

Pragmatics Perspective of Genre-based Approach Essay Writing Textbook to Improve Students' Writing Skills at English Education Department of Universitas PGRI Semarang

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Pragmatics Perspective of Genre-based Approach Essay Writing Textbook to Improve Students' Writing Skills at English Education Department of Universitas PGRI Semarang

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ABSTRACT

This research is aimed at developing printed teaching materials with a pragmatic perspective for college students. The design of this research is descriptive qualitative by sharing questionnaire made with google form through the WhatsApp group of two classes. The unit of analysis was the responses of 40 students from 2 classes. This research was based on a qualitative analysis of the students' responses. From the responses, it can be concluded that teaching materials have a very vital role and function in the learning process. Therefore, teaching materials should be designed and developed in such a way that they are adapted to the existing curriculum and also to the needs of students. In this research, researchers will develop an English teaching material with pragmatic perspective which are able to help English learners reach the expected communicative competence. In total, there are five sections that were asked to students. Those five sections are, 1) Textbook availability, 2) Textbook Visual, 3) Textbook Contents, 4) The Textbook Currently Being Used, and 5) Text Selections.

Introduction

Factors that enable students to successfully express ideas and opinions both verbally and in writing are curricula, methods, or materials that are closely related to student progress in and out of the classroom. Therefore, careful planning is required for acquiring the best results. According to the curriculum of the English Language Education and Research Program at PGRI University Semarang, English language learning is emphasized to achieve communicative competence, i.e. the ability to use English to communicate with interlocutors within the community both spoken and written. The main competence in communicative competence is discourse competence. Discourse competence is achieved only if the student has sociocultural competencies, language competencies, strategic competencies, and speech act competencies. Understanding and awareness of cultural contexts are components of socio-cultural competency. While linguistic competence refers to the collection of language

functions that must be utilised or chosen in a speech act. Strategic competence refers to the capacity to recognise when, when, to whom, and how to talk respectfully to facilitate communication. introduction and comprehension Nostrand said that being able to communicate effectively in a foreign language entails not just being able to transmit a message or idea through speech but also knowing how to use that speech to effectively convey feelings, empathy, and sympathy to other people. As a result, in addition to mastering grammar and text structure, English learners must also master the pragmatic features of the target language in order to reach the necessary levels of communicative competence. What is meant by pragmatic competence in communication is this comprehensive skill.

To support Bachelor English learning goals, teaching materials with pragmatic perspective are needed to help the learning process. Language materials that are presented to students should have pragmatic perspective which contains language elements and principles that are suitable for situational and cultural contexts. The result of the research team's observation shows that there has not yet been any writing text which includes the competent pragmatic elements inside. This was a challenge for English lecturers to develop a writing text which integrate pragmatic competence inside. As what Kasper (1997) says "*...The challenge for foreign language teaching is how to arrange learning opportunities in such a way that they benefit the development of pragmatic competence in a foreign language*"

There is a great need for educational resources that meet the objectives and requirements of the students. Given that there is no formal teaching or learning process, there is no need for teaching materials because technology can serve as a means for communication between teachers and students, guiding both parties toward achieving curriculum-aligned objectives. With the aid of teaching aids, instructors can improve the teaching and learning processes in the classroom. In this study, researchers will create English teaching materials with a pragmatic viewpoint that will aid English learners in achieving the desired communicative competence while keeping in mind the significance of teaching materials in the teaching and learning process.

1. Pragmatics

Pragmatics is a branch of linguistics that examines the use of context to understand and produce utterances (Abdurrahman, 2006). He continues by saying that as politeness and relationship standards are developed via the communication process, the goal of communication can be reached. According to Chaer (2010), pragmatics is a field of study that looks at how language components are used in speech to carry out communication. According to Mey (1993), pragmatics is the study of language in relation to its users. These perspectives highlight the fact that pragmatics is a branch of linguistics that studies how language is used in relation to its environment.

