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Title	<b>Pragmatics Based Textbooks: Do They Fulfil the Needs of Teachers and Students?</b>
Abstract	As mandated in curriculum 2013, English learning in secondary schools emphasizes on achieving communicative competencies. To achieve such an objective, English learners need to master not only grammar ... <a href="#">Detail</a>
Keywords	<i>English textbooks, communicative competence, pragmatic analysis, secondary schools</i>
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All Author	1. Dr. Senowarsito, M.Pd.; 2. Prof. Dr. Suwandi, M.Pd. ; 3. Siti Musarokah, S.Pd., M.Hum.; 4. Dr. Sukma Nur Ardini, S.S., M.Pd. (Presenter);

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## Pragmatics Based Textbooks: Do They Fulfil the Needs of Teachers and Students?

### Abstract

As mandated in curriculum 2013, English learning in secondary schools emphasizes on achieving communicative competencies. To achieve such an objective, English learners need to master not only grammar and text organization but also the pragmatic competence of the target language. What is meant by pragmatics competence here is the ability to express meaning beyond language rules. In order to support the purpose of learning English, it is necessary for the teachers to provide materials that are in accordance with the learning goals as well as the needs of learners. This is for the reason that this study is trying to reveal the kinds of textbooks needed by the teachers and students so that at the end of learning, students can achieve the expected communicative competencies. This study used a mixed-method research design with the sample of 41 teachers from secondary schools in Semarang. Data were collected by distributing Google Form and then they were analyzed quantitatively and qualitatively. The result shows that 43.9% of the respondents agreed that the texts provided in the textbooks had not reflected context of situation and 51.2% of them stated that the texts are out of cultural context. The exercises in the textbook had not provided an understanding of the text through the existing context (56.1%). Activities in textbooks already utilized the use of communicative language that is in accordance with daily use (43.9%). Referring to the results above, there is a gap between the provided textbooks and the student's needs. Hence, the researchers encouraged the English teachers to create the materials which can support the students' expected outcome, being able to communicate in English comprehensively.

Keywords: English textbooks, communicative competence, pragmatic analysis, secondary schools

**2. Bukti Konfirmasi Lo Adan LoI  
(2 November 2021)**

**ICESRE  
2021**

# ICESRE 2021

The 4th International Conference on Education and Social Science Research  
2021  
6th Floor of Kampus 4 Universitas PGRI Semarang. Jl. Gajah Raya No. 30 B  
Semarang, 9 OCTOBER 2021  
Website: <http://icesre.upgris.ac.id/>  
Email: icesre2020@gmail.com

Date: 02 November 2021

## Letter of Acceptance

Dear Authors: 1. Dr. Senowarsito, M.Pd.; 2. Prof. Dr. Suwandi, M.Pd. ; 3. Siti Musarokah, S.Pd., M.Hum.; 4. Dr. Sukma Nur Ardini, S.S., M.Pd. (Presenter);

We are pleased to inform you that your abstract (Oral Presentation), entitled:

**"Pragmatics Based Textbooks: Do They Fulfil the Needs of Teachers and Students?"**

has been reviewed and accepted to be presented at ICESRE 2021 conference to be held on 9 OCTOBER 2021 in Semarang, Indonesia.

Please submit your full paper and make the payment for registration fee before the deadlines, visit our website for more information.

Thank You.

Best regards,



**Dr. Achmad Buchori S.Pd.,M.Pd**  
ICESRE 2021 Chairperson

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# ICESRE 2021

The 4th International Conference on Education and Social Science Research  
2021

6th Floor of Kampus 4 Universitas PGRI Semarang, Jl. Gajah Raya No. 30 B  
Semarang, 9 OCTOBER 2021

Website: <http://icesre.upgris.ac.id/>

Email: [icesre2020@gmail.com](mailto:icesre2020@gmail.com)

Date: 02 November 2021

## Letter of Invitation

Dear Authors: 1. Dr. Senowarsito, M.Pd.; 2. Prof. Dr. Suwandi, M.Pd. ; 3. Siti Musarokah, S.Pd., M.Hum.; 4. Dr. Sukma Nur Ardini, S.S., M.Pd. (Presenter);

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has been reviewed and accepted to be presented at ICESRE 2021 conference to be held on 9 OCTOBER 2021 in Semarang, Indonesia.

