

How important is the study of pragmatics to train students' communication skills in facing the challenges of the 21st century?

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ABSTRACT

This research aims to analyze pragmatic aspects in Indonesian language textbooks at junior high school (SMP) level. The research method used is qualitative analysis of the texts in the selected textbooks. Data was collected through observation of speech acts in the text, including language use, communicative context, and pragmatic implicatures contained therein. The results of the analysis show that middle school Indonesian language textbooks generally pay attention to pragmatic aspects in selecting and compiling texts, but there are still several shortcomings in their application. Some of these shortcomings include the use of language that is not appropriate to the communicative context, as well as a lack of emphasis on pragmatic aspects which are important in learning Indonesian. The implication of this research is the importance of greater attention to pragmatic aspects in preparing Indonesian language textbooks, to ensure that the texts presented can provide students with a better understanding of language use in various communicative situations.

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1. Introduction

Pragmatics helps how language is used in real contexts. In textbooks, this is important because it helps students understand how the text is relevant in their everyday lives. Pragmatics helps students understand the meaning that may be hidden behind the text. This allows them to read between the lines and understand the author's purpose and the meaning he is trying to convey. By understanding the context and pragmatic implicatures in texts, students can improve their communication skills (Mey, (2010), Rozendaal & Baker, (2010). They learn how to use language effectively in a variety of communication situations. A pragmatic approach allows students to go beyond simply understanding the words in a text and understand how language is used in different contexts. This is important for the development of deeper understanding and better communication skills.

Textbooks are one of the main sources of information for students. By using polite language in textbooks, we can form good communication ethics in students. This includes using words that are polite, respectful, and respectful of other people's views (Tomasello & Akhtar, 1995, Appelt, 1987). Students will imitate the communication patterns they see in textbooks, so that the use of polite language can form positive communication practices (Mono et al., 2018). Polite language in textbooks can also help to encourage respect for diversity of cultures, languages and views. When students see different cultures respected and represented with appropriate language, they are more likely to develop a better

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understanding of diversity and learn to respect differences. Polite communication helps students develop the social skills necessary to interact with others effectively (Rahardi, 2019). When they become accustomed to using polite and courteous language in a variety of contexts, they are better able to establish positive relationships with peers, teachers, and other members of the community. Polite language also plays an important role in building students' critical skills (Turner, 1996, Geoffrey N. Leech, 1983). Through the use of clear, balanced, and unbiased language in textbooks, students are taught to think critically about the information they receive, identify valid arguments, and evaluate various perspectives. By paying attention to the importance of polite communication through the use of language in textbooks, we can help create a learning environment that supports students' holistic development, both from a social, emotional and academic perspective.

This research uses printed teaching materials in the form of Indonesian language textbooks at junior high school (SMP) level as a source of research data (Novelti, 2023); (Rahmannia, 2020). Teaching materials are material or lesson materials that are arranged systematically, which are used by teachers and students in the learning process (Pannen, 2001). Printed teaching materials in the form of textbooks can be used by teachers and students to support the success of learning objectives. The aspects that need to be considered when choosing teaching materials are the quality of the content, presentation, language and graphics (attractive appearance) (Sarem et al., 2013).

One of the sentences used in textbooks is an imperative sentence (command). As stated by Rahardi (2005), imperative forms in Indonesian are divided into two types, namely formal imperative forms and pragmatic imperative forms. The formal form of an imperative is the realization of an imperative meaning in Indonesian according to its structural characteristics or formal characteristics, while the pragmatic form of an imperative is the realization of an imperative meaning according to its pragmatic meaning. Apart from supporting the success of learning objectives, textbooks can be a means of learning politeness values in language among students. Language politeness is an important thing in speech. One indicator of politeness in Indonesian is the presence of politeness maxims in the speech. These maxims are the maxim of wisdom, the maxim of generosity, the maxim of praise, the maxim of humility, the maxim of agreement and the maxim of sympathy. Apart from looking at the fulfillment of maxims in speech, other factors determining politeness in written language are the choice of words (diction) which are smooth and polite, as well as the length and shortness of the sentence structure used.

The Indonesian language textbook for junior high schools from the Ministry of Education and Culture with an independent curriculum is a book used by several junior high schools currently. This research will also look at speech acts, politeness and conversational implicatures in teacher and student textbooks. From this form of pragmatics, researchers are also interested in examining speech acts, politeness and implicatures contained in Indonesian texts.

2. Method

The approach used in this research is a qualitative approach with descriptive research type. Sharan B. Merriam, 2009 states the definition of qualitative research according to Van Maanen as follows: "Qualitative research is a general term that includes a series of interpretive techniques that attempt to describe, explain, translate, and in other ways achieve meaning, not frequency. certain phenomena that occur more or less naturally in the social world" (Sharan B. Merriam, 2009). Merriam in his book *Qualitative Research* also says that qualitative researchers study something in its natural environment, trying to understand, or interpret, phenomena based on the meaning that people give to them. Agree with this, (Kalaa et al., (2005) McMillan S (2001); Chenail, (2012); (Cohen & Crabtree, 2006); (Sugiyono, 2016). Qualitative research is research that aims to describe and analyze phenomena, events, social activities, attitudes, beliefs, perceptions, thoughts of people individually and in groups.

