

Pragmatics-Based Essay Writing Textbook: Lecturers' Need Analysis

by Dyah Nugrahani

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Pragmatics-Based Essay Writing Textbook: Lecturers' Need Analysis

Dyah Nugrahani¹, Siti Musarokah², Th. Cicik Sophia Budiman³

¹Program Studi Pendidikan Bahasa Inggris, Universitas PGRI Semarang

²Program Studi Pendidikan Bahasa Inggris, Universitas PGRI Semarang

³Program Studi Pendidikan Bahasa Inggris, Universitas PGRI Semarang

Email: dyahnugrahani@upgris.ac.id

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 message of Essay Writing lecturers of English Education Study Program of Universitas PGRI Semarang. The unit of analysis was the responses of two lecturers of Essay Writing. This research was based on a qualitative analysis of the lecturers' responses. Based on the provided responses, it can be inferred that teaching materials play a crucial and indispensable part in the process of learning. Hence, it is imperative to ensure that teaching materials are meticulously designed and produced to align with the prevailing curriculum and cater to the specific requirements of students. This research aims to produce an English teaching material from a pragmatics perspective, with the objective of enhancing English learners' ability to achieve the desired level of communicative competence. The lecturers were asked three sections in the research. The three aspects of this research encompass the following: 1) An evaluation of the existing essay writing textbooks currently in use, 2) An analysis of the pragmatic elements presented in such essay writing textbooks, and 3) an investigation of the needs and justifications for the development of a new essay writing textbook.

Key Words: *Pragmatics; Genre; Essay Writing textbook; Students' writing skill.*

ABSTRAK

Penelitian ini bertujuan untuk mengembangkan bahan ajar *Essay Writing* berperspektif pragmatik. Desain penelitian ini adalah deskriptif kualitatif dengan membagikan kuesioner yang dibuat dengan *google form* melalui pesan *WhatsApp* kepada dosen mata kuliah *Essay Writing* Program Studi Pendidikan Bahasa Inggris Universitas PGRI Semarang. Data penelitian adalah persepsi dosen mata kuliah *Essay Writing*. Penelitian ini dianalisis menggunakan analisis kualitatif terhadap respon dosen. Berdasarkan tanggapan yang diberikan, dapat disimpulkan bahwa bahan ajar memegang peranan penting dan sangat diperlukan dalam proses pembelajaran. Oleh karena itu, sangat penting untuk memastikan bahwa bahan ajar dirancang dan dibuat dengan cermat agar selaras dengan kurikulum yang berlaku dan memenuhi kebutuhan spesifik siswa. Penelitian ini bertujuan untuk menghasilkan bahan ajar bahasa Inggris dari sudut pandang pragmatik, dengan tujuan untuk meningkatkan kemampuan pembelajar bahasa Inggris untuk mencapai tingkat kompetensi komunikatif yang diinginkan. Tiga aspek penelitian ini mencakup hal-hal berikut: 1) Evaluasi terhadap buku teks penulisan esai yang digunakan saat ini, 2) Analisis terhadap unsur-unsur pragmatis yang ada dalam buku teks penulisan esai tersebut, dan 3) *Need Analysis* terhadap pengembangan bahan ajar *Essay Writing* yang baru.

Kata kunci: *Pragmatik; Genre; Buku Teks Esai Writing; Keterampilan menulis mahasiswa.*

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, as a subfield of linguistics, is concerned with the analysis of contextual factors that contribute to the interpretation and production of speech acts (Abdurrahman, 2006). The speaker also asserts that the establishment of civility and relationship norms through the process of communication enables the achievement of communication objectives. According to Chaer (2010), pragmatics is an academic discipline that investigates the utilization of linguistic elements in spoken discourse for the purpose of facilitating

communication. As stated by Mey (1993), pragmatics pertains to the examination of language in connection with its users. These perspectives underscore the notion that pragmatics constitutes a subfield within the discipline of linguistics, which investigates the manner in which language is employed in correlation with its surrounding context.

The significance of language in the communication process is of utmost importance, as pragmatics is intricately linked to the utilization of words and the contextual aspects of speech. Van Ek and Trim (Abdurrahman, 2006) categorize language functions into six distinct types: 1) the transmission and acquisition of factual information, 2) the expression and alteration of attitudes, 3) the act of requesting others to perform tasks, 4) social interaction, 5) the construction of discourse, and 6) the enhancement of communication efficiency. However, it is important to note that context plays a crucial role in facilitating effective communication, since it enables the achievement of communication objectives. Effective communication between speakers and speech partners can be hindered if they lack a comprehensive understanding of the contextual factors influencing their interlocutors. This is exemplified in the subsequent example.

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

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

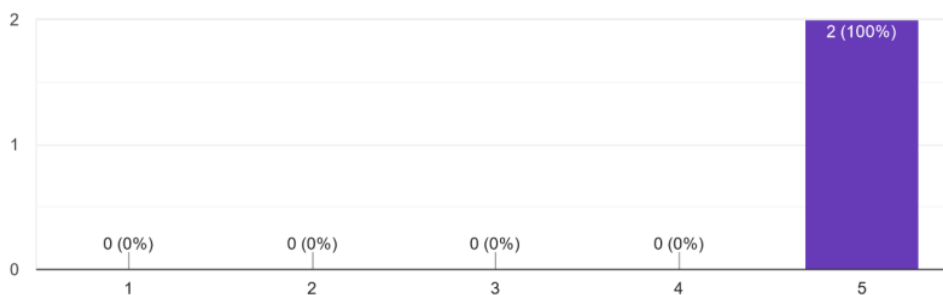
The design of this research is descriptive qualitative by sharing questionnaire made with google form through the WhatsApp message of two Essay Writing lecturers. The unit of analysis of this research was the responses of two Essay Writing lecturers. The role of the researchers is as the data collectors, data analysts, and as observers.

FINDING AND DISCUSSION

After some thorough observations, there are three sections that were asked to the lecturers. Those three sections are, 1) Assessment of Textbooks Essay Writing Currently Used, 2) Pragmatic Elements in the Essay Writing Textbooks, and 3) The Needs for New Essay Writing Textbooks.

1. Assessment of Textbooks Essay Writing Currently Used

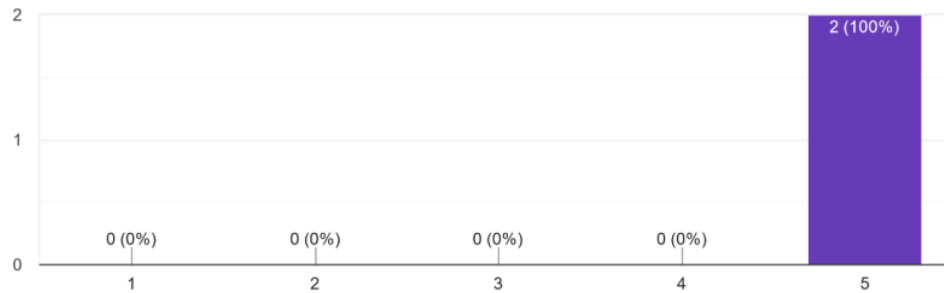
Halaman sampul muka dari buku ajar Essay Writing sudah menarik minat pembaca
2 jawaban



Based on the data obtained through the questionnaire, all respondents stated that the front cover page of the Essay Writing textbook used had attracted readers' interest.