We cordially invite you to attend our conference and present your research described in the abstract.

Please submit your full paper and make the payment for registration fee before the deadlines, visit our website for more information.

Thank You.

Best regards,



**Dr. Achmad Buchori S.Pd.,M.Pd**  
ICESRE 2021 Chairperson

**3. Bukti Konfirmasi Artikel yang Direvisi  
(17 September 2021)**



# Pragmatics Based Textbooks: Do They Fulfil the Needs of Teachers and Students?

Senowarsito<sup>1</sup>, Suwandi<sup>2</sup>, Siti Musarokah<sup>3</sup>, Sukma Nur Ardini<sup>4</sup>

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## ABSTRACT

As mandated in curriculum 2013, English learning in secondary schools emphasizes on achieving communicative competencies. To achieve such an objective, English learners need to master not only grammar and text organization but also the pragmatic competence of the target language. What is meant by pragmatics competence here is the ability to express meaning beyond language rules. In order to support this purpose, it is necessary for the teachers to provide materials that are in accordance with the learning goals as well as the needs of learners. **This is the reason why this study is trying to reveal the kinds of textbooks needed by the teachers and students.** This study used mixed-method research design with the sample of 41 teachers from secondary schools in Semarang. Data were collected by distributing Google Form and were analyzed quantitatively and qualitatively. **The result showed that 56.1% of the respondents agreed that the texts provided in the textbooks had not reflected context of situation and 48.8% of them stated that the texts are out of cultural context. The exercises in the textbook had not provided an understanding of the text through the existing context (43.9%). Activities in textbooks already utilized the use of communicative language that is in accordance with daily use (56.1%). Referring to the results, there is a gap between the provided textbooks and the student's needs. Hence, the researchers encouraged the English teachers to create the materials which can support the students' expected outcome; being able to communicate in English comprehensively.**

**Keywords:** English textbooks, Communicative competence, Pragmatic Analysis, Secondary Schools.

## 1. INTRODUCTION

Indonesia has been implementing curriculum 2013 for its education system. As mandated in curriculum 2013, English learning in secondary schools emphasizes on achieving communicative competence. It is a competence to use English or communicate in culturally appropriate manner around English speakers. Celce-Murcia (2008) states that to achieve communicative competence, English learners need to master not only the linguistic features but also the pragmatic aspects in the target language. It is what is meant by pragmatic competence in communication. Or in other word, pragmatic competence here is the ability to express meaning beyond language rules. Furthermore,

to master pragmatics competence of target language to achieve the learning goals.

In order to support the purpose of learning English, it is necessary for the teachers to provide materials that are in accordance with the learning goals as well as the needs of learners. The materials usually are provided in textbooks. However, textbooks with a pragmatic perspective are needed because they include elements and principles of linguistics acts that are adapted to the context of the situation and culture. It is compatible to support achieving communicative competence in learning goals.

The result of researchers' observation showed only a few English textbooks especially for secondary school

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students have to develop the communicative competence. With the backdrop in mind, it is necessary for the teachers to provide materials that are in accordance with the learning goals as well as the needs of learners.

This is for the reason that this study is trying to fill the gap between the provided textbooks and the student's needs. It reveals the kinds of textbooks needed by the teachers and students so that at the end of learning, students can achieve the expected communicative competencies comprehensively.

## 2. REVIEW OF LITERATURE

### 2.1. Pragmatics

Pragmatics is one of the linguistics branches which studies meaning. It explores the dimensions of meaning behind spoken or written messages (Austin, 1962, Searle 1969). In line with that, Trask (1994) states that pragmatics studies how the speaker conveys utterances meaning in context. The messages conveyed in context are closely related to social interaction. Crystal (2008) defines pragmatics as "the study of language from users' point of view, especially of the choices they make, the constraints they encounter in using language in social interaction and the effects their use of language has on other participants in communication".

By reason of close connection of language usage and context, language has an important function in the communication process. Van Ek and Trm in Abdurrahman (2006) grouped the functions of language into six, namely 1) conveying and seeking factual information, 2) expressing and changing attitudes, 3) asking others do something, 4) socialize, 5) discourse building, and 6) increase communication effectiveness. Context also has an important role in communication so the goals can be achieved. Without understanding the context of the speaker and interlocutor will experience communication failure.

