

## **PRAGMATICS APPROACH IN ENGLISH LANGUAGE TEACHING AT SMA GAJAH MADA 3 PALEMBANG**

**Tiara Eliza**

Universitas Palembang, Kampus 2, Jl. Darmapala No.1A, Bukit Besar, Kec. Ilir Bar. I, Kota Palembang,  
Sumatera Selatan 30139, Indonesia  
[tiaraeliza90@gmail.com](mailto:tiaraeliza90@gmail.com)

### **Abstract**

In pragmatics, meaning in communication plays a significant part in terms of verbal and nonverbal. It relies upon different settings, relationships among utterers, and social elements. Because the four language skills of reading, writing, listening, and speaking do not occur in isolation from communicative texts or activities, pragmatics is fundamental in English language teaching. Therefore, developing the language learner's good pragmatic competence should be considered. It is essential for people who speak the English language, whether native or non-native, to use clear, comprehensible and educated English to communicate effectively and avoid misunderstandings in social situations. One of the most effective approaches in the learning process, especially learning English at the basic level is the Pragmatic approach, which can be used as a tool to achieve a learning goal especially learning English. Therefore, this study aimed to determine the implementation of a pragmatic approach in ELT. The result reveals that a pragmatic approach in English language classes requires students to play an active role in Learning Activities.

**Keywords:** English Language Teaching, Implementation of Pragmatic Approach, Pragmatics Approach

### **INTRODUCTION**

Every level of education needs to be continuously improved. Because people who receive a high-quality education will be able to compete in today's world and be adept at resolving societal issues in line with scientific and technological advancements. Education is essentially the process of assisting people in developing themselves so that they can adapt to change. The following is stated in Bab I Pasal 1 Undang-Undang Nomor 20 Tahun 2003, concerning the National Education System which states that Education is a conscious and planned effort in creating a learning atmosphere and learning process in achieving the goal that which students can effectively foster their capability to have strict profound strength, restraint, character, insight, respectable person and the abilities required without help from anyone else, society, country and country. According to Maunah (2009), education is a conscious effort made by the public authority through direction, education as well and preparation exercises that happen at school and outside school over the course of life to prepare students to have the option to assume proper parts in a different living environment in the future.

Learning, which is a teaching-learning process, is the core of education. The term "teaching" refers to the effort made by a teacher to create conditions or regulate the environment in such a way that students and the environment, including teachers, learning tools, and so on which is called the learning process, so that predetermined lesson objectives are achieved (Nasution, 1994). The achievement of national education objectives depends heavily on teachers in creating a good educational atmosphere and

environment through appropriate teaching strategies. The National Education System Law No. outlines the educational objectives that must be met by the national education process and system. According to Undang-Undang nomor 20 Tahun 2003:

“In the context of educating the life of the nation, the goal of national education is to develop students' potential to become human beings who believe in and fear God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, and independent, and become citizens who are democratic and responsible”.

The teacher's professional competence has a significant impact on learning quality. The capabilities being referred to are the fundamental capacities moved by educators, both in the mental (scholarly) field, for example, the dominance of materials, in the disposition field, like cherishing their calling, and in the conduct field. In this case, the teachers need and have to develop their competencies in their teaching skills covering pedagogical and professional areas. They are related to the development of teacher competencies that serve as a long-drawn goal and the growth of teachers' understanding and mastery of the teaching and learning process and of themselves as teachers. In other words, the term professional as a teacher is a life-long learning or a career-long learning process for the teachers to undergo in their career as teachers. It is also expected that joining some of teacher's training, seminars and the other teacher development activities will be able to support the teachers to face the challenges and future demands as professional teachers which will improve students' outcome (Guskey, 2003).

The students' ability to achieve satisfactory or satisfactory results in order to achieve success is the most important hope in the teaching and learning process in schools. According to Nashar (2004), students' efforts to achieve learning objectives are not directly influenced by learning outcomes, specifically changes in the outcomes of personal input in the form of motivation and expectations for success, as well as environmental input in the form of motivational design and management. On the other hand, in achieving learning objectives, we frequently encounter students with difficulties or obstacles in the learning process.