Language plays a crucial role in the communication process since pragmatics is intimately tied to how words are used and the context of speech. Van Ek and Trim in Abdurrahman (2006) group language functions into six kinds, namely 1) conveying and seeking factual information, 2) expressing and changing attitudes, 3) Asking other people to do something, 4) Socializing, 5) Building discourse, and 6) Improving the effectiveness of

communication. However, context also plays a significant part in communication so that communication objectives can be met. Speakers and speech partners will have trouble communicating if they don't comprehend the context of their interlocutors. This is demonstrated in the example that follows.

Q1 : Is it hot in this room?

P2 : Yes, it is.

From the speech above, P2 (speech partner) failed to catch P1's (Speaker) message because P2 did not understand the context of the speech situation P1 actually intended to ask P2 for help to turn on the air conditioner or fan in the room or open a window. According to Ihzar (2015), the situation's context includes the communicator, the message being sent, the channel used for communication, as well as the occasion and location of the exchange. Additionally, according to Ihzar (2015), interactions do not only take into account communication accuracy but also language behaviour (communication) that embodies Indonesian values because communication entails more than just knowing but also honouring and developing character. Therefore, it is obvious that pragmatics—in this example, the situational context—plays a crucial role in communication to prevent misunderstanding.

2. Learning Materials

Teaching materials are an important component in learning process, especially English learning. This is in line with Richards (2001) statements that teaching materials are a key component in every language learning. Furthermore, Cunningsworth in the same source states that some of the roles of teaching materials are 1) written and/or spoken material source, 2) as student's activity source, 3) as syllabus, and even 4) as new and/or inexperienced teachers who have not yet gain the confidence to teach. Meanwhile, Duddley-Evans and St. John in the same source mentions four functions of teaching materials, namely as a source of language, as a support for learning, for motivation and stimulation, and as a reference. From the opinions of some of these experts, it can be concluded that teaching materials have a very vital role and function in the learning process.

Given the significance of teaching materials in the learning process, it is important that they be created and constructed in a way that allows for both adaptation to the current curriculum and student needs. According to Sadjati in "Module 1 The Nature of Teaching Materials," instructional materials that are created in accordance with teachers' and students' needs and are appropriately applied can enhance the standard of learning. Furthermore, according to Silabus.web.id, instructional materials are distinct and particular in that they may only be used for specific audiences during specific learning processes, and their contents are organised in such a way as to further specific objectives.

Some experts have slightly different opinions on classifying the types of teaching materials. Sadjati, for example, distinguishes teaching materials into two types, namely printed and non-printed teaching materials. Modules, books, and student worksheets are included in the category of printed teaching materials. Meanwhile, the types of non-printed

teaching materials, namely realia, teaching materials developed from simple items, still and display teaching materials, video, audio, and overhead transparencies (OHT). Meanwhile, Richards distinguished three types of teaching materials, namely printed teaching materials, non-printed teaching materials, and teaching materials both printed and non-printed sources, for example, the internet.

This study concentrated on developing printed teaching materials for college students, specifically English instructional materials with a pragmatic perspective. The research team discovered that the context of circumstances in each component of student activity was not brought up in any of the English teaching materials utilised in class by third-semester college students. For instance, current instructional materials always begin each course with directions. In this instance, pupils are not given the chance to comprehend the context prior to following the book's directions. In addition to being able to aid students in understanding the exercises or content in teaching materials, understanding the context of the current scenario also allows students to expand their creativity.

3. Genre-Based Writing

The word genre is derived from French (and originally Latin) which means "kind" or "class". The phrase is frequently used to describe a specific kind of "text" in rhetoric, literary theory, media theory, and more lately, linguistics. After that, it is converted into a text format. The definition of genre also includes the use of words to accomplish a goal. It is further said that the genre reflects the language used by the author to describe recurrent events. Although genre and register are practically identical, we can still distinguish between them. Additionally, genre is a text that contains a number of objectives, necessary, and optional structural features, whereas register is a text that has the same situation's context.