### 2.2. Pragmatics Competence of SLA

Leech (1983) redivided pragmatics into pragmatolinguistics and sociopragmatics. Based on Brown (2007), pragmatolinguistic is "the intersection of pragmatics and linguistics form". It deals with how to obey sociopragmatic restraint in our choice of linguistic tools. On the other hand, sociopragmatics is the knowledge of how social rules affect language use. It includes appropriateness, politeness, social conventions, and taboos. With that understanding, being pragmatically correct requires the two facet of pragmatics: to understand and produce sociopragmatic meanings with pragmatolinguistic convention (Chorah et al. 2016). When one of them cannot be fulfilled, it can lead to pragmatic failure.

According to Tamaka (1997), social, academic, and professional opportunities for L2 speakers can be affected by a pragmatic failure. In fact, grammatical errors can be tolerated than pragmatic failures by native speakers (Ervin-Tripp, 1972; Wolfson, 1983). In extreme cases, individuals (whether L1 or L2 speakers) may experience difficulty in establishing social relationships with members of the community and may even be denied valuable academic and professional opportunities. These potentially devastating consequences of the lack of pragmatic competence argue strongly for the teaching of pragmatics.

### 2.3. Teaching Pragmatics

Teaching pragmatics has its own difficulties compared with other linguistics aspects. As dealing with context and cultural aspects, pragmatics needs to be taught in a socio-culturally-informed setting. In fact, the most classroom does not fulfill such requirements. To the extent that these requirements are established in the classroom, the obvious question is whether teaching pragmatics in the class is doable or not. Kasper (1997) states that teaching pragmatics likely can be done however, some aspects of pragmatics seem easier to teach than others.

To help teaching pragmatics, teachers can adapt information from the study of interlanguage pragmatics (ILP). ILP is the study of how second language speakers use L2. Matsuda (1999) explains that ILP studies suggest L2 students learn by following three stages to perform speech act successfully: 1) identifying the speech act that is called for in a particular situation; 2) performing the speech act with or without an appropriate expression, and 3) selecting an appropriate expression to the speech act. Furthermore, Chorah et al (2016) also state that teaching pragmatics materials should be based on findings from pragmatics and ILP because it would represent an accurate reflection of naturally-occurring discourse.

### 2.4. Textbook

As argued by Kobia (2009), textbooks are essential tools which provide various functions in English and teaching process. It functions as a tool for the communication between students and teachers. It is also to guide students and teachers in achieving the goal of the curriculum. Based on O'Neill (1982), textbook is forming the basis of the language input students receive in the classroom. In line with that, Richard (2001) states that in some situations, textbooks may deliver the foundation for lessons' content and the kind of language practice the students take part in.

From the reasons above, it is important to compose a textbook with a suitable materials and content which are in line with the needs of students. When learning language, students also need to learn different aspects of

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the target language. Based on Lund (2006), textbooks can provide valuable input when it comes to exposing to new cultural expressions and to the diversity of cultures. Integrating target culture elements into textbooks aim to help students enhance their motivation and develop their attitude toward language learning (McKay, 2002). Furthermore, Yuen (2011) explains that adding information from a variety of cultures of English-speaking countries in teaching materials is effective for learner's intercultural communication.

### 3. METHODOLOGY

A mixed-method was applied in this study as a research design because it combined both quantitative and qualitative data to answer the research questions. As Creswell (2012) states that a mixed-method research design is a procedure for processing both quantitative and qualitative methods to provide a better understanding of the research problem and question. The type of mixed method used here was the explanatory sequential mixed method. This type of method is where the quantitative data is collected first and then collecting qualitative data to help explain or elaborate on the quantitative result.

Based on reference data from the Ministry of Education and Culture, there are 386 English teachers in

result of the questionnaire from Google Form would be considered quantitative data and the result from the interview call would be considered qualitative data. After the questionnaire was collected, it would be analyzed quantitatively. Then, the result of the call interview would be analyzed qualitatively to support the quantitative data.

### 4. RESULTS

Both quantitative and qualitative data here were taken from 41 secondary school English teachers. All the respondents are from 39 schools in Semarang. Most of them teach seventh grade (63.4%) then followed by seventh, eighth, and/or ninth grade (17.1%), eleventh grade (12.2%), and seventh grade (7.3%). Each teacher used different English textbooks. There are around 10 kinds of textbooks they used. They also used complement textbooks and a respondent could use more than one complement textbook.