In general, difficulties and obstacles in achieving desired goals characterize a condition that results in declining student achievement. To forestall the development of hardships or hindrances in learning, students and individuals who are answerable for training are supposed to diminish the rate of decrease in understudy accomplishment.

The ineffectiveness of the learning process is the root cause of our nation's education system's challenges. Students are less encouraged to develop their thinking skills during the learning process. The majority of what students learn in the classroom is focused on their ability to memorize information. As a result, children's brains are forced to remember and store various information without being asked to relate it to their daily lives.

Students will quickly become disinterested in participating in the class. They do not always pay attention to the lesson, and sometimes, they even play or talk to friends during the learning process. This makes the class noisy and makes the teacher's lessons useless. Ahmadi (2002) said that the efforts to achieve success indicators for learning success are exciting and fun circumstances. Students not only wait for the teacher's instruction but

will also likely actively participate. In fact, English education in high schools should achieve learning outcomes in the form of changes in knowledge and skills that align with the primary schools' institutional objectives, in which the students do not just have writing and reading skills.

There are numerous types of approaches that can be utilized in each educational experience. Each educator should begin pondering and dominating one of the methodologies that can be utilized in the English educational experience. Since fundamentally an educator does not need to just forever be delicate, yet an educator should likewise have the option to investigate and foster each thought, ability and possibility that exists in a student. Educators should take a stab at the proper methodology in instructing that is adjusted to the requests of their students. The educator should ensure that the illustrations given to their students are not difficult to acknowledge. The approach is how we see or how the subject cycles objects; in this setting, it is the educating and growing experience; the subject of learning can be educators or students.

Method and approach are understood to overlap in scientific research. Some people even believe that the two are the same thing. However, when examined critically and in-depth, the two have a small but discernible difference. Naim (2011) said that a method is a way to perform an action (way of doing something). While the methodology is the means by which to treat something (a way of dealing with something). In comparison, approach is a fundamental concept that accommodates, reinforces and underlies learning methods with a certain theoretical scope, or learning approaches are teacher activities in choosing learning activities. The learning approach is certainly not rigid and must use a particular approach, but it is straightforward and planned. It means that choosing an approach is adjusted to the needs of the teaching material as outlined in the lesson plan. There are various types of approaches in the learning process that continue to develop until now, where the approach is intended and utilized according to the needs in learning, then following approaches that are considered more in accordance with the nature and function of language, namely the Communicative approach or in this case it is said to be a Pragmatic approach.

According to Norma (2010) pragmatic approach, which is an approach that can be used as a tool to achieve a learning goal, particularly learning English, is one effective approach in the learning process. In his book "Four Philosophies: Their Practice in Education and Religion," J. Donald Butler claims that pragmatics emerged at the end of the 20th century under the leadership of William James, John Dewey, and Charles Sander Peirce. According to Graff et al., people have the ability to know without going through multiple steps; one of the difficulties is the semantic difficulty. It is one of the challenges associated with knowledge. Words are symbols, and symbols have a tendency to make meaning ambiguous and cannot be presented accurately or directly because English is a foreign language that must be studied in depth and continuously. The differences in language use in communication are problematic for language learners because it allows misunderstanding and misinterpretation among language users. That is the reason why language learners should know the pragmatic aspects and forms of the language they are learning. In this case, utilizing a pragmatic approach as one of the learning strategies is essential to avoid misunderstandings and failures in learning English. Many students at one of the high schools in Palembang City, SMA Gajah Mada 3 Palembang, have trouble comprehending English subjects. Therefore, this research aims to describe the

implementation of a pragmatic approach in English Language Teaching at MTs Mardhatillah Hidayatullah Palembang.

