 – 8.5	0	0 %	0	0 %
4	Fairly good	6.6 – 7.5	0	0 %	20	100 %
5	Fair	5.6 – 6.5	2	10 %	0	0 %
6	Poor	3.6 – 5.5	18	90 %	0	0 %
7	Very poor	0 – 3.5	0	0 %	0	0 %
Total			20	100	20	100

The table above shows that the percentage of the consonants in speaking after taking an action in Cycle I by using participation point system method, the percentage of the consonants is 2 students' (10 %) get fair, 18 students' (90 %) get poor, and none of the students for the other classification.

In Cycle II, the percentage of the consonants is 20 students' (100 %) get fairly good, and none of the students' for the other classification.

The Improvement of the Students' Self-Confidence Dealing with Proficiency and Fluently

a. Proficiency

The application of participation point system method in improving the students' self-confidence in terms proficiency can be seen the difference by considering the result of the students' achievement after taking action in Cycle I and II through the application of participation point system method in teaching and learning process.

Table 10. The Percentage of Proficiency

No.	Classification	Range	The Application of PPS			
			Cycle I		Cycle II	
			Freq	%	Freq	%
1	Excellent	9.6 – 10	0	0 %	0	0 %
2	Very good	8.6 - 9.5	0	0 %	0	0 %
3	Good	7.6 – 8.5	0	0 %	1	5 %
4	Fairly good	6.6 – 7.5	0	0 %	19	95 %
5	Fair	5.6 – 6.5	6	30 %	0	0 %
6	Poor	3.6 – 5.5	14	70 %	0	0 %
7	Very poor	0 – 3.5	0	0 %	0	0 %
Total			20	100	20	100

The table above shows that the percentage of the students' proficiency in speaking after taking an action in Cycle I by using participation point system method, the percentage of the independently is 6 students' (30 %) get fair, 14 students' (70 %) get poor, and none of the students' for the other classification.

In Cycle II, the percentage of the proficiency is 1 students' (5 %) get good, 19 students' (95 %) get fairly good and none of the students' for the other classification.

b. Fluently

The application of participation point system method in improving the students' self-confidence in terms fluently can be seen the difference by considering the result of the students' achievement after taking action in Cycle I and II through the application of participation point system method in teaching and learning process.

Table 11. The Percentage of Fluently

No.	Classification	Range	The Application of PPS			
			Cycle I		Cycle II	
			Freq	%	Freq	%
1	Excellent	9.6 – 10	0	0 %	0	0 %
2	Very good	8.6 - 9.5	0	0 %	0	0 %
3	Good	7.6 – 8.5	0	0 %	0	0 %
4	Fairly good	6.6 – 7.5	0	0 %	20	100 %
5	Fair	5.6 – 6.5	0	0 %	0	0 %
6	Poor	3.6 – 5.5	20	100 %	0	0 %
7	Very poor	0 – 3.5	0	0 %	0	0 %
Total			20	100	20	100

The table above shows that the percentage of the fluently in speaking after taking an action in Cycle I by using participation point system method, the percentage of the fluently is 20 students' (100 %) get poor, and none of the students' for the other classification.

In Cycle II, the percentage of the fluently is 20 students' (100 %) get fairly good, and none of the students' for the other classification.

DISCUSSION

In this part, the discussion dealing with the interpretation of findings derived from the result of findings about the observation result of the students' speaking skill in terms of pronunciation and self-confidence.

Implementation of Participation Point System Method in Improving the Students' Speaking Skill

The research is conducted through two cycles to observe the students' skill to speak English through participation point system. Each Cycle consists of four phases. They are planning, action, observation, and reflection. Each Cycle is the series activities which have closed relation. Where, the realization of the second Cycle is continuation and repairing from the first Cycle.

The application of participation point system method can make the students' more exiting. So, the participation point system method is a good method that is used to improve the students' speaking skill.

The Improvement of the Students' Pronunciation

The application of participation point system method in improving students' pronunciation can be seen the difference by considering the result of the students' diagnostic test and the students' improvement after taking action in Cycle I and Cycle II.

To improve the students' pronunciation, the researcher tries to apply participation point system method in teaching and learning speaking. So, after D-Test is done, the researcher begins to do Cycle I that consist of 4 phase namely: planning, action, observation and reflection. The mean score of the students' pronunciation becomes 5.45 in Cycle I. It is categorized as fair classification. It is greater than the students' score in D-Test. So, the improvement of the students' pronunciation from D-Test to Cycle I is 2.28%.

The Improvement of the Students' Self-confidence

During the teaching and learning process in Cycle I, the researcher finds that the students' do not have enough self-confidence when they speak in English. They do not speak loudly and clearly. To solve this problem, the researcher does Cycle II and revise the previous lesson plan. The researcher changes the activity in activity in taking action with every students' practice to perform. Finally, the mean score of the students' self-confidence improve to 6.93 in Cycle II. It is categorized fairly good.

From the explanation above the researcher analyze that the use of participation point system method can improve students' self-confidence in terms independently and responsibility where the students' mean score in Cycle I and Cycle II are greater than D-Test. So, the improvement of the students' self-confidence from Cycle I to Cycle II is 30.5%.

The Improvement of the Students' Speaking Skill

The result of the data analysis through the speaking test show that the students' speaking skill in terms of pronunciation and self-confidence improves significantly. It is indicated by the mean score of the result of the students' D-Test is 5.22. It is also lower than the mean score of the students' speaking skill after evaluation in Cycle I is 5.34 and Cycle II is 7.00. So, the improvement of the students' speaking skill from D-Test to Cycle I is 2.29%. Then, the improvement of the students' speaking skill from Cycle I to Cycle II 31.0%. It also shows that the result of D-Test is the lowest achievement. After evaluation in Cycle I and Cycle II, there is a significant improvement of the students' speaking skill.

The Result of the Students' Activeness in Teaching and Learning Process

The result above is formulated based on the technique of the data analysis and students' scores that are collected through observation sheet. In Cycle I the students' activeness in each meeting improve significantly. It can be seen clearly in the table that the students' activeness in the fourth meeting is greater than the first, second and the third meeting, where the first meeting in Cycle I the students' activeness is 58.755% and it improves to 68.75% in the fourth meeting.

In Cycle II the students' activeness is 73.75% decrease to 67.50% in the second meeting and it is lower than the first meeting. It is caused by the topic which was not interesting for the students. In the third meeting in Cycle II the

students' activeness improves normally to 67.50% and then in the fourth meeting the students' activeness improves to 72.50%.

CONCLUSION

Using participation point system is able to improve the students' pronunciation at the seventh grade students of SMP Negeri 4 Baraka. It is proved by the students' achievement in Cycle II is higher than Cycle I which evaluation in Cycle I the students' pronunciation becomes 5.37 and cycle II 7.08.

Using participation point system method is able to improve the students' self-confidence at the seventh grade students' of SMP Negeri 4 Baraka. It is provided by the students' achievement in Cycle II is higher than Cycle I which in Cycle I the students' mean score achievement after evaluation in Cycle I the students' pronunciation is 5.31 and cycle II 6.93.

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