As this study used sequential explanatory, hence the quantitative data will be presented first. The quantitative data of this study is the result of the questionnaire about English textbooks which the teacher used. They were asked to mark the textbooks being used about pragmatics elements in teaching materials and the need for new

Table 1. Questionnaire result about pragmatics elements in the textbooks

Statement	SA	A	SD	D	SD
Situation context in the text	24%	56.1%	17.1%	2.4	-
Cultural comprehension in the text	22%	48.8%	26.8%	2.4	-
Exercises give the chance for students to understand and use the language elements	31.7%	43.9%	19.5%	4.9	-
Exercises present the comprehension of text through the context	24.9%	43.9%	26.8%	4.9	-
Using communicative language for daily usage	24.4%	56.1%	14.6%	4.9	-
Explanation about the meaning of English expression used	19.5%	43.9%	29.3%	7.3%	-
Explanation about the goal of English expression used	22%	43.9%	31.7%	2.4%	-
Explanation about politeness level in the expression	29.3%	39%	26.8%	4.9%	-

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Explanation about the goal of English expression used	22%	43.9%	31.7%	2.4%	-
Explanation about politeness level in the expression	29.3%	39%	26.8%	4.9%	-
Depth explanation about situation context in the various expression	29.3%	46.3%	19.5%	2.4%	2.4

Semarang. It was chosen as the population in this study. The sample was 41 secondary school English teachers taken from the reference data. This sample was taken by cluster random sampling technique. The data instrument was done through a questionnaire that consisted closed-ended using the Likert Scale Interview with the criteria

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The data of this study were collected by distributing Google Form and making calls for the interview. The

textbooks. The result of questionnaire about pragmatics elements in textbooks is presented in the table below.

Besides pragmatics elements in textbooks, the teachers were also asked about the need for new textbooks. The result of questionnaire is presented in the table below.

slightly disagreed, 9 (22%) strongly agreed, and 1 (2.4%) disagreed. Most of respondents (18 respondents, 43.9%) agreed that the exercises provided in the textbooks give the chance for students to understand and use the language elements, while some of them strongly agreed

**Table 2.** Questionnaire result about the need for new textbooks

	Strongly Agree	Agree	Slightly Disagree	Disagree	Strongly Disagree
The need of new textbooks	31.7%	53.7%	9.8%	2.4%	2.4%
Textbooks need to consist of teacher book, student book, and exercise book	43.9%	56.1%	-	-	-
The need of equal portion of 4 language skills	43.9%	48.8%	7.3%	-	-
Text with situation context help students understanding	53.7%	43.9%	2.4%	-	-
Text with cultural context can help students understanding	46.3%	48.8%	4.9%	-	-
Textbooks need to introduce situation context	48.8%	51.2%	-	-	-
Textbooks need to introduce cultural situation	48.8%	51.2%	-	-	-
The need of textbooks with communicative language for daily use	61%	39%	-	-	-
Introduction of expression needs to be followed with the explanation	48.8%	51.2%	-	-	-

After quantitative data were collected, qualitative data were also collected to support and help to explain more about the topic. The qualitative data were taken by interview through call. From the interview, respondents had various opinions about the need for English textbooks aside from complement textbooks they used. Most respondents need textbooks with varied exercises and are able to measure students' competence. Other respondents had different opinions about what kind of textbooks they need. They explained that they need suitable textbooks which can be implemented in daily life. Furthermore, they need textbooks with authentic texts or texts from native speakers. Textbooks with conversation exercises are also needed.