When we discuss genre, it cannot be separated from the text. Text is a unit of meaning that is coherent and appropriate to the context. It means that when words are put together to deliver meaning, a text is created and when we speak or write to deliver a message, we are actually composing a text. Our choice of words will reveal our intent and context. There are two types of text in English, namely literary texts and factual texts. Each category has a different type of text, and each type of text has a different purpose. Each type of text uses language in the same way. Literary texts consist of narrative, poetry, and drama, while factual texts consist of recount, procedure, explanation, report, discussion, and review.

Research Methods

The design of this research is descriptive qualitative by sharing questionnaire made with google form through the WhatsApp group of two classes. The unit of analysis of this research was the responses of 40 students from 2 classes. The role of the researchers is as the data collectors, data analysts, and as observers.

Findings

After some thorough observations, there are five sections that were asked to students. Those five sections are, 1) Textbook availability, 2) Textbook Visual, 3) Textbook Contents, 4) The Textbook Currently Being Used, and 5) Text Selections.

The Sub Findings

1. Textbooks Availability

Apakah ada bahan ajar Writing yang digunakan pada mata kuliah Essay Writing?
40 jawaban

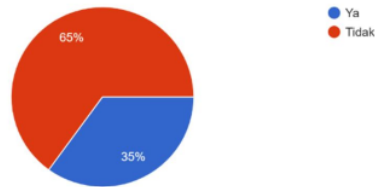


Figure 1. Students respons

Based on fig 1. the data obtained through questionnaires, 35% of students responded that teaching materials were available in the Essay Writing course. On the other hand, 65% of respondents do not have teaching materials used in the Essay Writing course.

Jika ada bahan ajar Writing yang digunakan pada mata kuliah Essay Writing, tuliskan judulnya.
19 jawaban

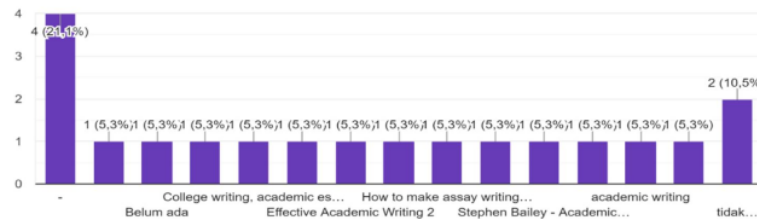


Figure 2. Availability of Teaching Material

Regarding fig.2 the availability of teaching materials, data has shown that there are several teaching materials, including *Academic Writing* by Stephen Bailey, *Effective Academic Writing*, in the form of ppt delivered by lecturers who teach, E-book *College Writing from Paragraph to Essay*, *College Writing, Academic Essay Writing, Pre-Writing, The Structure of a Paragraph, The Development of a Paragraph, Descriptive and Process Paragraphs, Opinion Paragraphs, Comparison/Contrast Paragraphs*, and *How to Make Essay Writing with Easier Ways*.

Apakah ada bahan ajar lain (modul/e-book/buku referensi/buku teks) sebagai pendamping buku ajar Essay Writing? Sebutkan jika ada.
22 jawaban

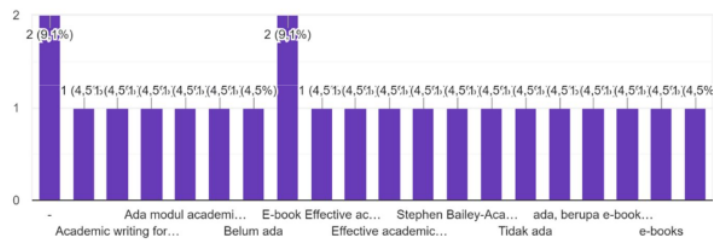


Figure 3. Respond to the Teaching Material

In addition, according to fig 3. respondents also responded to the teaching materials accompanying the Essay Writing textbook, including *Academic Writing* by Andrew P. Johnson, e-books, *Academic Writing for International Students of Business* by Stephen Bailey, and teaching materials through power point presentations by teachers.