Buku ajar Essay Writing yang ada sudah sesuai dengan kurikulum terbaru.

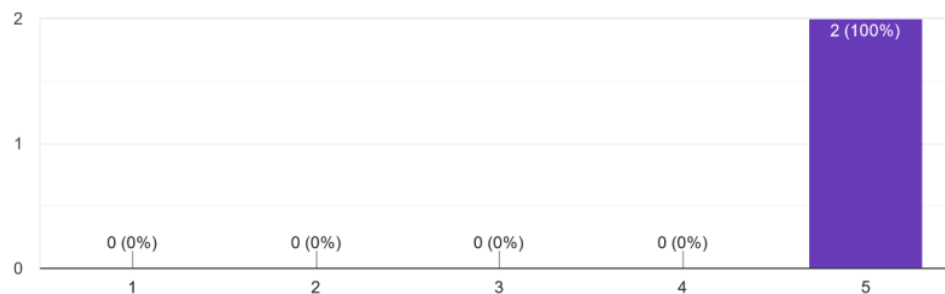
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According to the data obtained through the questionnaire, all respondents stated that the Essay Writing textbook used was in accordance with the latest curriculum.

Kuantitas latihan soal dalam buku ajar Essay Writing sudah mencukupi.

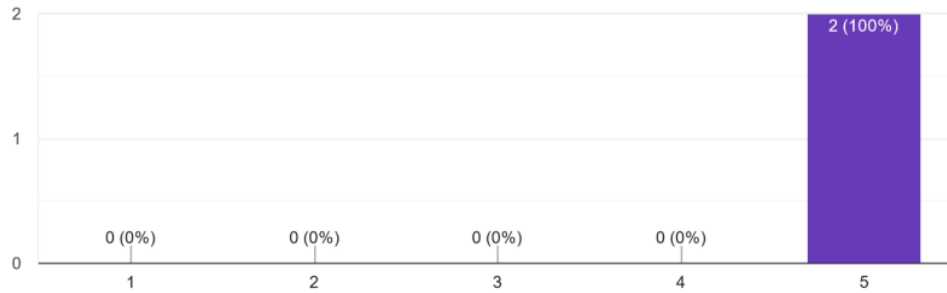
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From the statement regarding the quantity of practice questions in the textbook, all respondents strongly agreed that the quantity of practice questions in the textbook used was sufficient.

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

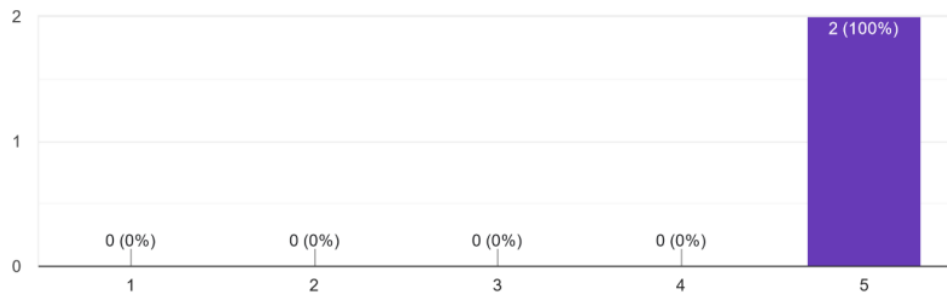
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According to all respondents, the quality of the practice questions in the Essay Writing textbook used was in accordance with the objectives and learning outcomes.

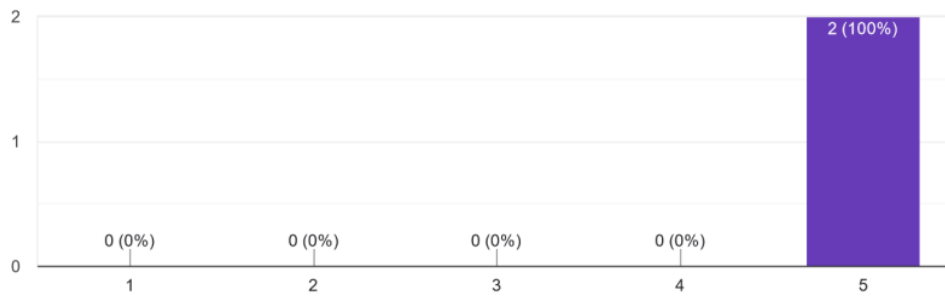
Setiap bab dalam buku ajar Essay Writing sudah sesuai dengan RPS yang digunakan.

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Isi buku ajar Essay Writing sudah memuat tujuan pembelajaran yang menjadi fokus pembelajaran.

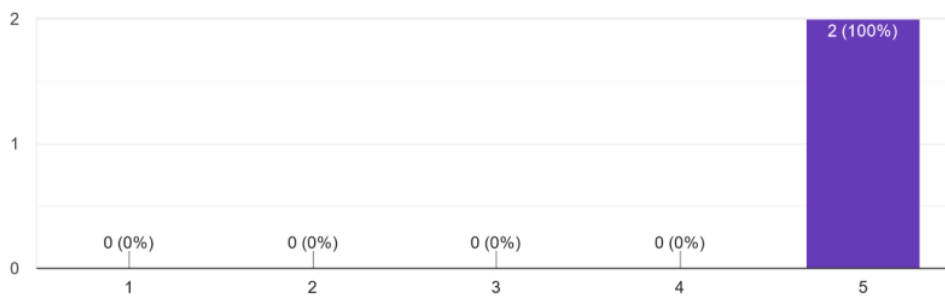
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According to the data obtained, all respondents strongly agreed that each chapter in the Essay Writing textbook was in accordance with the lesson plan used.

Isi buku ajar Essay Writing sudah memuat tujuan pembelajaran yang menjadi fokus pembelajaran.

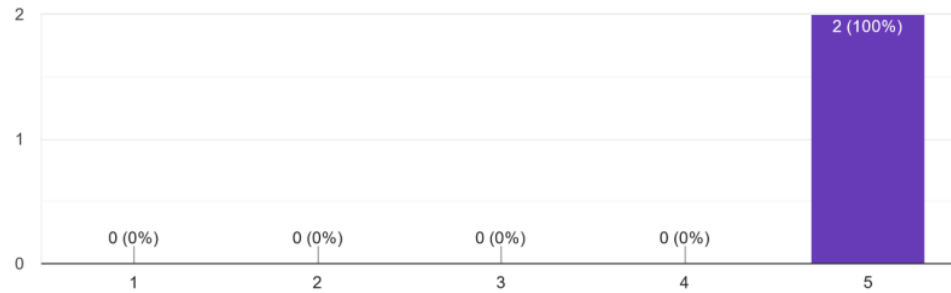
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According to the data that has been obtained, all respondents strongly agree that the content of the Essay Writing textbook used contains learning objectives which are the focus of learning.