(13 respondents, 31.7%), slightly disagreed (8 respondents, 19.5%), and disagreed (2 respondents, 4.9%). Exercises in the textbooks present the comprehension of text through the context, 18 (43.9%) respondents agreed about it, 18 (26.8%) respondents slightly disagreed, 10 (24.4%) respondents strongly agreed, and 2 (4.9%) respondents disagreed. Related to the usage of communicative language for daily usage in the textbooks, most of respondents 23 (56.1%) agreed then another respondent (10 respondents, 24.4%) strongly agreed, 6 (14.6%) respondents slightly disagreed, and 2 (4.9%) disagreed. 18 respondents (43.9%) agreed that the textbooks have explained about the meaning of English expression used, whilst 12 (29.9%) respondents slightly disagreed, 8 (19.5%) respondents strongly agreed, and 3 (7.3%) disagreed. About explanation about the goal of English expression used in the textbooks, 18 (43.9%) respondents agreed that

## 5. DISCUSSION

The need of equal portion of 4 language skills	43.9%	48.8%	7.3%	-	-
Text with situation context help students understanding	53.7%	43.9%	2.4%	-	-
Text with cultural context can help students understanding	46.3%	48.8%	4.9%	-	-
Textbooks need to introduce situation context	48.8%	51.2%	-	-	-
Textbooks need to introduce cultural situation	48.8%	51.2%	-	-	-
The need of textbooks with communicative language for daily use	61%	39%	-	-	-
Introduction of expression needs to be followed with the explanation	48.8%	51.2%	-	-	-

After quantitative data were collected, qualitative data were also collected to support and help to explain more about the topic. The qualitative data were taken by interview through call. From the interview, respondents had various opinions about the need for English textbooks aside from complement textbooks they used. Most respondents need textbooks with varied exercises and are able to measure students' competence. Other respondents had different opinions about what kind of textbooks they need. They explained that they need suitable textbooks which can be implemented in daily life. Furthermore, they need textbooks with authentic texts or texts from native speakers. Textbooks with conversation exercises are also needed.

## 5. DISCUSSION

Considering the result of both questionnaire and interview, most teachers have the same thought that textbooks with pragmatics perspective are needed to improve students' communicative competence. It is shown in the result of questionnaire about pragmatics elements in the textbooks they used. The result can be seen in table 1. 23 (56.1%) respondents agreed that the textbooks they used are compatible to provide a clear situation context, while 10 (24.4%) respondents strongly agreed, 7 (17.1%) slightly disagreed, and 1 (2.4%) disagreed about it. About cultural context in the textbooks, 20 (48.8%) respondents agreed that the textbooks have presented it, 11 respondents (26.8%)

(13 respondents, 31.7%), slightly disagreed (8 respondents, 19.5%), and disagreed (2 respondents, 4.9%). Exercises in the textbooks present the comprehension of text through the context, 18 (43.9%) respondents agreed about it, 18 (26.8%) respondents slightly disagreed, 10 (24.4%) respondents strongly agreed, and 2 (4.9%) respondents disagreed. Related to the usage of communicative language for daily usage in the textbooks, most of respondents 23 (56.1%) agreed then another respondent (10 respondents, 24.4%) strongly agreed, 6 (14.6%) respondents slightly disagreed, and 2 (4.9%) disagreed. 18 respondents (43.9%) agreed that the textbooks have explained about the meaning of English expression used, whilst 12 (29.9%) respondents slightly disagreed, 8 (19.5%) respondents strongly agreed, and 3 (7.3%) disagreed. About explanation about the goal of English expression used in the textbooks, 18 (43.9%) respondents agreed that the textbooks have provided it, yet 13 respondents (31.7%) slightly disagreed, 9 (22%) respondents strongly agreed, and 1 respondent (2.4%) disagreed. As much as 16 (39%) respondents agreed that the textbooks provided explanation about politeness level in the expression, while 12 respondents (29.3%) strongly agreed. Next, 19 (46.3%) respondents agreed that the textbooks have presented depth explanation about situation context in the various expression, 12 (29.3%) respondents strongly agreed, 8 (19.5%) respondents slightly disagreed, 1 (2.4%) respondent disagreed, and 1 (2.4%) respondent strongly disagreed.