Apakah tersedia bahan ajar Genre-based Writing berperspektif Pragmatics?
40 jawaban

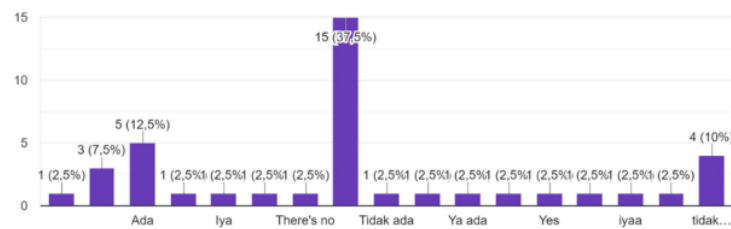


Figure 4. Respond of writing teaching material with a pragmatic perspective

On the other hand, fig 4. shows that most respondents stated that there is still no genre-based writing teaching material with a pragmatic perspective.

2. Book Visual

Pemilihan sampul buku ajar Essay Writing yang artistik dapat menarik minat baca.
40 jawaban

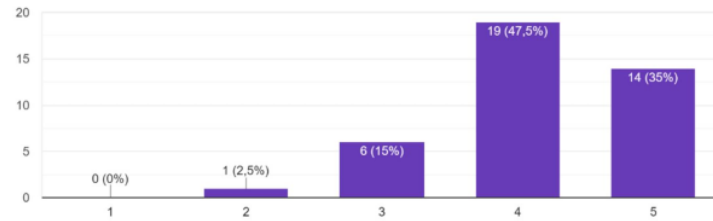
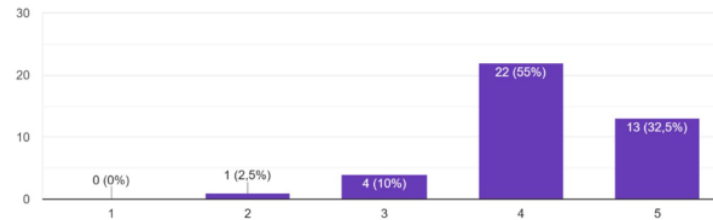


Figure 5. Respond to the visuals of the book

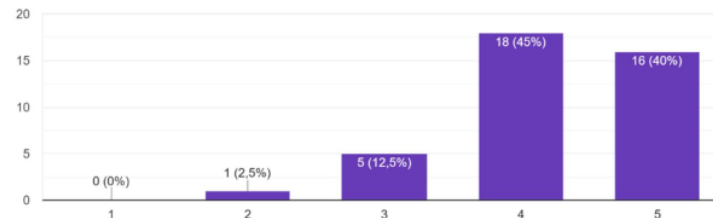
Considering fig.5 the visuals of the book, 47% of respondents agreed that the selection of artistic book covers can attract reading interest. Meanwhile, 35% strongly agreed with the statement. However, 15% of respondents disagreed and the remaining 2.5% disagreed.

Desain buku ajar Essay Writing yang estetis dapat menarik minat baca.
40 jawaban



Regarding the cover of the book, the aesthetic design of the book is also considered to be able to attract reading interest. This is evidenced by the approval of 55% of respondents and the strong approval of 32.5% of respondents. However, 10% voted to disagree and the remaining 2.5% disagreed.

Layout buku ajar Essay Writing yang nyaman dibaca sangat berpengaruh pada proses belajar.
40 jawaban

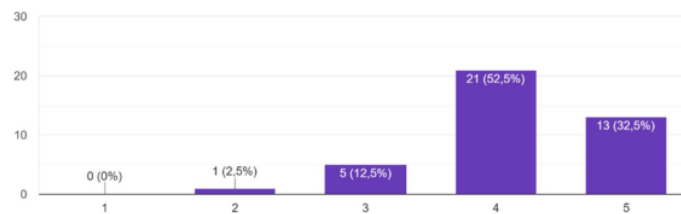


From the statement that the layout of textbooks that are comfortable to read is very influential on the learning process, 45% of respondents agree with this, especially 40% of respondents strongly agree. On the other hand, 12.5% of respondents disagreed and 2.5% of respondents disagreed with the statement.