Data is research material obtained using certain methods and techniques from data sources. The data in this study is divided into three parts. First, data on speech act components in the Indonesian language textbook for class VII. The two components of language politeness are found in class VIII Indonesian language textbooks, and the three components of conversational implicature are found in Indonesian language textbooks. The data source for this research is the Independent Curriculum Middle School Indonesian language textbook. Textbook selection is based on the largest number of users in schools and the results of observations and random sampling throughout Indonesia.

Data collection techniques used library techniques, reading techniques, and tapping techniques, and note-taking techniques (Creswell et al., 2007) Moreover, analysis techniques included content and comparative document analysis Model by Leavy (2017), while sharpening was conducted by referential pragmatic politeness analysis by Sudaryanto's model (2015).

3. Result

3.1 Form of Speech Acts in Indonesian Language Textbooks

The form and function of perlocutionary speech acts in the text in the Indonesian language textbook for class VII, there are 17 utterances in the form of perlocutionary speech acts and 9 utterances in the function of perlocutionary speech acts. Where this form of speech has been divided into five forms including 1) declarative form found in 3 utterances with the categories of deciding, prohibiting, and allowing 2) representative form found in 4 utterances in the categories of stating, showing, reporting and mentioning 3) expressive form found in 4 utterances with the categories of complaining, congratulating, praising, and flattering 4) 5 utterances found in the form of directive perlocutionary speech acts in the categories of requesting, inviting, suggesting, ordering and begging and 5) 1 utterance in the category of expressing capability was found in the form of commissive perlocutionary speech acts.

Declarative Speech Acts

Forms of declarative perlocutionary speech acts include: deciding, prohibiting, and permitting. The speech act of deciding is a speech act conveyed by the speaker to carry out an action for the speech partner to do something. The following perlocutionary speech act in the form of deciding can be seen in the following speech data:

"Initially we were concerned about the large amount of rubbish on a number of Indonesian mountains. We embrace all parties, especially young people, to care. "Because of that, a community that cares about mountain waste was formed," said Imam Sukamto, one of the initiators of the Trashbag Community."

Imam Sukamto's speaker and his speech partner in the speech above are readers. Imam Sukamto said he was initially concerned about the large amount of rubbish on a number of Indonesian mountains. The aim of this speech is that the speaker wants to embrace all parties, especially young people, to care about protecting the mountain environment. The speech act of prohibiting is a speech act delivered by the speaker to prevent the speech partner from doing something.

"To raise awareness of the importance of not littering on the mountains."

The speaker said that it is important to raise awareness not to throw rubbish on the mountain. The purpose of the speech is that the speaker informs the reader not to throw rubbish on the mountain. The speech act of allowing is a speech act carried out by the speaker with the aim of allowing the speech partner to do something.

"These materials are the materials of choice so that Mbaru Niang is strong and can withstand attacks from wind and rainwater. Please, sir/madam, touch the wall of this house. Feels sturdy, right?"

The speaker is a Wae Rebo tour guide and the partners in the speech above are tourists. The Wae Rebo tour guide allows tourists to touch the walls of this traditional Mbaru Niang house. The purpose of this speech is that the speaker wants to prove to his interlocutor that the walls of Mbaru Niang's house are strong, can withstand wind and rain and feel sturdy because they are made from selected materials.

Representative Speech Acts

In this research there are representative perlocutionary speech acts in the form of stating, showing, reporting and mentioning. The speech act of stating is a speech act delivered by the speaker to say or express something to the speaker.

"Did you know that the total nutritional needs during adolescence are the highest when compared to other age stages. Many changes occur during adolescence. Your body grows rapidly and you explore a wider circle of friends."

The speaker stated that the total nutritional needs during adolescence are the highest when compared to other age stages, many changes occur during adolescence and the body will grow more rapidly and the circle of friends will be explored more widely. The purpose of the speech is for the speaker to convey to the speech partner the total nutritional needs, changes in growth, and exploration of the circle of friends during adolescence. The second form is the speech act of showing. Demonstrative speech acts are speech acts delivered by speakers to show or tell something to the speech partner.

"In front of us there are seven Mbaru Niang that are conical in shape and almost the same height. The number seven refers to the seven directions of the mountains around the village which are believed to protect the village. This shows that the people here really respect their ancestors by preserving their culture."

The speaker is a Wae Rebo tour guide and the partners in the speech above are tourists. Wae Rebo tour guide shows tourists the shape of the traditional Mbaru Niang house. The purpose of the speech is that the speaker shows the speaker the shape of the traditional Mbaru Niang house which is cone-shaped with almost the same height, the number seven points in seven directions around the village and the people here really respect their ancestors by preserving their culture. The third form is the speech act of reporting. The speech act of reporting is a speech act delivered by a speaker who speaks according to the actual situation to the speech partner.

"The Twitter account @masawep or Arief Arbianto who uploaded the video wrote, "Please pray that Meulaboh City will be okay. View of the clouds this morning over the city of Meulaboh, West Aceh..."

The speaker is National Geographic Indonesia and the partner in the speech above is the reader. The speaker reports to his interlocutor that a cloud like a tsunami wave appeared in Aceh, uploaded from the Twitter account @masawep or Arief Arbianto and the BMKG's explanation regarding this matter. The purpose of the speech is that the speaker reports that clouds appearing like tsunami waves in Aceh are related to potential earthquakes and mystical things. This cloud phenomenon is called arcus clouds which only have the potential to cause bad weather such as strong winds, heavy rain and lightning. BMKG stated that this had nothing to do with the potential for earthquakes and mystical things, but the public was asked to remain alert if they found clouds forming like that because it could cause natural disasters that could occur.