## **METHOD**

Qualitative research is a research method to explore and understand the meaning that some individuals or groups of people think comes from social or human problems (Creswell, 2013). Qualitative research begins in the field based on natural environments, not theory. The data and information obtained from the field are taken for the meaning and concept, presented in descriptive analytic and generally without using numbers, because it prioritizes the processes that occur in the field. This study used qualitative research, which collected field data at the locations where participants experienced the problem or issue to be studied. In this case, the researcher does not change the environmental settings and activities of the participants. Information is gathered by talking directly to people and seeing them act directly in a natural context. The researcher collected the data through participant observation, documentation and direct interviews with participants. The instrument used in this research was an interview. The subjects of this study were some teachers from SMA Gajah Mada 3 Palembang.

Interview and observation are to investigate the way the teacher builds their students' pragmatic competence in the classroom. Interview guideline was built based on the characteristics of the pragmatic approach: real/natural communication, contextual meaning of words, nonverbal language, intonation and context of interaction (Szczepaniak-Kozak & Wąsikiewicz-Firlej, 2018) and fieldnotes were taken during interview and observation. All data were analyzed qualitatively using Miles and Huberman's theory (cited in Sugiyono, 1994): data collecting, reducing and concluding. Afterward, the data was analyzed on the implementation of the pragmatics approach in ELT class based on the research question. It means that how the teachers build students' pragmatic competence in the classroom was reported and analyzed by guiding the supported theories. Finally, the conclusion was made based on the findings and analysis.

## **FINDINGS AND DISCUSSION**

### **Pragmatics**

Learning a language is essentially learning to communicate. In this way, learning English in schools aims to work on students' capacity to impart it orally and record it as a hard copy. Language is used for various purposes and presented in a meaningful context rather than as loose sentences, as stated by Purwo (2003). Because of this, we must investigate or study a method for education, particularly learning, that combines these conditions or objectives.

Before looking at further, a comprehension of pragmatics will be made sense, cited from one of the language specialists. According to Levinson (1983), pragmatics is the study of the connection between language and the context in which its meaning is explained. According to Purwo (2003), this viewpoint demonstrates that pragmatics is a subfield of language studies that examines elements other than language (context).

The study of language in pragmatics is based not only on structural analysis but also on how language is used. When it comes to the meaning of using a language, the contexts surrounding it will get much attention. In pragmatic evaluation, the practical condition of

the act of communication serves as the primary foundation. For this situation, the talks connected with the correspondence cycle will be considered. Maidar Arsyad in Purwo (2003) says that pragmatics takes the study of language one step further by focusing on the skills needed to use language for practical communication in all situations, which are at the heart of the linguistic interactions between humans who are members of society.

This viewpoint explains that the pragmatic orientation is focused on practical communication, where various factors outside of language appear at a practical level also to give meaning to the communication process. In line with this, Chaer & Agustina (2004) states that communication has several determining elements: Who talks, with whom, where and when, for what purpose, and under what conditions. in what circumstances (other participants, culture, and setting); by what implies (oral or composed); which channels (face-to-face, telephone, mail, etc.) which occasions (e.g., discussions, lectures, ceremonies, reports).

According to this viewpoint, the process of communication acts is likely to be influenced by a number of factors, including actors, objectives, situations, contexts, channels, media, and events. In line with this, Chaer & Agustina (2004) propose three fundamental concepts for pragmatic studies of language use: acts of communication, events of communication, and situations of communication. Based on the above, it is clear that pragmatics is very helpful in language teaching, especially in schools. Language teaching oriented towards structural language studies will cause many obstacles when it is not associated with the pragmatics use of language in the field. In language activities, a person is required to achieve pragmatic quality. With its pragmatic form, it is expected that learners can use the target language according to the context that underlies actual language activities. From this opinion, the communication that occurs is oriented towards achieving pragmatic quality, so that learners can use language according to the context.