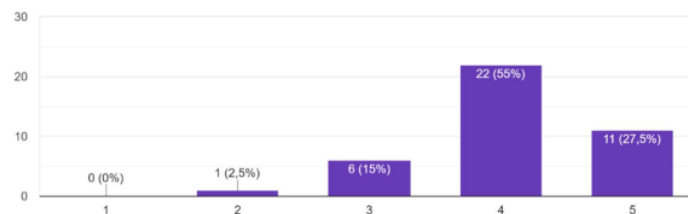
3. Contents of Essay Writing Textbooks

Regarding to the content of the Essay Writing textbook, 21% agree that the introduction of the context of the situation in the text can help write more easily and 32.5% of respondents strongly agree with it. However, 12.5% of respondents disagreed and the remaining 2.5% disagreed.

Pengenalan konteks situasi dalam teks dapat membantu Anda menulis lebih mudah.
40 jawaban

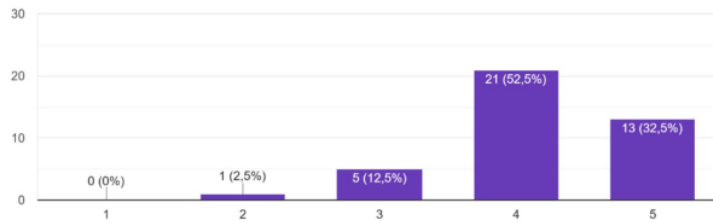


Pengenalan konteks budaya dalam teks dapat membantu Anda menulis lebih mudah.
40 jawaban



Then, in the introduction of cultural context, 55% of respondents chose to agree and 27.5% strongly agreed. However 15% disagree and 2.5% disagree with the statement.

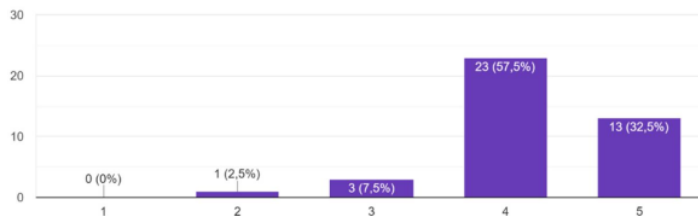
Pengenalan konteks sosial dalam teks dapat membantu Anda menulis lebih mudah.
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About the introduction of social context in the text can help write more easily, 52.5% of respondents agree and 32.5% strongly agree. However, 12.5% disagreed and 2.5% chose to disagree.

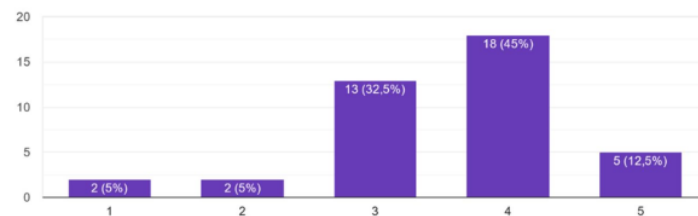
Based on the diagram below, 57.5% agree and 32.5% strongly agree that *building knowledge of the field, modelling of the text, joint construction of the text, dan independent construction of the text* is a stage in text-based learning, so it should be present in the development of text-based Essay Writing textbooks. However, 7.5% chose to disagree with it and 2.5% disagreed.

Building knowledge of the field, modelling of the text, joint construction of the text, dan independent construction of the text adalah tahap...gembangan buku ajar Essay Writing berbasis teks.
40 jawaban



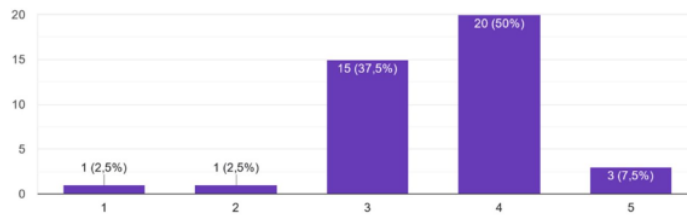
4. Essay Writing Textbooks Currently Used