Expressive Speech Acts

In this study there were expressive perlocutionary speech acts in the form of complaining, congratulating, flattering and praising. The speech act of complaining is a speech act delivered by a speaker who expresses the distress or suffering experienced by the speaker to the speaker. The speech act of congratulations is a speech act delivered by the speaker to issue or recite a greeting to the speech partner. The speech act of praise is a speech act conveyed by the speaker in the form of kindness or appreciation for something, an expression of pride or pleasure in the work done to the speech partner. The speech act of flattering is a speech act conveyed by the speaker in the form of words of praise to arouse a feeling of pleasure about something, an expression of pride or pleasure in the work done to the speech partner.

"I feel very nervous. Luckily uncle is good at driving a car. Uncle said, only cars in prime condition can climb roads this steep."

The speaker is Rafa and the speech partner in the speech above is the reader. Rafa praised Uncle's shrewdness when driving a car on such a steep road. The purpose of this speech is that Rafa praises Uncle's skill when driving a car. Evidence of this form of flattering can be seen from the fragment of the speech sentence contained in the descriptive text with the title *Pantan Terong* which is Instagrammable by Rafa in the speech above. From this story, it can be seen that Rafa praised that his uncle was skilled at driving a car, even though the road was uphill and steep with sharp turns.

Directive Speech Acts

A speech act that is intended by the speaker to get the speech partner to take action according to what is stated in the speech. In this research, directive perlocutionary speech acts were found in the form of requesting, inviting, suggesting, ordering, and pleading. The speech act of asking is a speech act delivered by the speaker to ask the speech partner to take an action. The speech act of inviting is the speech act of asking, inviting, ordering, and so on to get the speaker and the speech partner to participate and work together to do something. The speech act of suggesting is a speech act delivered by the speaker to suggest or give advice to the speech partner. The speech act of commanding is a speech act delivered by the speaker giving an order to the speech partner to carry out an action. The speech act of begging is a speech act uttered by the speaker asking respectfully for the speech partner to do something.

Commissive speech acts

This speech act is intended to bind the speaker to carry out all the things mentioned in his speech, this speech includes swearing, promising, threatening, stating his ability, and making a vow. In this study, there were only commissive perlocutionary speech acts in the form of expressing capability. A speech act expressing capability is a speech act that states that the speaker will sincerely carry out an action, either an action that has not been carried out or an action that will be carried out in the future. The function of perlocutionary speech acts is divided into seven parts including 1) instrumental function found in 1 utterance in the category of causing an event to occur 2) representational function found in 5 utterances in the category of making statements, conveying facts, and knowledge, explaining and reporting 3) function interactional found 1 utterance in the category of establishing a relationship between speaker and addressee 4) personal function found 2 utterances in the category of expressing feelings and reactions in 5) heuristic function found 13 speech texts in the category of gaining knowledge, the author only analyzed 1 utterance text, 6) regulatory function and 7) imaginative function. However, the author only found five of the seven functions of these speech acts.

3.2 Language Politeness in Indonesian Language Textbooks

The forms of politeness contained in Indonesian language textbooks are studied from two aspects: first, compliance with the principles of politeness and second, violations of the principles of politeness. There are six principles of politeness in the textbook, namely the maxim of wisdom, the maxim of acceptance, the maxim of kindness, the maxim of humility, the maxim of sympathy, and the maxim of suitability.

The Maxim of Wisdom

The maxim of wisdom states that each participant in the speech must minimize other people's losses or maximize other people's profits. This means that in communicating speakers should try to reduce the use of expressions and statements and imply things that are detrimental to the speaker and instead try to express expressions and statements that are beneficial to the speaker. Compliance with the maxim of wisdom in the principles of language politeness is characterized by participants in the speech should adhere to the principle of always reducing their own profits and maximizing the profits of other parties in speaking activities. The form of compliance with the maxim of wisdom can be seen in the following data statement.

The Maxim of Acceptance

The acceptance maxim requires each participant in the conversation to maximize losses for themselves and minimize their own benefits. The form of compliance with the maxim of acceptance can be seen in the following data statements:

“Thank you, Arya. Tomorrow I'll treat you to Mas Dodo's ice cream!” Dani exclaimed cheerfully.

In the data above, there is compliance with the politeness principle of the maxim of acceptance. Evidence of this compliance can be seen from the sentence fragment contained in the text of the short story entitled *Sweet Punishment for Arya* which is carried out by the character Dani in the speech, namely “Tomorrow I will treat you to Mas Dodo's ice cream.” From this story, it can be seen that Dani tried to give appreciation in the form of treating Arya to ice cream for helping her with math problems. This obeys the maxim of acceptance because the speaker maximizes his own loss by trying to give appreciation in the form of treating Arya to ice cream.