Learning a language should be able to accommodate the needs of real-world situations and meet practical language needs. Students' language learning process will automatically refer to a practical condition of acts of communication if the pattern is based on pragmatic studies. From the curriculum to the practical level of learning, this kind of learning orientation will necessitate adjustments to various aspects of learning. As stated by Mazulfah (2019), there are three significant things from this assessment: learning programs, different dialects, and preparation based on the circumstance and setting. When language learning is already geared toward the use of language on a practical level, these three aspects are, in fact, fundamental. When the ultimate objective of language learning is for students to be able to communicate physically and verbally in an efficient and effective manner in accordance with applicable ethics, this use can be initiated from programs, materials (materials), a variety of languages, and the creation of an appropriate situation and context is unavoidable orally or in writing.

There are likewise different feelings that further add different viewpoints beyond language, Chaer & Agustina (2004) argued that teaching English should be based on the cultural dimension because in this learning ideas are expressed regarding issues that are being studied in relation to science, technology, or culture. The teacher's primary focus is the ability to use language correctly, clearly, effectively, and in accordance with language's function as a means of communication. This is related to the cultural dimension because language will eventually intersect with various other aspects when

humans express any ideas that use language. Therefore, it would be very reasonable for language learning to be based on practical conditions. Based on the various explanations above, it can be concluded that language learning oriented to the practical level of communication will be essential for learners. In this case, the communicative approach (pragmatics approach) is very helpful in directing the language learning process, especially in formal education or school.

Chaer & Agustina (2004) stated that some principles of the pragmatic approach that must be considered in its use; the first, meaning is essential instead of structure and form, the second is context, not the language items, the third is learning language to communicate and the last is the target of mastering the language system is achieved through the process of overcoming barriers to communication. As pragmatics highlights language use in context, English as a Foreign Language (EFL) learners are imperative to be knowledgeable of pragmatics. The implementation of the pragmatics approach in language teaching and learning might be dealt with pragmatic competence. Pragmatic competence is the ability to convey and interpret meaning and appropriately use language in context. To acquire this competence, language learners must know the language (language form) and how to use the language in particular situations or contexts in appropriate ways. (Saville-Troike, 2006 and Kasper, 1997, as cited in Wichien and Aksornjarung, 2011; Canale, 1983, as cited in Nguyen, 2011).

Based on the above phenomena, pragmatics is extremely useful in understanding a language through the particular context and situation appropriately. Fundamentally arranged language showing will clearly cause numerous impediments when it is not connected to the common utilization of language in the field. A person must develop pragmatic skills in order to participate in language activities. Students should be able to use the target language in the context of real-world activities because of its pragmatic form. From this assessment, the correspondence that happens is arranged towards accomplishing realistic characteristics so students can utilize language as per the specific situation (Chaer & Agustina, 2004).

### **Pragmatic Approach**

English language teaching should be based on the cultural dimension because in this learning, ideas are expressed about problems related to science, technology and or culture that are being studied. The teaching is focused on proficiency in using language that is correct, clear, effective, and in accordance with the function of language as a means of communication. Indeed, a language will eventually intersect with various other aspects when humans express any ideas using a language. Thus, it would be very reasonable if language learning should be based on practical conditions. Based on the various explanations above, it can be concluded that language learning oriented to the practical level of communication will be necessary for students. In this case, the communicative approach (more specifically pragmatics) is very helpful in directing the language learning process carried out, especially in formal education or school. Therefore, it would be perfectly acceptable for language learning to be based on actual circumstances. In this learning, ideas about problems related to science, technology and or culture that are being studied are expressed. The teaching is focused on the ability to use language that is correct, clear, effective, and in accordance with the function of language as a means of communication.

Based on the various explanations above, it tends to be reasoned that language realization, which is arranged at the functional degree of demonstrations of correspondence, will be exceptionally vital for students. For this situation, the open methodology (all the more explicitly pragmatics) is instrumental in coordinating the language-growing experience that is completed, particularly in proper training or schools.