Kuantitas latihan soal dalam buku ajar Essay Writing sudah mencukupi.
40 jawaban



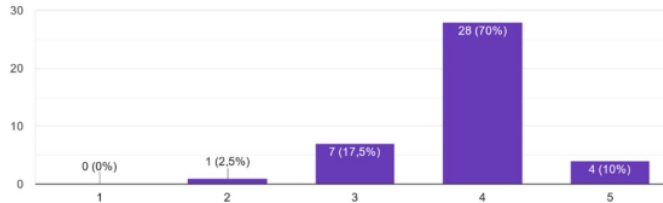
Based on the data obtained, 45% of respondents agreed that the quantity of practice questions in the Essay Writing textbook used was sufficient. Meanwhile, another 32.5% disagree that the quantity of practice questions in the Essay Writing textbook used is sufficient.

Kualitas latihan soal dalam buku ajar Essay Writing sudah sesuai dengan tujuan dan capaian pembelajaran.
40 jawaban



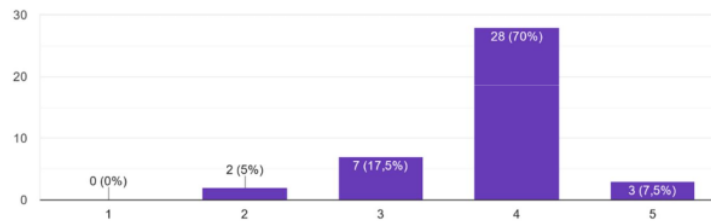
Then, regarding the quality of practice questions in textbooks, 20% of respondents agreed that the quality of practice questions in the Essay Writing textbook was in accordance with the learning objectives and outcomes and another 37.5% stated that they did not agree.

Dalam buku ajar Essay Writing terdapat beragam unsur teks, yaitu Struktur Teks, Unsur Kebahasaan, Kohesivitas dan Koherensi.
40 jawaban



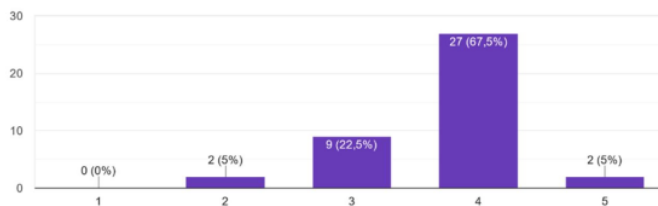
In the section on the elements, structure, language, and cohesiveness and coherence of the text, 70% of respondents agreed that in the Essay Writing textbook there are already these elements.

Materi yang disuguhkan dalam buku ajar Essay Writing yang digunakan saat ini sudah sesuai dengan tujuan pembelajaran.
40 jawaban



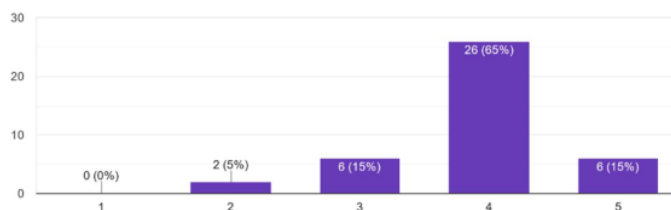
Regarding the material presented in the textbook, most respondents or rather 70% of them agree that the material presented in the Essay Writing textbook used today is in accordance with the learning objectives.

Summary dan refleksi pembelajaran sudah ada di setiap akhir bab pada buku ajar Essay Writing.
40 jawaban



Then, regarding the availability of Summary and reflection of learning, 67.5% agreed that summary and reflection of learning was already present at the end of each chapter in the Essay Writing textbook and 22.5% disagreed about the statement.