Other qualitative data from questionnaire is about the need of new textbooks. About 22 (53.7%) respondents agreed about the need of new textbooks because the existing textbooks haven't meet both teachers and students' needs, while 13 (31.7%) respondents strongly agreed, 2 (9.8%) respondents slightly disagreed, and 1 (2.4%) respondent disagreed, and another 1 (2.4%) respondent strongly disagreed. 23 (56.1%) respondents strongly agreed and the other 18 (43.9%) respondents agreed that textbooks need to consist of teacher book, student book, and exercise book. Most of 20 (48.8%) respondents agreed that textbooks need to provide equal portion of 4 language skills, while 18 (43.9%) respondents strongly agreed, and 3 (7.3%) respondents slightly disagreed. Respondents considered that text with situation context help students understanding as evidenced by 22 (53.7%) respondents strongly agreed, 18 (43.9%) respondents agreed, yet 1 (2.4%) respondent slightly disagreed. Aside from that, 20 (48.8%) respondents agreed, 19 (46.3%) respondents strongly agreed, and 2 (4.9%) respondents slightly disagreed that text with cultural context can help students' understanding. 21 (51.2%) respondents agreed and 20 (48.8%) respondents strongly agreed that textbooks need to introduce situation context. 21 (51.2%) respondents agreed and 20 (48.8%) respondents strongly agreed that textbooks need to introduce cultural situation. About the need of textbooks with communicative language for daily use, 25 (61.5%) respondents strongly agreed and 16 (39%) respondents agreed. Meanwhile, 21 (51.2%) respondents agreed and 20 (48.8%) respondents strongly agreed about introduction of expression needs to be followed with the explanation of meaning, goal, and politeness level in the textbooks. Then, 23 (56.1%) respondents strongly agreed and 18 (43.9%) agreed that textbooks need to introduce various expression based on the context.

Referring to the results of the questionnaire, there is a gap between the provided textbooks and the student's needs. Most of the needs that the teachers revealed in the questionnaire haven't presented in the provided textbooks. This is in line with the interview result. From the interview, some of the needs of textbooks can be highlighted. Textbooks with relatable daily life materials,

to create the materials which can support the students' expected outcome; being able to communicate in English comprehensively.

#### AUTHORS' CONTRIBUTIONS

All authors contributed to the design and implementation of the research, to the analysis of the results, and to the writing of the manuscript.

#### ACKNOWLEDGMENT

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slightly disagreed. Respondents considered that text with situation context help students understanding as evidenced by 22 (53.7%) respondents strongly agreed, 18 (43.9%) respondents agreed, yet 1 (2.4%) respondent slightly disagreed. Aside from that, 20 (48.8%) respondents agreed, 19 (46.3%) respondents strongly agreed, and 2 (4.9%) respondents slightly disagreed that text with cultural context can help students' understanding. 21 (51.2%) respondents agreed and 20 (48.8%) respondents strongly agreed that textbooks need to introduce situation context. 21 (51.2%) respondents agreed and 20 (48.8%) respondents strongly agreed that textbooks need to introduce cultural situation. About the need of textbooks with communicative language for daily use, 25 (61.5%) respondents strongly agreed and 16 (39%) respondents agreed. Meanwhile, 21 (51.2%) respondents agreed and 20 (48.8%) respondents strongly agreed about introduction of expression needs to be followed with the explanation of meaning, goal, and politeness level in the textbooks. Then, 23 (56.1%) respondents strongly agreed and 18 (43.9%) agreed that textbooks need to introduce various expression based on the context.

Referring to the results of the questionnaire, there is a gap between the provided textbooks and the student's needs. Most of the needs that the teachers revealed in the questionnaire haven't been presented in the provided textbooks. This is in line with the interview result. From the interview, some of the needs of textbooks can be highlighted. Textbooks with relatable daily life materials, authentic texts or texts from native speakers, and conversation exercises are the highlight of the needs in textbooks yet have not been fulfilled. Other than that, the respondents also mentioned that they need textbooks with varied exercises and are able to measure students' competence.

## 6. CONCLUSION

The gap found between the need and the existing textbooks. In conclusion, teachers need new textbooks that provide pragmatics competence in the materials. Hence, the researchers encouraged the English teachers

to direct this research through the skema "Penelitian Pengembangan Unggulan Perguruan Tinggi" program.

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## Fossilization Analysis on Segmental and Suprasegmental Features of EFL Learners (Javanese-English): A Comparative Study

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### Abstract

EFL learners ( Javanese-English) have the same background in that their mother tongue is Javanese. Although students of the English Education Study Program (hereafter PBI) have experienced English learning for years, their pronunciation remains suboptimal. The aims of the study were to compare the fossilization of the students majoring English Education Study Program and Javanese Education Study Program (hereafter PBSJ) in Universitas PGRI Semarang, focusing on segmental and suprasegmental