Isi buku ajar Essay Writing sudah memuat unsur kebahasaan yang menjadi fokus utama fokus pembelajaran.

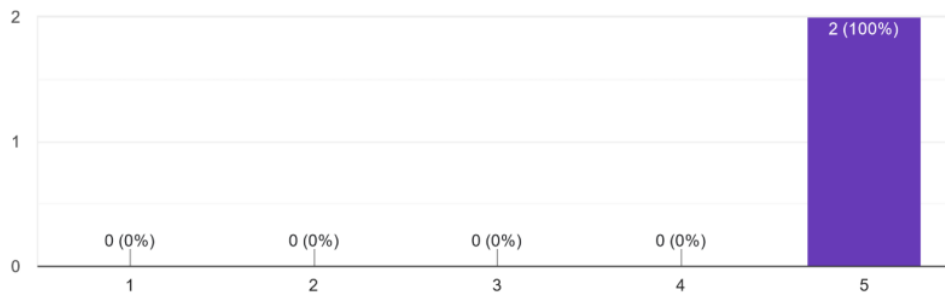
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According to the data that has been obtained, all respondents strongly agree that the contents of the Essay Writing textbook used already contain linguistic elements which are the main focus of learning.

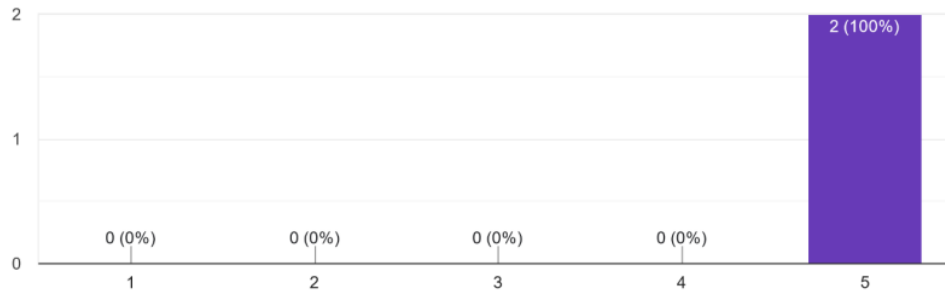
Isi buku Essay Writing sudah memuat topik utama setiap bab yang menjadi fokus pembelajaran.

2 jawaban



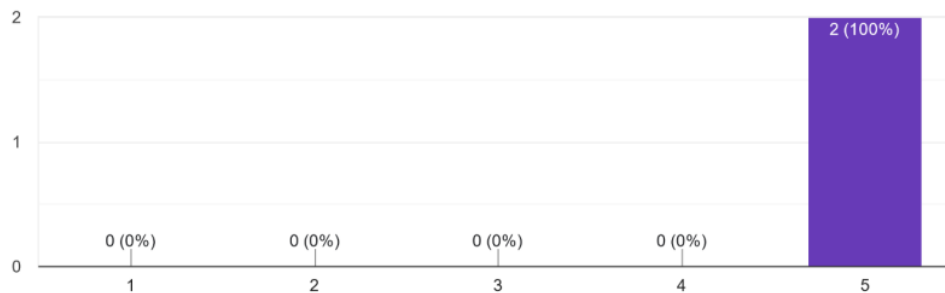
According to the data that has been obtained, all respondents strongly agree that the contents of the Essay Writing textbook used already contain the main topics of each chapter which are the focus of learning.

Building knowledge of the field, modelling of the text, joint construction of the text, dan independent construction of the text ad...gembangan buku ajar Essay Writing berbasis teks.
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According to the data that has been obtained, all respondents strongly agree that the stages of text-based learning are still relevant to use today and should be included in the development of text-based Essay Writing textbooks.

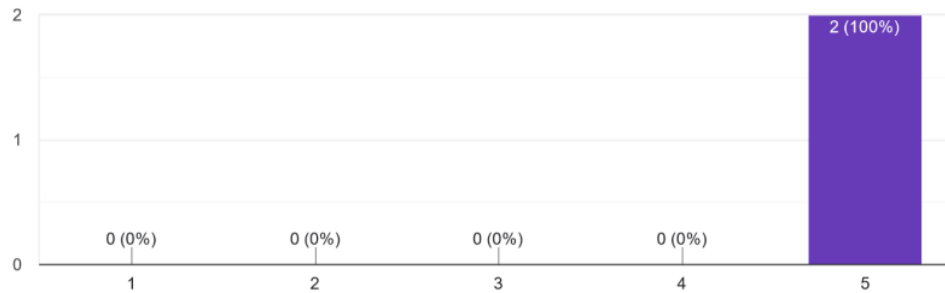
Aktivitas pembelajaran sudah disusun secara sistematis mulai dari building knowledge of the field, modelling of the text, joint construction of the text, dan independent construction of the text.
2 jawaban



Based on the data obtained, all respondents strongly agreed that the learning activities in the textbooks used had been arranged systematically starting from building knowledge of the field, modeling of the text, joint construction of the text, and independent construction of the text.

Buku ajar Essay Writing sudah memuat penugasan mandiri bagi mahasiswa.

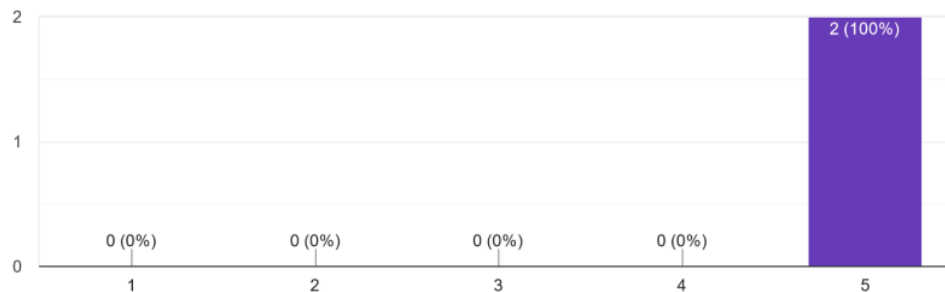
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According to the data obtained, all respondents strongly agreed that the Essay Writing textbook used contained independent assignments for students.

Buku ajar Essay Writing sudah memuat penugasan berkelompok bagi mahasiswa.