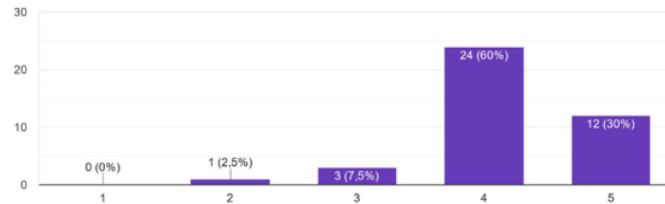
Referensi yang digunakan dalam buku ajar Essay Writing merupakan referensi terbaru (10 tahun terakhir).
40 jawaban



In the reference section used in textbooks 65% of respondents stated that they agreed that the references used in the Essay Writing textbooks were the most recent references (the last 10 years).

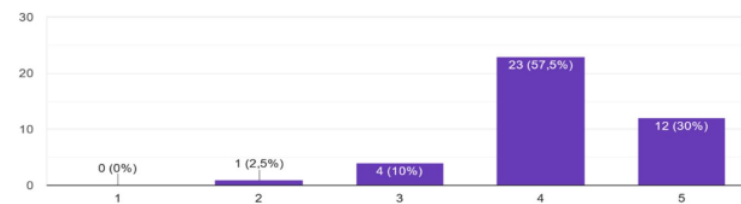
5. Text Selections

Pemilihan teks dalam buku ajar Essay Writing harus terdapat unsur-unsur edukatif.
40 jawaban



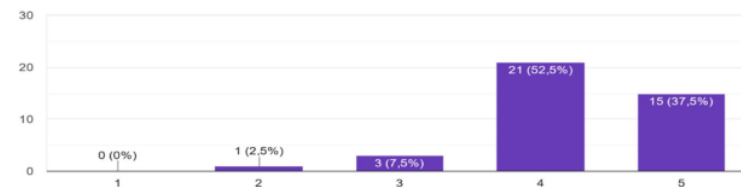
Meanwhile, in the text selection section in the textbook, 60% of respondents agreed that the selection of text in the Essay Writing textbook must have educational elements and 30% strongly agreed with the statement.

Pemilihan teks dalam buku ajar Essay Writing harus terdapat unsur-unsur inspiratif.
40 jawaban



Furthermore, 57.5% of respondents agreed that the selection of text in the Essay Writing textbook must have inspirational elements and another 30% strongly agreed with the statement.

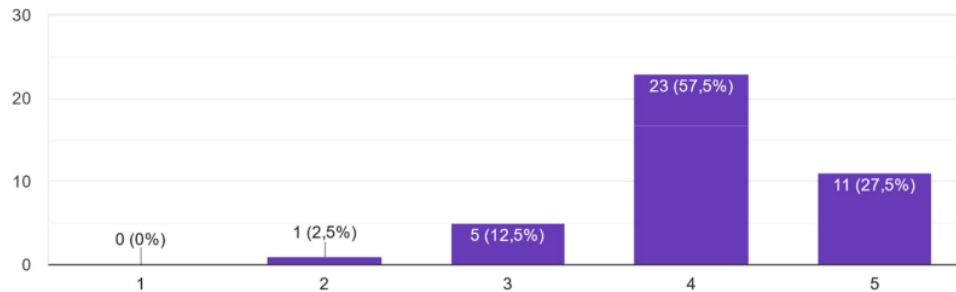
Pemilihan teks dalam buku ajar Essay Writing harus terdapat unsur-unsur inovatif.
40 jawaban



Regarding the innovative element in the selection of text in the textbook, 52.5% agreed that the selection of text in the Essay Writing textbook must have innovative elements and another 37.5% strongly agreed with the statement.

Kosakata yang digunakan dalam teks merupakan kosakata spesifik (tematik)

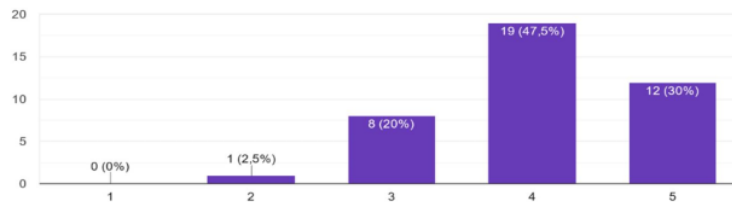
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Then, 57.5% of respondents agreed that the vocabulary used in the text was a specific (thematic) vocabulary and another 27.5% strongly agreed with the statement.