The Maxim of Kindness

The study of pragmatics plays a pivotal role in shaping effective communication skills that are indispensable for addressing the multifaceted challenges of the 21st century. When we delve into the maxim of mercy within pragmatics, it becomes evident that its application becomes a powerful tool in training students to navigate contemporary communication landscapes. This maxim calls for participants in a conversation to prioritize respect for others while minimizing any potential disrespect. By integrating this principle into communication training, students learn the significance of fostering an environment where mutual respect is upheld. Similarly, the maxim of generosity, another facet of pragmatics, enhances students' communication skills by emphasizing the importance of respecting others in a dialogue. In this context, participants are encouraged to prioritize the well-being and interests of others, even at the expense of their own gains. The pragmatic study of generosity underscores the idea that true respect in communication is achieved when individuals can diminish their self-interests and amplify the benefits for everyone involved. Through an educational approach that integrates these pragmatic maxims, students not only grasp the theoretical aspects of communication but also acquire practical skills that enable them to engage effectively in real-world scenarios. By applying the principles of mercy and generosity within the study of pragmatics, educators can empower students to become adept communicators capable of navigating the complexities of the 21st-century challenges with empathy, understanding, and respect.

The Maxim of Humility

The study of pragmatics serves as a vital conduit in honing students' communication skills, particularly in equipping them to confront the multifaceted challenges of the 21st century. One notable pragmatic maxim that significantly contributes to this training is the maxim of humility. As students delve into this maxim within the realm of pragmatics, they learn the art of effective communication by cultivating a disposition of humility in speech. In adherence to the maxim of humility, speech participants are instructed to embrace a modest approach, refraining from excessive self-praise and instead prioritizing the acknowledgment and praise of others. This pragmatic guideline becomes a powerful tool in communication training, as it encourages students to steer clear of arrogance and self-centeredness. By internalizing the principles of the maxim of humility, students can develop a communication style that fosters humility, making their interactions more effective, empathetic, and conducive to collaboration.

Moreover, the pragmatic study of humility emphasizes the importance of avoiding self-favoritism or self-praise when engaging in conversations. Students are guided to recognize the significance of not elevating their own status at the expense of others. This aspect of pragmatics becomes particularly relevant in preparing students for the challenges of the 21st century, where collaborative and inclusive communication styles are crucial. In essence, the study of pragmatics, with a focus on the maxim of humility, becomes a transformative tool in shaping students into effective communicators capable of navigating the complexities of the modern era. By instilling the values of humility in speech, students are better prepared to engage in

meaningful and respectful dialogues, contributing to their success in facing the diverse challenges of the contemporary world.

The Maxim of Sympathy

The study of pragmatics emerges as a pivotal component in the comprehensive training of students' communication skills, offering essential tools to navigate the challenges of the 21st century. A crucial facet of this pragmatic exploration lies in the understanding and application of the sympathy maxim, a principle that plays a fundamental role in fostering positive interactions and effective communication. The sympathy maxim, within the scope of pragmatics, encourages speech participants to maximize the expression of sympathy and understanding between individuals engaged in conversation. This pragmatic guideline becomes particularly significant as students learn to navigate the complexities of modern communication, where empathy and mutual respect are paramount. The mastery of the sympathy maxim is instrumental in cultivating an atmosphere of politeness and fostering harmonious exchanges.

In the context of communication skills training, the study of pragmatics emphasizes that displaying an antipathetic attitude towards any participant in a speech is deemed impolite. Understanding and adhering to the sympathy maxim becomes a cornerstone in promoting courteous and respectful communication, aligning with the societal expectations of well-mannered and considerate interaction. Moreover, individuals who exhibit cynical or antipathetic behavior towards others are recognized as lacking in proper manners. Pragmatics teaches students that genuine sympathy can be conveyed through non-verbal cues such as smiling, nodding, or other gestures that signify understanding and connection. By incorporating these elements into their communication skills repertoire, students are better equipped to establish positive relationships, thus enhancing their ability to confront the diverse challenges of the 21st century with tact and diplomacy.

The Maxim of Suitability

The study of pragmatics assumes a pivotal role in shaping and honing students' communication skills, equipping them to effectively confront the challenges of the 21st century. Within this comprehensive framework, the maxim of suitability emerges as a key element, offering valuable insights into fostering harmony and agreement in verbal exchanges. In the realm of pragmatics, the maxim of suitability underscores the expectation for speech participants to consistently cultivate harmony and agreement in their interactions. This pragmatic guideline gains heightened significance as students navigate the intricacies of contemporary communication, where the ability to establish rapport and consensus is vital.

Within the context of communication skills training, adherence to the maxim of suitability becomes synonymous with the promotion of politeness and effective communication. The maxim dictates that participants in a speech activity can be deemed polite when they actively contribute to the construction of harmony or agreement in their exchanges. Therefore, the study of pragmatics guides students in maximizing agreement with their speech partners while minimizing instances of disagreement, fostering an environment of respect and understanding. By embracing the principles of the maxim of suitability, students enhance their capacity to engage in mutually beneficial conversations, thereby fortifying their communication skills. The emphasis on building harmony and agreement aligns with the evolving demands of the 21st century, where collaborative and diplomatic communication is essential for navigating diverse professional and social landscapes. Through the study of pragmatics, students are equipped with the tools to not only communicate effectively but also to contribute positively to the creation of harmonious relationships in the face of contemporary challenges.

3.3 Conversational Implicatures in Indonesian Language Textbooks

The examination of conversational implicatures in Indonesian language textbooks for middle school students serves as a crucial link to the study of pragmatics, contributing significantly to the enhancement of students' communication skills in navigating the challenges of the 21st century. Pragmatics, as a field of study, delves into the practical aspects of language use, emphasizing the social context and the nuanced meanings conveyed in communication. Analyzing conversational implicatures in textbooks becomes a valuable avenue for students to not only understand linguistic nuances but also to develop a heightened awareness of the implicit layers of meaning embedded in everyday language.