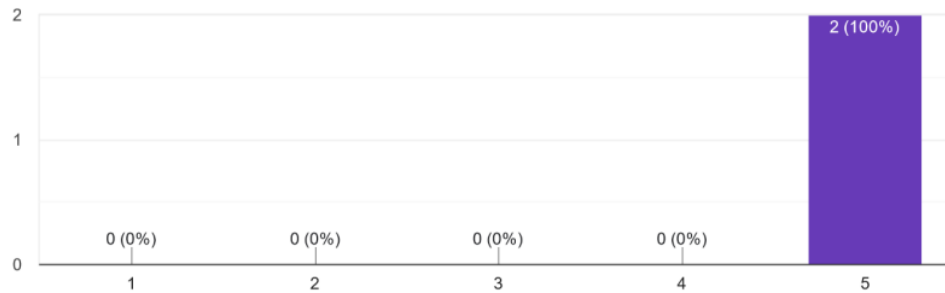
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According to the data obtained, all respondents strongly agreed that the Essay Writing textbook used contained group assignments for students.

Evaluasi pembelajaran sudah ada di setiap akhir bab pada buku ajar Essay Writing.

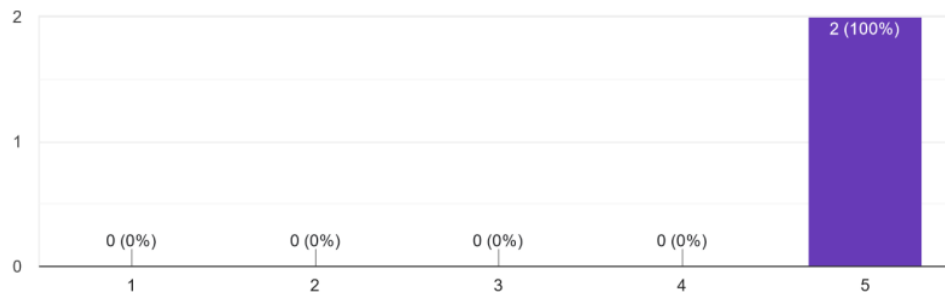
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According to the data obtained, all respondents strongly agreed that learning evaluation was already in place at the end of each chapter of the Essay Writing textbook used.

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

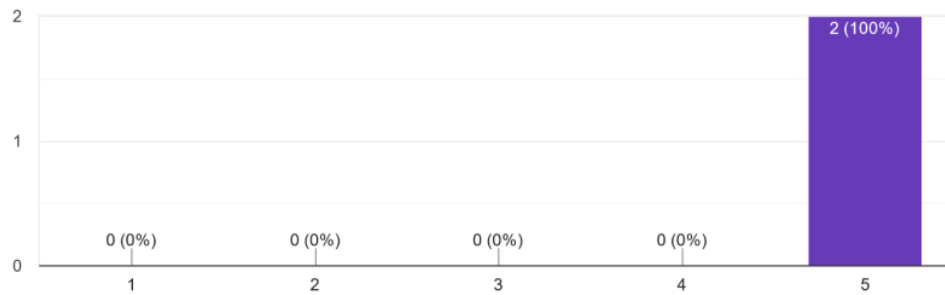
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According to the data obtained, all respondents strongly agreed that summaries and reflections were present at the end of each chapter in the Essay Writing textbook used.

Materi-materi yang disajikan dalam buku ajar Essay Writing sudah sesuai dengan RPS dan kurikulum yang berlaku.

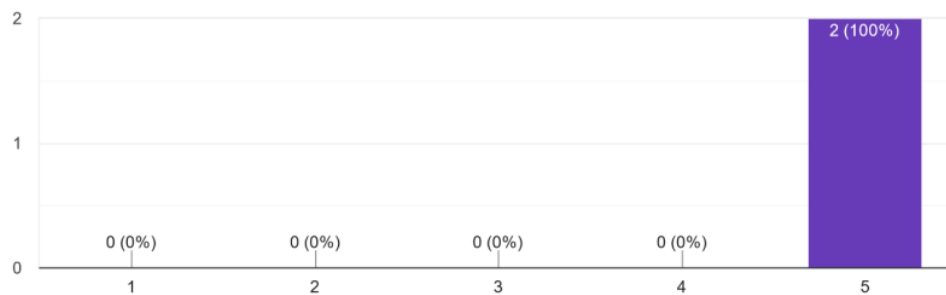
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According to the data obtained, all respondents strongly agreed that the materials presented in the Essay Writing textbook used were in accordance with the RPS and the applicable curriculum.

Penyajian isi dari buku ajar Essay Writing sudah menarik minat mahasiswa untuk membaca materi-materi yang ada dalam buku ajar Essay Writing.

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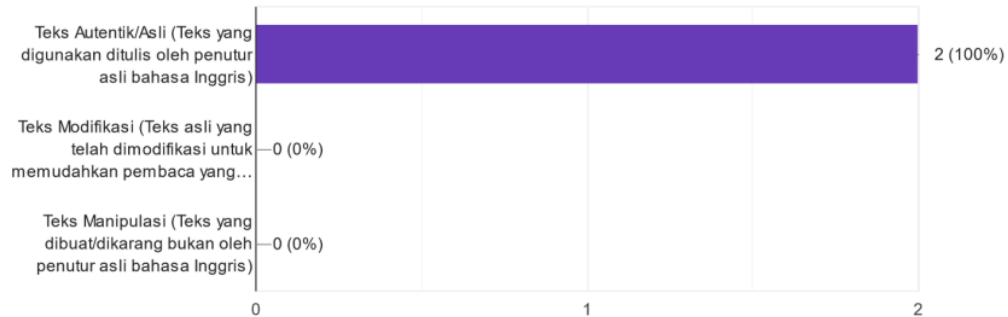


According to the data obtained, all respondents strongly agreed that the presentation of the contents of the Essay Writing textbook used had attracted students' interest in reading the material contained in the Essay Writing textbook.

2. Pragmatic Elements in Essay Writing Textbooks

Dari pilihan berikut ini, manakah jenis teks yang paling sering digunakan dalam buku ajar Essay Writing yang bapak/ibu dosen gunakan dikelas.

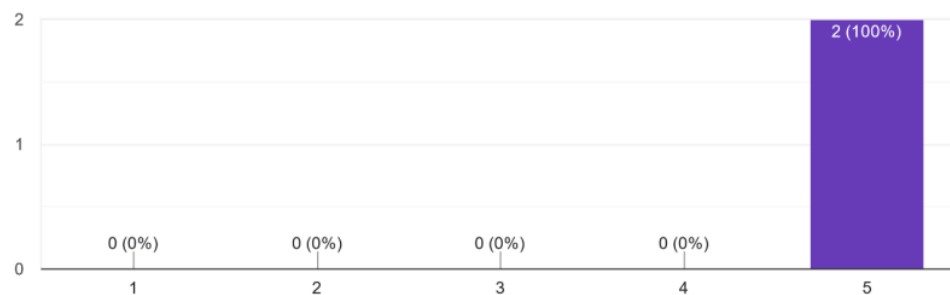
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According to the data obtained, all respondents said that the type of text most often used in the Essay Writing textbook used was authentic/original text.