Teks dalam buku ajar Essay Writing harus relevan dengan konteks situasi terkini.

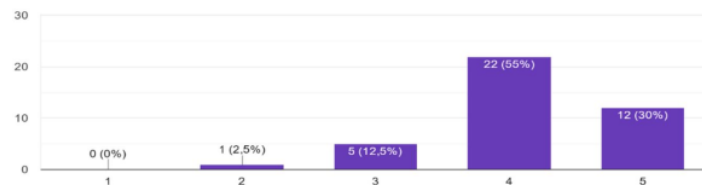
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For the part whether the text in the Essay Writing textbook must be relevant to the context of the current situation, 47.5% of respondents agreed and another 30% strongly agreed on the statement.

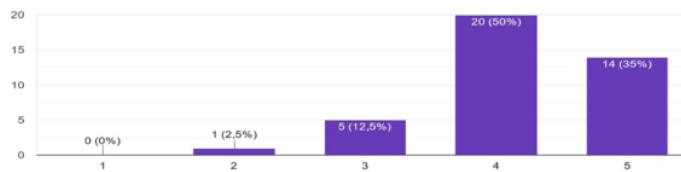
Teks dalam buku ajar Essay Writing harus relevan dengan konteks sosial terkini.

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Furthermore, regarding the relevance of the social context of the text in the textbook, 55% of respondents agreed that the text in the Essay Writing textbook should be relevant to the current social context and 30% strongly agreed with the statement.

Teks dalam buku ajar Essay Writing harus relevan dengan konteks budaya terkini.
40 jawaban



The latter regarding the relevance of the cultural context in the text, 50% agree that the text in the Essay Writing textbook should be relevant to the current cultural context and 35% strongly agree regarding the statement.

Discussion

Based on the findings of the research, there are five aspects that can be considered. Firstly, the availability of textbooks. Mostly, it has been proven that textbooks are not available in the teaching and learning process. This condition can be a reason to develop a new textbook, as Kasper (1997) states that in foreign language teaching, the main challenge is arranging learning opportunities in such a way that can benefit the development.

Secondly, considering the book's visuals, a good-looking cover and layout also play a role in attracting the reader. People tend to read a book that has a vibrant cover and attractive layout. Moreover, a good layout of the textbook can help the user to skim, scan, and read the texts easily while doing the exercises.

Thirdly, the contents of essay writing textbooks also can affect the teaching and learning process. Contents that are related to the situation of society and culture can help students to write better due to the familiar context that can be figured out easily so that opinions and thoughts can be expressed in writing. Abdurrahman (2006) states that in pragmatics, the principles of relationships and politeness in communication can be developed by considering it, so that the purpose of communication can be achieved.

The fourth one, considering the currently-used essay writing textbooks, the majority of the students agreed that the number of exercises in the textbooks should be added. In line to that, Richards (2001) states that the key component of language learning is teaching materials. Thus, the more exercises provided, the better the result will be.

Lastly, regarding to text selections, the majority of the respondents agreed that texts should be authentic and related to education. It is assumed that the educational context can help students in absorbing useful information that can help them in expressing their ideas in essay writing. It is related to Van Ek and Trim in Abdurrahman (2006) who state that one of the language functions is to seek factual information.

Conclusion

The results of this study can be concluded that although student responses to the teaching materials currently available are good, however, there are some respondents who stated that the quantity and quality of practice questions in textbooks are still not in accordance with student needs, so it is necessary to develop Genre-Based Writing teaching materials with pragmatic perspective with added quality and quantity of questions. In addition, the context of the situation which is one of the pragmatic elements in the textbooks used in Essay Writing lessons is still not relevant, so it is appropriate if the teaching materials that should be used by lecturers in Essay Writing lessons apply these pragmatic elements. What's more, the most significant result of why it is necessary to develop Genre-Based Writing textbooks with a pragmatic perspective is the unavailability of the teaching materials themselves.

Acknowledgment

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