By incorporating the study of pragmatics into language education, students gain insights into how implicatures function within various communicative contexts. This knowledge becomes instrumental in training students to interpret and employ subtle nuances in their own communication, fostering a heightened level of communicative competence. The relevance of this study extends to the broader goal of preparing students for the challenges of the 21st century. Effective communication skills are paramount in navigating the complex and diverse communication landscapes present in contemporary society. Understanding conversational implicatures equips students with the ability to navigate nuanced communication, fostering clearer and more effective interpersonal interactions. In essence, the examination of conversational implicatures in Indonesian language textbooks serves as a pedagogical bridge, connecting the intricacies of pragmatics to the practical development of students' communication skills. As students engage with these implicatures, they not only enrich their linguistic understanding but also acquire a set of pragmatic tools that will prove invaluable in addressing the multifaceted communication challenges of the 21st century.

Implicatures in the form of satire

1. Declaring: Based on the results of the form of satirical implicature that has been found in Indonesian language textbooks in literary and non-literary texts, this form of stating speech uses harsh words as if it will hurt someone. So the speaker conveys it indirectly to the speech partner.
2. Challenging: Based on the results of the form of satirical implicature that has been found in Indonesian language textbooks in literary and non-literary texts with a challenging form. The speaker challenges the speaker about mistakes that actually occur in society. So the error conveys it indirectly.

The exploration of satirical implicatures, as revealed in 17 distinct utterances, establishes a significant connection to the study of pragmatics, contributing to the development of students' communication skills crucial for navigating the challenges of the 21st century. In delving into satirical implicatures, the study not only dissects the linguistic nuances within 17 specific utterances but also categorizes the nature of these utterances as suggestive and challenging. This categorization serves as a valuable analytical tool, offering insight into how speakers convey and analyze speech, such as the implicit suggestion and challenge encapsulated in the narrative of Tauke challenging Bujang to participate in the amok ritual until the threshold of his patience is reached.

The study of pragmatics, in this context, acts as a pedagogical catalyst in honing students' communication skills. By comprehending satirical implicatures, students gain a profound understanding of how language can convey hidden meanings, suggestions, and challenges. This knowledge is pivotal in fostering students' ability to decipher nuanced communication, which is a crucial skill in navigating the intricacies of contemporary communication landscapes. As the study bridges the intricacies of satirical implicatures with the broader study of pragmatics, it equips students with the tools needed to analyze, interpret, and effectively engage with complex communicative contexts. Thus, the findings not only contribute to linguistic scholarship but also align with the educational goal of preparing students to tackle the multifaceted challenges inherent in 21st-century communication.

Implicatures in the form of humorous conversations

1. Showing: Based on the results of the form of humorous implicature that has been found in Indonesian language textbooks in literary and non-literary texts, this form shows that the speaker has felt a sense of joy or triggered joyful laughter in the life felt by the speaker.
2. Mention: Based on the results of the form of humorous implicature that has been found in Indonesian language textbooks in literary and non-literary texts in the form of mention. This speaker has mentioned a success he achieved in his life.

The unearthing of humorous implicatures, encapsulated within 12 distinct utterances, intricately aligns with the study of pragmatics, forming a valuable asset in the training of students' communication skills to meet the challenges of the 21st century. Within this linguistic exploration, the speech nuances are categorized as manifestations of showing and mentioning. This classification serves as a roadmap for speakers to comprehend how their expressions are being analyzed. Notably, it unravels the underlying purpose behind Tauke Muda's invitation of Bujang. The revelation is now transparent; Bujang is intended to

undergo training akin to his father's, ultimately grooming him to assume the role of the Tong family's premier bouncer.

In the broader context of pragmatics, this study assumes a pivotal role in the pedagogical landscape, imparting crucial lessons in communication skills to students. Understanding humorous implicatures becomes a powerful tool in deciphering the subtleties of language, as evidenced by the nuanced categorizations of showing and mentioning. These insights equip students with the acumen to navigate intricate communicative scenarios—a proficiency vital for the multifaceted challenges posed by 21st-century communication landscapes. As students engage with the intricacies of humorous implicatures, they not only contribute to the rich tapestry of linguistic knowledge but also fortify their ability to decode, interpret, and actively participate in the diverse communicative landscapes of the modern era. Thus, this study stands as a testament to the symbiotic relationship between the study of pragmatics and the cultivation of essential communication skills for the challenges of the 21st century.

Implicatures in the form of commands

1. Ordering: Based on the results of the form of command implicature that has been found in Indonesian language textbooks in literary and non-literary texts in the form of ordering. The speaker has ordered the residents to do work with certainty so that the speaker can understand the clearer form of the order.
2. Demanding: Based on the results of the form of command implicature that has been found in Indonesian language textbooks in literary and non-literary texts in the form of demanding. This speaker demands from his readers that the writing in this textbook be made clearer so that readers can understand.