Teks-teks yang digunakan dalam buku ajar Essay Writing sudah memberikan pemahaman konteks situasi dengan jelas.

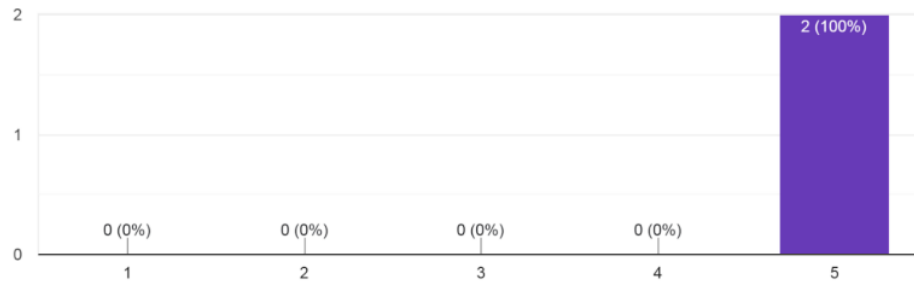
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According to the data obtained, all respondents strongly agreed that the texts used in the Essay Writing textbook provided a clear understanding of the context of the situation.

Teks-teks yang digunakan dalam buku ajar Essay Writing sudah memberikan pemahaman konteks situasi dengan jelas.

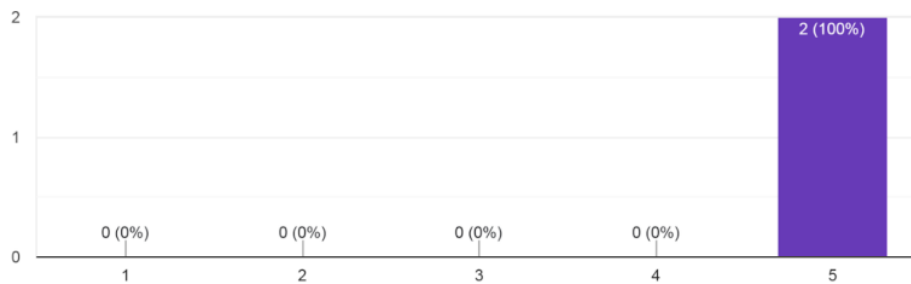
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Based on the results of the questionnaire, all respondents strongly agreed that the Essay Writing textbook provided a clear understanding of the context of the situation.

Teks-teks yang digunakan dalam buku ajar Essay Writing sudah memberikan pemahaman konteks sosial dengan jelas.

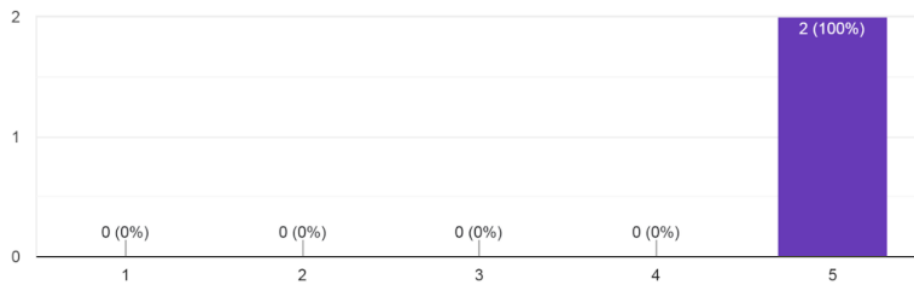
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Based on the results of the questionnaire, all respondents strongly agreed that the Essay Writing textbook provided a clear understanding of the social context.

Teks-teks yang digunakan dalam buku sudah memberikan pemahaman konteks budaya dengan jelas.

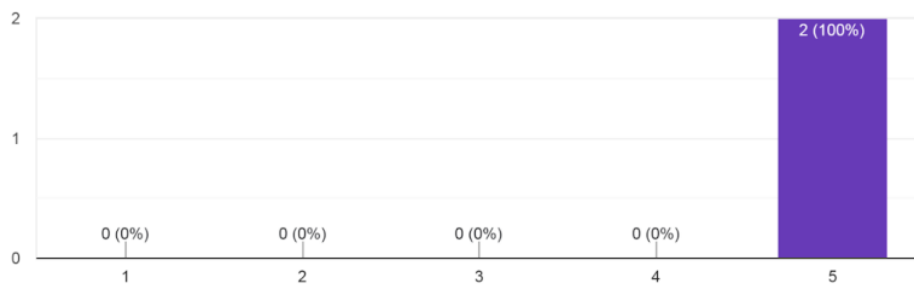
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Based on the results of the questionnaire, all respondents strongly agreed that the Essay Writing textbook provided a clear understanding of the cultural context.

Paragraf-paragraf serta kalimat-kalimat dalam setiap teks yang ada dalam buku ajar Essay Writing sudah disusun dengan memperhatikan kohesifitas dan koherensi.

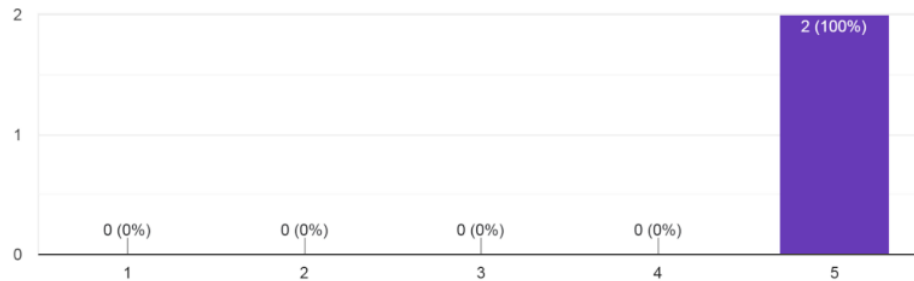
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Based on the results of the questionnaire, all respondents strongly agreed that the paragraphs and sentences in each text in the Essay Writing textbook had been prepared with due regard to cohesiveness and coherence.

Latihan yang ada di buku ajar Essay Writing sudah memberikan kesempatan bagi siswa untuk memahami dan menggunakan unsur kebahasaan yang sedang dipelajari.

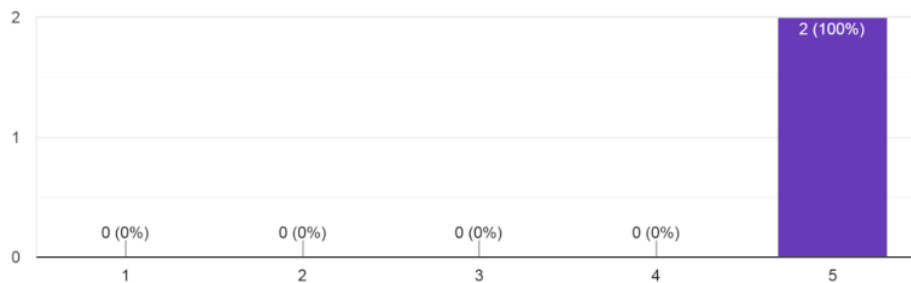
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Based on the results of the questionnaire, all respondents strongly agreed that the exercises in the Essay Writing textbook provided opportunities for students to understand and use the elements of the language being studied.