According to Erlinda (2019), when employing the pragmatic approach, the following principles must be taken into consideration such as meaning is more important than form and structure; context is important, not language items; learning a language is learning to communicate; the target of mastering the language system is achieved through a process of overcoming obstacles to communicate; communicative competence is the main goal, not linguistic competence; and language fluency and acceptability is the goal, not just language accuracy. Students are encouraged to always interact with other students.

However, in learning English, there are several principles of a very prominent pragmatic approach, namely that the teacher teaches English as a skill, including integrating form and meaning, emphasizing practical language skills, and facilitating productive interactions between teachers and students. The first principle suggests that the knowledge and language skills acquired are useful in everyday communication (meaningful). In other words, in order to avoid presenting material (especially language) that is not useful in everyday communication, for example, knowledge of English grammar is very linguistic (Yule, 1996).

The purpose of using a pragmatic approach in teaching English is that students are expected to be able to grasp ideas expressed in English, both orally and in writing, and be able to express ideas in English, both orally and in writing. The implementation of the pragmatics approach in English language teaching is also commonly called "communicative function". Within the communicative function, there are a number of language points, such as asking questions, offering proposals, rejecting invitations, and expressing pleasure. There are various ways to express these language acts. The difference relates to the context faced by those who say the sentence. What is meant by "context" are things like the following: who is being spoken to, in what situation is the sentence being spoken. These assessments are only a means of learning language, not as a goal. It is hoped that there will be an interactive atmosphere in the classroom so as to create a productive English-speaking community. There is no dominant role of the teacher. The teacher is expected to be a trigger for oral and written language activities. The teacher's role as a person who knows or provides information about English knowledge should be avoided.

Students will also be closer to the actual conditions of oral and written communication with a pragmatic approach. Additionally, taking a pragmatic approach to language learning and keeping in mind that Indonesia has a lot of culture, including language, obstacles will almost certainly be overcome. Likewise, it is upheld by an educational program in which a large portion of the strategies are passed on to each even out of the instructive unit, learning (particularly language) that arises will be better ready to oblige the requirements of the student (Yule, 2003). In this case, pragmatic approach has several advantages; they can make students play an active role in class, make students more active in the learning process, improve higher-order thinking skills and complex

inquiry skills, as learning activities focused on students so that their knowledge is absorbed well, improving social skills which students are trained to work with other students and it can foster an attitude of mutual respect, mutual benefit, strengthening social ties, growing attitude to know one's own abilities, be responsible responsibility and feel useful to others. On the other hand, yule (2023) stated that pragmatics approach has the weaknesses as well, the first requires more complex class norms and structures, the second this approach prioritizes student courage, so that if one of the students insecure in the learning class will be slightly hampered, requires relatively longer learning time, it takes time to adjust so that the class atmosphere becomes easily noisy and the last is none of all subjects can be applied with this method.

### **The Implementation of Pragmatic Approach**

Implementation of a pragmatic approach in learning English. The teacher is a person who plays an active role in transferring knowledge and knowledge to their students to become a very important provision for them later. In this case, there are some activities which can give to the students. The teacher gives an opportunity for speaking practice or taking a role play based on the topic that had been decided. In the practicing of role play which regard some factors such as setting, topic, social relationship, and psychological attitude. The setting means that where the people are and when they use language, topic means that what people are talking about, social relationship means that to whom people are talking, and psychological attitude means that what people feel about a particular topic. As a result, the students know when using the expressions appropriately. The students seem to have good opportunity to expose themselves in speaking English with their friends. The topic of conversation is asking questions, offering suggestions, declining invitations, expressing pleasure. Thus, the selection of approaches in the learning process is very influential on the continuity of teaching and learning activities.

The following are the results of the researcher's interview with Mrs. Dwi, S. Pd.I, a teacher who teaches English subjects about planning a pragmatic approach to learn English.