The examination of command implicatures, evident in 2 distinct utterances, intricately intertwines with the study of pragmatics, contributing significantly to the training of students' communication skills for navigating the challenges of the 21st century. Within the scope of this linguistic investigation, the speech manifestations are categorized as instances of ordering and demanding. This categorization serves as a guide for speakers, providing insights into the analytical lens through which their expressions are examined. Notably, it elucidates the subtle dynamics encapsulated in phrases such as "I have heard about the tree of knowledge. If your knowledge is broad, you will definitely know where the tree is."

In the broader context of pragmatics, this study assumes a crucial role in enhancing the pedagogical landscape, fostering essential lessons in communication skills for students. The comprehension of command implicatures becomes a potent tool for students, enabling them to decode the intricacies of language, as evidenced by the categorized speech functions of ordering and demanding. These insights empower students with the competence to navigate complex communicative scenarios—a skill indispensable for the multifaceted challenges presented by 21st-century communication environments. As students engage with the subtleties of command implicatures, they actively contribute to the tapestry of linguistic knowledge and fortify their capacity to interpret, respond to, and actively engage in the diverse communicative landscapes of the modern era. Thus, this study stands as a testament to the symbiotic relationship between the study of pragmatics and the cultivation of vital communication skills to confront the challenges of the 21st century.

Implicatures in the form of appreciation

1. Saying thank you: Based on the results of the form of appreciation implicature that has been found in Indonesian language textbooks in literary and non-literary texts in the form of saying thank you to the speaker because the speaker has helped with the shortcomings faced by the speaker.
2. Complaining: Based on the results of the form of appreciation implicature that has been found in Indonesian language textbooks in literary and non-literary texts in the form of complaining. This speaker complains about the mistakes he faces every day, so that the community then helps with the complaints faced by a speaker.

The exploration of appreciation implicatures, encapsulated within 2 distinct utterances, aligns seamlessly with the study of pragmatics, presenting a valuable avenue for honing students' communication skills in navigating the intricate challenges of the 21st century. Within the framework of this linguistic inquiry, these expressions are aptly categorized as instances of saying thank you and complaining. This categorization serves as a compass for speakers, providing a nuanced understanding of how their utterances are scrutinized.

Exemplifying this, phrases such as "Thank you, I am too enthusiastic about doing this assignment, it is very nice to know that you are also equally interested" shed light on the subtle dynamics inherent in appreciation implicatures.

In the broader context of pragmatics, this study assumes a pivotal role in enriching the pedagogical landscape, imparting crucial lessons in communication skills for students. The comprehension of appreciation implicatures becomes a potent tool for students, empowering them to decode the intricacies of language, as demonstrated by the categorized speech functions of expressing gratitude and voicing concerns. These insights equip students with the proficiency to effectively navigate diverse communicative scenarios—an indispensable skill for addressing the multifaceted challenges presented by 21st-century communication environments. As students engage with the subtleties of appreciation implicatures, they actively contribute to the fabric of linguistic knowledge and fortify their capacity to interpret, respond to, and actively participate in the complex communicative landscapes of the modern era. Thus, this study serves as a testament to the symbiotic relationship between the study of pragmatics and the cultivation of essential communication skills, preparing students to face the challenges of the 21st century with confidence and efficacy.

Implicatures in the form of protest

1. **Begging:** Based on the results of the form of protest implicature that has been found in Indonesian language textbooks in literary and non-literary texts in the form of begging. The speaker has asked the public to always ensure certainty in paying taxes more regularly, so that there is no confusion in collecting charges from surrounding speech partners.
2. **Deciding:** Based on the results of the form of protest implicature that has been found in Indonesian language textbooks in literary and non-literary texts in the form of deciding. The speaker decides to tell the public not to make the mistakes they face in their lives, such as postponing and canceling tax payments with their own certainty without the participation of the people.

The examination of protest implicatures, spanning across 14 distinct utterances, intricately connects with the study of pragmatics, offering a valuable platform for refining students' communication skills in the face of 21st-century challenges. Within the ambit of this linguistic investigation, these expressions are aptly classified as instances of asking and deciding. This categorization serves as a guide for speakers, providing a nuanced comprehension of how their utterances are dissected. Exemplifying this, phrases like "Stopping the state debt by paying taxes, lots of taxes, the debt disappears, the country is rich, the people are prosperous" underscore the intricate dynamics embedded in protest implicatures.

In the broader landscape of pragmatics, this study assumes a pivotal role in enhancing the pedagogical milieu, imparting essential lessons in communication skills to students. The deciphering of protest implicatures becomes a potent tool for students, arming them with the ability to decode the complexities of language, as demonstrated by the categorized speech functions of making inquiries and expressing decisions. These insights equip students with the proficiency to adeptly navigate diverse communicative scenarios—an indispensable skill for addressing the multifaceted challenges presented by 21st-century communication environments. As students engage with the subtleties of protest implicatures, they actively contribute to the tapestry of linguistic understanding and fortify their capacity to interpret, respond to, and actively participate in the intricate communicative landscapes of the modern era. Thus, this study stands as a testament to the symbiotic relationship between the study of pragmatics and the cultivation of essential communication skills, preparing students to confront the challenges of the 21st century with assurance and efficacy.

Implicatures in the form of protests form of support

1. **Asking:** Based on the results of the form of support implicature that has been found in Indonesian language textbooks in literary and non-literary texts in the form of asking. The speaker has persuaded his people, who are always participants in the environment, not to make undesirable mistakes in life.
2. **Inviting:** Based on the results of the form of support implicature that has been found in Indonesian language textbooks in literary and non-literary texts in the form of inviting. The speaker has provided motivation for the community so that the community can run well.