Kegiatan-kegiatan dalam buku ajar Essay Writing sudah memanfaatkan penggunaan bahasa secara komunikatif sesuai konteks penggunaan sehari-hari.

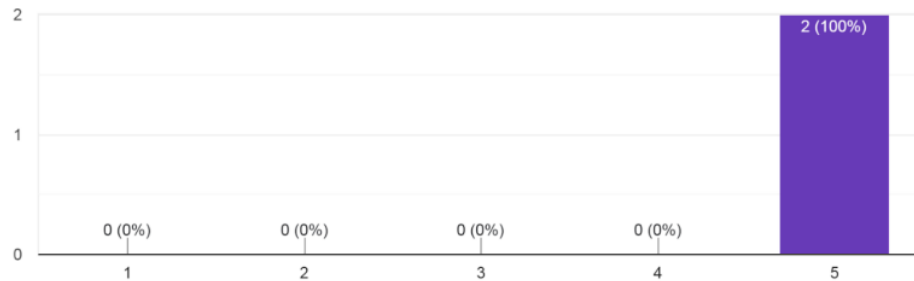
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Based on the results of the questionnaire, all respondents strongly agreed that the activities in the Essay Writing textbook had utilized the communicative use of language according to the context of daily use.

Pengenalan ungkapan bahasa dalam buku ajar Essay Writing sudah disertai dengan penjelasan makna dan tujuan dari ungkapan yang diajarkan dan disajikan.

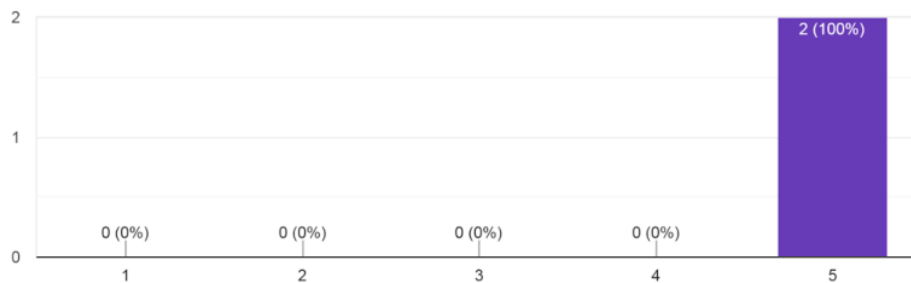
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Based on the results of the questionnaire, all respondents strongly agreed that the introduction of language expressions in the Essay Writing textbook was accompanied by an explanation of the meaning and purpose of the expressions being taught and presented.

Pengenalan ungkapan bahasa dalam buku ajar Essay Writing sudah disertai dengan penjelasan tingkat kesopanan dari ungkapan yang diajarkan dan disajikan.

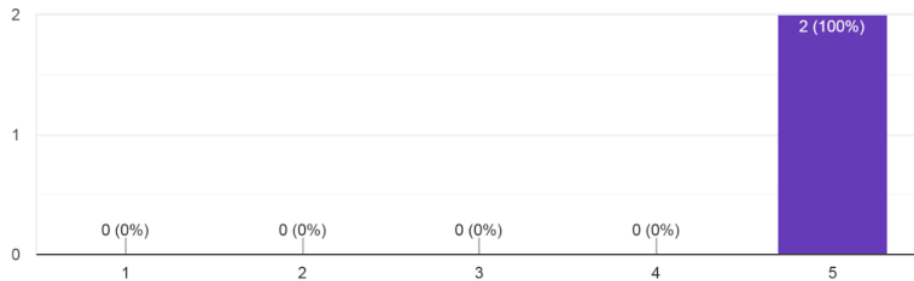
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Based on the results of the questionnaire, all respondents strongly agreed if the introduction of language expressions in the Essay Writing textbook was accompanied by an explanation of the politeness level of the expressions being taught and presented.

Buku ajar Essay Writing sudah mengenalkan variasi ungkapan bahasa Inggris sesuai dengan konteksnya.

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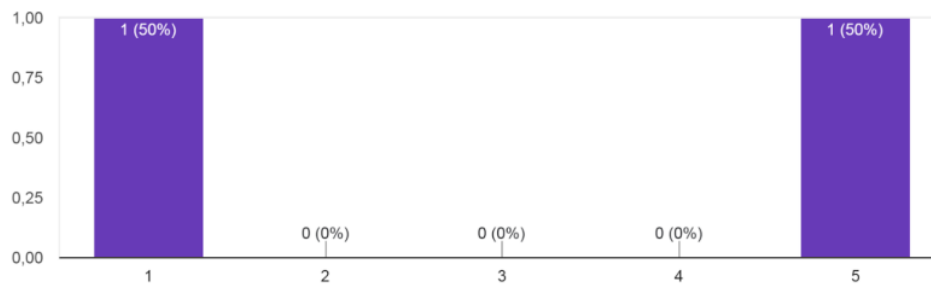


Based on the results of the questionnaire, all respondents strongly agreed that the Essay Writing textbook had introduced variations of English expressions according to the context.

3. The Needs for New Essay Writing Textbooks

Perlu adanya buku ajar Essay Writing baru karena buku ajar Essay Writing yang ada dipasaran masih belum memenuhi kebutuhan pengajar dan peserta didik dikelas.

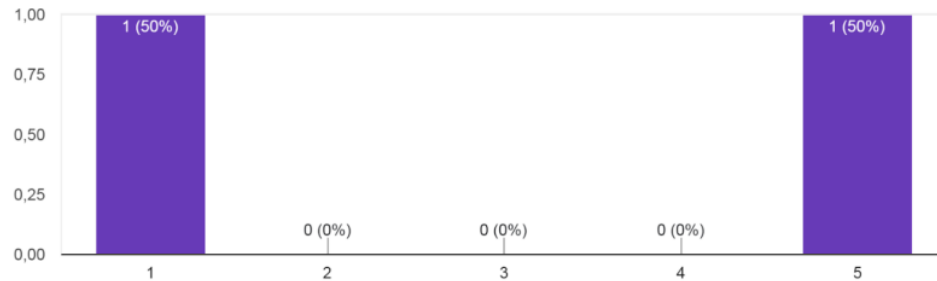
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Based on the results of the questionnaire, some respondents strongly agreed that a new Essay Writing textbook was needed because the Essay Writing textbook on the market still did not meet the needs of teachers and students in class.

Buku ajar Essay Writing perlu terdiri dari buku pegangan dosen, buku pegangan mahasiswa, dan buku tugas mahasiswa.