“Actually, there are many reasons why I use this pragmatic approach in learning English. In my class, the previous achievement of learning English subject was very unsatisfactory, both daily test scores and final test scores. Therefore, I took the initiative on how to make this language lesson fun.”

Basically, English lessons are lessons that teach students how to write and also communicate well. In this case, the use of technology is really suggested in creating an interactive class such as by watching on YouTube, the other social media or application and games. Furthermore, she stated:

“I tried in the early semester of the lower grades, namely on the speaking aspect. I think about how to make students dare to speak in front of their friends. With this pragmatic approach indirectly, then I try to create a learning situation or condition in such a way that students get the opportunity to demonstrate their competence in a situation that is created. By giving certain roles to several people, students are faced with a situation as expected to learn to deal with certain situations.”

The learning that is done will show how communication works and whether students are able to communicate effectively in a given situation. This accomplishment



should be visible from how the mentality is shown, how the selection of words is utilized, the reason for conveying is accomplished or not, etc. It is hoped that students will, at the very least, benefit from such a learning method. In addition, students are aware of a number of factors to take into account when communicating practically. In the end the students will get the arrangement to convey in society, essentially connected with the material being educated. One of the respondents said that he utilized a pragmatic approach to teach English in grade 10.

Habib Bahrur, S.Pd.I gave an explanation to the researchers regarding the implementation of the Pragmatic approach in improving learning achievement of English subjects, as followa:

“Each educator certainly has its own way of processing learning activities. There are some teachers who always use models, media and methods that require funds in their planning. The school principal also recommends educators (teachers) to attend educational seminars, workshops, upgrading, comparative studies and performance improvement. This is done to improve the competence or quality of educators in the academic field. The application of pragmatic learning in improving student achievement in English subjects is considered quite capable of bringing about progressive changes.”

In addition, Dwi Rahmawati S.Pd.I also explained:

“The ability to learn and absorb student material is very diverse. There are those who accept quickly and there are those who are a little slow in receiving material. By using this pragmatic approach, the teacher indirectly standardizes students' way of thinking. Students are able to absorb the material discussed quickly. Because of this pragmatic approach, the main goal is how to learn language in a fun way, and how to make students learn by directly experiencing these learning activities. So that when students feel happy in teaching and learning activities, the material presented will be quickly absorbed and understood by students. In improving student learning achievement, I also utilize a pragmatic approach. In the upper class, it turns out that the application of this pragmatic approach is very helpful. Significant changes in a fairly short period of time are very clear. Students more easily accept the material that I convey students no longer feel boredom in learning. Students are now more enthusiastic about participating in learning English, what else are they going to do today is a question that is always an opening in the learning process, student enthusiasm is growing rapidly. Not only that, the results of assignment scores and also the first daily test also increase.”

It was not only the upper grade teachers who stated student learning progress, Rudi Agus Salim S.Ag also explained the results he achieved after using a pragmatic approach in the lower grades, which is grade 10. His sharing experience as follows:

“The use of a pragmatic approach according to my experience in this first semester turned out to be quite encouraging. My students, who were mostly quiet, never even had the courage to ask questions, now they are braver. In addition, the experiment that I used the pragmatic approach made students more communicative. The language they use is more organized by using better vocabulary. In this case, the improvement of the student's vocabulary and communication by seeing the students speaking practice. The students are braver and more confident in delivering their idea when they asked to retell or choose the topic for doing a role play with their friends in front of the class. Thus, the use of a pragmatic approach can improve student

achievement. Not only pragmatic approaches, there are actually many other learning approaches, which every teacher educator should master in mastering the class. Not only in English but also in other subjects. The principal is the driving force for school resources, especially educators (teachers).”

Principals have an important role in empowering educators because the principal is the holder of responsibility for everything related to the quality in a school, so as to produce the graduates or output expected by education customers. Therefore, the principal always evaluates and shares once a week to find out what problems occur during the learning process to find solution together. Likewise, when using a pragmatic approach in improving student learning achievement initiated by one teacher, the other teachers also followed this initiation.