The identification of support implicatures, manifested in 7 distinct utterances, intricately aligns with the study of pragmatics, presenting a noteworthy avenue for honing students' communication skills in

addressing the challenges of the 21st century. Within the spectrum of this linguistic exploration, these expressions are aptly classified as instances of asking and inviting. This classification serves as an instructive framework for speakers, elucidating how their utterances are perceived. Illustrative of this, phrases such as "Like many people who feel there is no need to contribute to the country" underscore the nuanced dynamics inherent in support implicatures.

In the broader context of pragmatics, this study assumes a pivotal role in enriching the educational landscape, imparting crucial lessons in communication skills to students. The exploration of support implicatures becomes a potent instrument for students, providing them with the capability to navigate the intricacies of language, as evidenced by the categorized speech functions of making inquiries and extending invitations. These insights empower students to adeptly navigate diverse communicative scenarios—an indispensable skill for addressing the multifaceted challenges presented by 21st-century communication environments. As students grapple with the subtleties of support implicatures, they actively contribute to the fabric of linguistic understanding and strengthen their ability to interpret, respond to, and actively engage in the complex communicative landscapes of the contemporary era. Thus, this study stands as a testament to the symbiotic relationship between the study of pragmatics and the cultivation of essential communication skills, equipping students to confront the challenges of the 21st century with confidence and proficiency.

Implicature in the form of a statement

1. Suggesting: Based on the results of the form of statement implicature that has been found in Indonesian language textbooks in literary and non-literary texts in the form of suggesting. In the form of a suggestion, the speaker can advise the public that they want to become a society that is useful for their nation.
2. Commanding: Based on the results of the form of statement implicature that has been found in Indonesian language textbooks in literary and non-literary texts with the form of commanding. With this form of governing, society can be emphasized that it cannot do something so that it can become a safe environment.

The examination of implicatures within these 11 identified utterances forms a crucial link to the study of pragmatics, offering a valuable avenue for enhancing students' communication skills to meet the challenges of the 21st century. This particular set of utterances falls under the dual categories of suggesting and commanding, providing speakers with an insightful lens into the nuanced analyses of these expressions. The contextualization of these utterances emphasizes their role in instilling collaborative values, urging individuals to comprehend the dynamics of teamwork and mutual assistance.

In the broader context of pragmatics, this study plays a pivotal role in enriching the educational landscape. By categorizing these utterances as suggesting and commanding, it not only facilitates a nuanced understanding of the varied functions of speech but also imparts essential communication skills to students. The emphasis on learning how to work together in a team and help each other serves as a foundational lesson for students, equipping them with the interpersonal abilities required to navigate the intricacies of 21st-century communication environments. As students engage with the implicatures identified within these utterances, they actively contribute to their linguistic proficiency and strengthen their capacity to interpret, respond to, and actively participate in the collaborative dimensions of contemporary communication. This study, therefore, stands as a testament to the symbiotic relationship between the study of pragmatics and the cultivation of essential communication skills, preparing students to effectively address the challenges posed by the complexities of communication in the 21st century.

Implicature in the form of criticism

1. Criticizing: Based on the results of the form of critical implicature that has been found in Indonesian language textbooks in literary and non-literary texts in the form of criticizing. In this speech, implicature will criticize an event experienced by the speaker, so that he can criticize clearly.
2. Praising: Based on the results of the form of critical implicature that has been found in Indonesian language textbooks in literary and non-literary texts in the form of praising. In this speech, the implicature will praise someone to get a good compliment from someone else.

The exploration of critical implicatures within these 6 identified utterances presents a compelling intersection between the study of pragmatics and the cultivation of students' communication skills to meet

the challenges of the 21st century. Categorized as criticizing and praising, these utterances offer a nuanced insight into the complexities of speech analysis. The speaker is positioned to comprehend the intricate dynamics of expression, balancing criticism and praise within the communicative act. This dual categorization reflects the multifaceted nature of language use, where individuals navigate the delicate balance between critique and admiration.

The identified implicatures within these utterances carry meanings that transcend mere linguistic expression. They encapsulate (a) implicatures with commanding undertones, urging action; (b) implicatures with prohibitive nuances, delineating boundaries; and (c) implicatures affirming certain perspectives. This diversity of meaning underscores the richness of linguistic pragmatics, encouraging students to decipher and respond to the multifarious dimensions of communication. In the broader context of pragmatic studies, this examination serves as a pedagogical tool for honing students' communication skills. The explicit delineation of commanding, prohibitive, and affirmative implicatures prompts students to engage critically with language use, fostering a heightened awareness of the subtleties inherent in effective communication. By delving into the intricacies of these critical implicatures, students not only refine their linguistic proficiency but also develop a sophisticated understanding of how language functions in various social contexts. This study, therefore, contributes significantly to the overarching goal of preparing students for the diverse and intricate challenges of 21st-century communication landscapes.