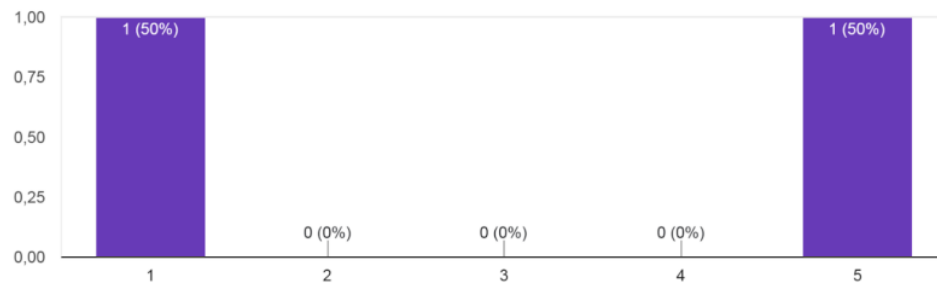
2 jawaban



Based on the results of the questionnaire, some respondents strongly agreed that Essay Writing textbooks should consist of lecturer handbooks, student handbooks, and student assignment books.

Buku ajar Essay Writing perlu terdiri dari buku pegangan dosen, buku pegangan mahasiswa, dan buku tugas mahasiswa.

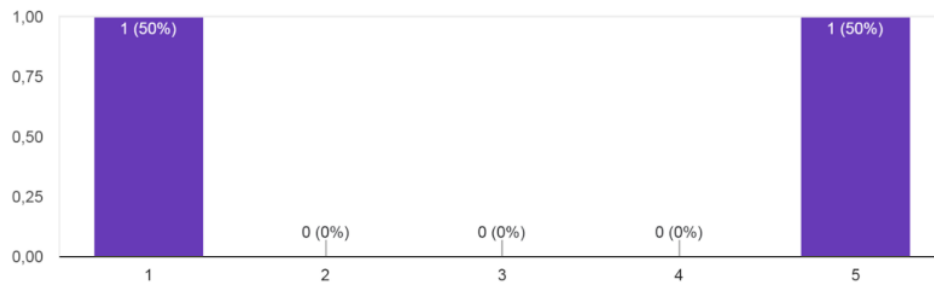
2 jawaban



Based on the results of the questionnaire, all respondents strongly agreed that there should be a proportion of language skills (writing) in Essay Writing textbooks.

Teks yang menggunakan konteks situasi dapat membantu mempermudah peserta didik dalam memahami teks tersebut.

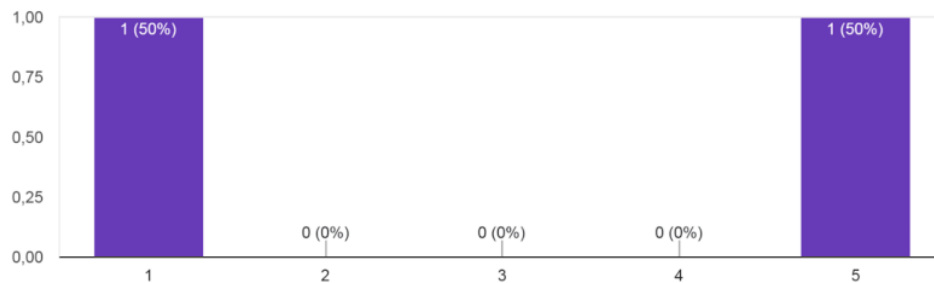
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Based on the results of the questionnaire, some respondents strongly agree that texts that use the context of situations can help make it easier for students to understand the text.

Teks yang menggunakan konteks budaya dapat membantu mempermudah peserta didik dalam memahami teks tersebut.

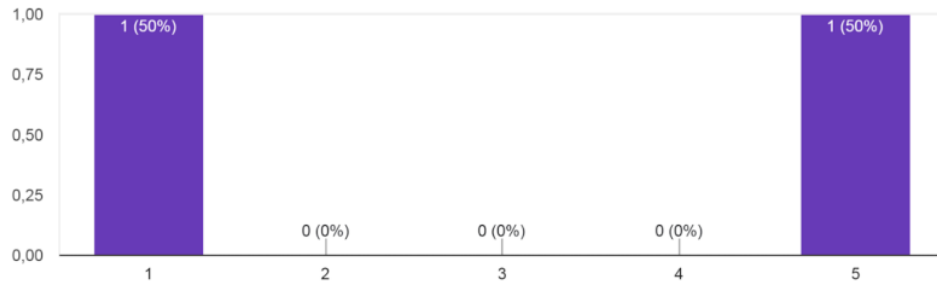
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Based on the results of the questionnaire, some respondents strongly agree that texts that use cultural contexts can help make it easier for students to understand the text.

Perlu nya disusun buku ajar Essay Writing yang mengenalkan konteks situasi.

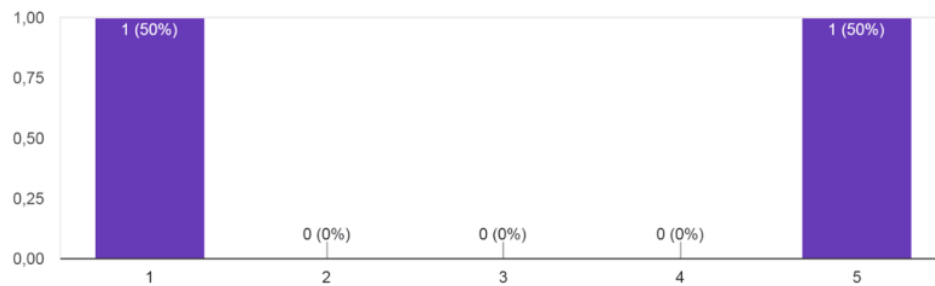
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Based on the results of the questionnaire, some respondents strongly agreed that it was necessary to prepare an Essay Writing textbook that introduced the context of the situation.

Perlu nya disusun buku ajar Essay Writing yang mengenalkan konteks budaya.

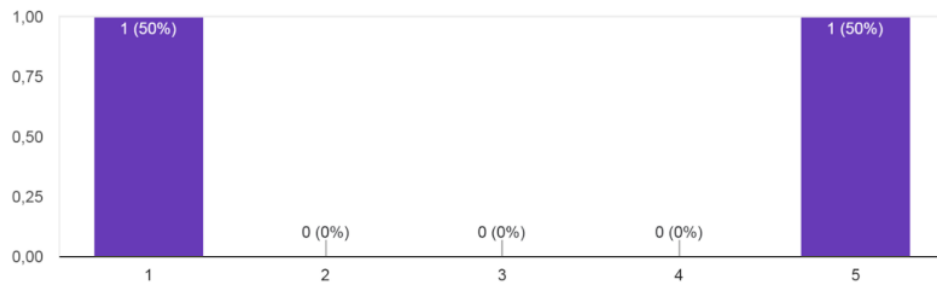
2 jawaban



Based on the results of the questionnaire, some respondents strongly agreed that it was necessary to prepare an Essay Writing textbook that introduced cultural context.