The implementation of this pragmatic approach is actually quite simple. It's just that teachers are required to be more creative in providing reinforcement to students so that they can express their abilities in front of the class. The teacher's position here no longer dominates the class as an educator but also plays a role in the process of forming good communication skills of students. It considered sufficient to reap good results. English teachers feel getting a significant change in their students' language skills. Furthermore, they are not only able to read and write, but also be able to interact with the environment.

## **CONCLUSION**

Pragmatic approach in learning English requires the students to play an active role in learning activities, especially in speaking aspect which requires some standards competencies; expressing thoughts, feelings, and information through discussion activities and telling stories. In this case, the teacher gave material directions before students practice their competencies. The teacher must understand the situation that exists in that forum. The implementation of a pragmatic approach is considered sufficient to reap good results and improve the student skills. As an English teacher, the researcher feels gaining a significant change in the language skills of the students. Therefore, pragmatics approach is closely related to language use. In order to comprehend pragmatics in target language, teachers and learners should know how to understand pragmatics as a general, pragmatic approach, and how important they are in ELT materials and language teaching.

## **REFERENCES**

- Ahmadi, A. (2002). Psikologi Sosial. Jakarta: PT Rineka Cipta.
- Chaer, A & Agustina, L. (2004). Sociolinguistik: Awal. Jakarta: Rineka Cipta.
- Creswell, J.W, (2013). Research Design. Thousand Oaks California: SAGE publications.
- Departemen Agama RI. (2002). Metodologi Pendidikan Agama Islam. Jakarta: Direktorat Pendidikan Keagamaan.
- Erlinda, R. (2019). Introduction to English Pragmatics. Jakarta: Prenadamedia Grup.
- Guskey, T. R. (2003). Professional Development that Works: What Makes Professional Development Effective. Phi Delta Kappan, 84, 748-750.
- Levinson, S. C. (1983). Pragmatics. New York. Cambridge University Press.

- Maunah, B. (2009). Ilmu Pendidikan. Yogyakarta: Teras.
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative Data Analysis*. Sage.
- Naim, N. (2011). *Pengantar Studi Islam*. Yogyakarta: Gre Publishing.
- Nashar. (2004). *Peranan Motivasi dan Kemampuan Awal dalam Kegiatan Pembelajaran*. Jakarta: Delia Press.
- Nasution. (1994). *Teknologi Pendidikan*. Jakarta: Bumi Aksara.
- Nguyen, M.T.T. (2011). Learning to communicate in a globalized world: To what extent do school textbooks facilitate the development of intercultural pragmatic competence? *RELC Journal*, 42(1), 17-30
- Norma, A. (2010). *Ilmu Pragmatik*. Jakarta: Prenada Media Group.
- Purwo, B. K. (2003). *Pragmatik dan Pengajaran Bahasa*. Yogyakarta: Kanisius.
- Sugiyono. (2020). *Metode Penelitian Kualitatif [Qualitative research method]*. Alfabeta.
- Szczepaniak-Kozak, A., & Wąsikiewicz-Firlej, E. (2018). Pragmatic competence of teachers: a contrastive case study of native and non-native teachers of English. *Applied Linguistics Papers*, 1/2018(25), 127–142. <https://doi.org/10.32612/uw.25449354.2018.1.pp.127-142>
- Undang-Undang Republik Inggris No. 20 Tahun 2003 tentang Sisdiknas. Surabaya : wacana Intelektual.
- Wichien, S. & Aksornjarung, P. (2011). Pragmatic features in English course materials used at a Thai university. *The 3rd International Conference on Humanities and Social Sciences: Proceedings-English Studies in Various Contexts*, 1-12
- Wina, S. (2010). *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*. Jakarta: Prenada Media Group.
- Yule, G. (1996). *Pragmatics*. New York: Oxford University Press.
- Yule, G. (2003). *The Study of Language*. Second Edition. USA: Cambridge University Press