Pengenalan ungkapan bahasa dalam buku ajar Essay Writing perlu disertai dengan penjelasan makna, tujuan, serta tingkat kesopanan dari ungkapan yang diajarkan dan disajikan.

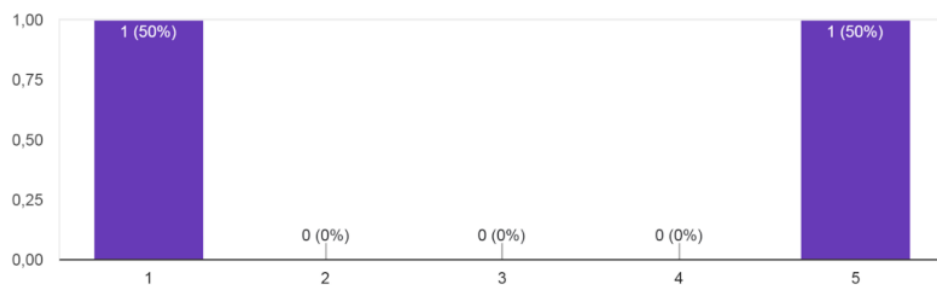
2 jawaban



Based on the results of the questionnaire, some respondents strongly agree that the introduction of language expressions in the Essay Writing textbook needs to be accompanied by an explanation of the meaning, purpose, and level of politeness of the expressions being taught and presented.

Buku ajar Essay Writing perlu mengenalkan variasi ungkapan bahasa Inggris sesuai dengan konteksnya.

2 jawaban

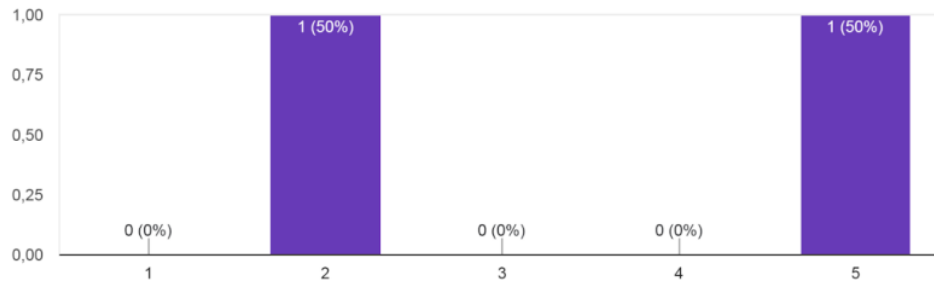


Based on the results of the questionnaire, some respondents strongly agreed that the Essay

Writing textbook needed to introduce variations of English expressions according to the context.

Buku ajar Essay Writing perlu mengikuti langkah-langkah sebagai berikut: 'Building knowledge of the field, modelling of the text, joint construction of the text, dan independent construction of the text'.

2 jawaban



All in all, based from the results of the questionnaire, some respondents strongly agree that Essay Writing textbooks need to follow the following steps: 'Building knowledge of the field, modeling of the text, joint construction of the text, and independent construction of the text'.

Discussion

Based on the data obtained, there are two books used by respondents to teach Essay Writing III so far, namely *The Basic of Essay Writing* by Nigel Warburton published by Routledge, New York in 2006, *College Writing from Paragraph to Essay* by Dorothy Zemach in 2002 and *The Basic of Essay Writing* by Nigel Warburton published by Routledge, New York in 2006. On the other hand, respondents also used other additional teaching materials during learning, namely the internet, *Essay Writing for English Test* by Gabi Daigu in 2002 and *Academic English Press Australia 2*. The reasons/considerations for using the Essay Writing textbook are because it fits the curriculum, lesson plans, materials, course objectives, the quality of the book is good, the content is easy to understand, and it's quite simple. In relation to the textbook being used, respondents gave several assessments, including the cover

page which was considered to have attracted the interest of the reader, was in accordance with the latest curriculum, the quantity and quality of practice questions in the textbook were considered sufficient and in accordance with the objectives and learning outcomes, it was appropriate each chapter with the RPS used, learning activities have been arranged systematically starting from building knowledge of the field, modeling of the text, joint construction of the text, and independent construction of the text, summaries and reflections are at the end of each chapter in the book teaching materials, the materials presented in the textbooks are in accordance with the RPS and the applicable curriculum, the presentation of the contents of the textbooks has attracted students' interest in reading the existing materials. On the other hand, both respondents agree that building knowledge of the field, modeling of the text, joint construction of the text, and independent construction of the text are stages in text-based learning that are still relevant to use today and should be in development. Text-based Essay Writing textbook. Therefore, respondents also assessed the content contained in the textbook, including learning objectives which were the focus of learning, linguistic elements which were the main focus of learning, the main topics of each chapter which were the focus of learning, assignments of independent groups for students, and the loading of evaluation of learning at the end of each chapter. Then, respondents have also responded to the pragmatic elements most often used in textbooks in class. Based on the available data, the two respondents have used textbooks that contain authentic texts where the texts were written by native English speakers. Moreover, the texts used in the Essay Writing textbook have provided a clear understanding of the context of the situation, social context, and culture where the introduction of language expressions in the Essay Writing textbook has been accompanied by an explanation of the meaning and purpose of the expressions being taught and presented. Paragraphs and sentences in each text in the Essay Writing textbook have also been arranged with due regard to cohesiveness and coherence. As an assignment, the

exercises in the Essay Writing textbook have provided opportunities for students to understand and use the linguistic elements being studied where the activities in the Essay Writing textbook have also utilized communicative use of language according to the context of everyday use and recognition of expressions. language in the Essay Writing textbook is accompanied by an explanation of the politeness level of the expressions being taught and presented as well as introducing variations of English expressions according to the context.

Overall, it can be concluded that a new Essay Writing textbook is needed because several textbooks on the market still do not meet the proportion of language skills. Moreover, most of the respondents also agreed that texts that use situational, social, and cultural contexts can help make it easier for students to understand the text. Textbooks also need to be accompanied by an explanation of the meaning, purpose, and level of decency of the expressions that are taught and presented in a variety of ways. On the other hand, Essay Writing textbooks also need to follow the following steps: 'Building knowledge of the field, modeling the text, joint construction of the text, and independent construction of the text'. According to the respondent, the required Essay Writing textbook must also contain lots of practice questions, pragmatic elements, and illustrations to facilitate the learning and teaching process.

CONCLUSION

The results of this study can be concluded that there are some respondents who stated that the quantity and quality of practice questions in textbooks are still not in accordance with students' needs, so it is necessary to develop Genre-Based Writing teaching materials with pragmatics perspective by adding 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.

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