4. Discussion

The use of linguistic analysis in written texts, especially in the context of textbooks, can be considered an innovative contribution. This broadens the scope of use of linguistic analysis methodology, which is often more commonly applied to spoken speech. This research makes a new contribution to the understanding of the use of written language, especially in educational contexts, as well as providing a new framework for analyzing language interactions in texts. The study of speech acts helps students understand the true meaning behind someone's speech. This is important because language often not only expresses literal information, but also contains hidden messages, cultural values, and certain communicative goals (Tiawati et al., 2024). Through the study of speech acts, students can learn about the cultural norms contained in language. They can understand how social norms, hierarchies, or sensitivity to politeness are reflected in everyday speech. By understanding the principles of speech acts, students can develop more effective communication skills. They can learn how to use language appropriately according to their context, audience and communicative goals. The study of speech acts allows students to carry out more in-depth textual analysis of various types of texts, both spoken and written. They can understand the structure, function and effects of various types of speech in different communication contexts. By studying speech acts, students can also become more aware of language variations, both formal and informal, as well as language variations related to geographical, social or cultural factors. They can learn to identify stereotypes, biases, or manipulations that may occur in certain speech or texts. They can learn how to interact positively with others, understand other people's feelings and emotions, and maintain healthy interpersonal relationships.

Textbooks are the main educational resource that shapes students' understanding of language and social norms. Politeness in language is an important aspect of social interaction, and textbooks play an important role in teaching students how to communicate respectfully with others. Language politeness varies between cultures, and textbooks should reflect the cultural norms of their intended audience. Analysis of politeness strategies used in textbooks helps ensure that they are culturally sensitive and inclusive, taking into account the diverse backgrounds of students (Hoque et al., 2018). Polite language facilitates positive communication and good interpersonal relationships. By analyzing the language used in textbooks, educators can identify opportunities to teach students effective communication skills, including politeness strategies such as using please, thank you, and expressing gratitude. Use of inappropriate language or lack of politeness in textbooks can lead to misunderstanding, ignorance, or incomprehension among students. Analyzing language politeness helps educators identify potentially problematic language and revise it to promote clarity and mutual respect. Students learn languages not only for academic purposes but also for communication in the real world. Textbooks should prepare students for a variety of social contexts, including professional environments where politeness is highly valued. Politeness analysis in textbooks ensures that students are equipped with the linguistic skills necessary for successful communication in a variety of settings (Prayitno, 2009, Alviah, 2014). Politeness is not just a linguistic convention; it is also related to ethical and moral values

such as empathy, respect, and consideration for others. Analysis of language politeness in textbooks contributes to students' ethical and moral development by reinforcing the importance of treating others kindly and politely.

Conversational implicature refers to the implied meaning in conversation, where understanding is based not only on the actual words spoken, but also on context, tone of voice, and cultural knowledge. The presence of conversational implicatures in textbooks has significant benefits and influence on the language development of junior high school students, including: Conversational implicatures help students understand the context of conversation, including social norms, cultural values, and different communicative situations. This enriches their understanding of the language and prepares them to communicate effectively in a variety of situations. With continued exposure to conversational implicatures in textbooks, students become more skilled at interpreting implied meanings, both in spoken and written language (Gabriele Kasper, 1990). This ability is an important aspect of complex communication skills and allows students to understand messages better. Understanding conversational implicatures requires critical thinking and in-depth analysis of the message conveyed. Through reading and discussing textbooks that contain conversational implicatures, students are invited to think critically about the meaning hidden behind words, thereby improving their thinking abilities.

Conversational Implicatures often involve the use of rich and varied vocabulary and idiomatic expressions. By studying textbooks that contain conversational implicatures, students can expand their vocabulary and understand the use of idiomatic expressions in appropriate contexts. The skills gained from understanding conversational Implicatures, such as understanding context, the ability to interpret implied meaning, and critical thinking skills, will overall improve students' language abilities. This will have a positive impact on their ability to speak, listen, read and write. Textbooks that include pragmatic aspects can help improve students' critical thinking skills because textbooks that include pragmatic aspects usually help students understand the importance of context in communication. It teaches students to not only focus on the words literally, but also to consider the social, cultural, and situational context in which communication occurs. In doing so, students learn to consider the many factors that influence the understanding and interpretation of a message. Pragmatic analysis in textbooks helps students identify and interpret implied messages. This involves understanding meanings that are not explicitly stated in the text. The ability to interpret this implicit meaning is an important aspect of critical thinking, as it requires in-depth analysis and consideration of more than just the printed words. Textbooks that highlight aspects of pragmatics often provide examples of how authors use various communication strategies to achieve their goals. This may include the use of language style, word choice, or organization of information in the text. By studying these strategies, students learn to recognize the author's decisions and question the efficacy or intent behind the strategy.

Pragmatic aspects in textbooks can also help build students' cultural awareness. They are exposed to differences in communication norms and language conventions between cultures, which teaches them to appreciate diversity and understand different perspectives. This is important in critical thinking because it helps students see that there is no one right way to communicate or understand a message. Pragmatic analysis in textbooks often encourages students to ask questions and initiate in-depth discussions about how communication functions. This helps them develop critical thinking skills by questioning assumptions, looking for evidence, and evaluating arguments. These discussions also allow students to expand their understanding by considering others' perspectives. Thus, textbooks that contain pragmatic aspects in improving students' critical thinking skills provide a strong foundation for the development of analytical and evaluative skills that are important in dealing with various communication situations and reading more critically.

5. Conclusion

The study of pragmatics is very important for training students' communication skills in facing the challenges of the 21st century. Pragmatics is a branch of linguistics that studies the way in which context, goals and cultural conventions influence the understanding and use of language in communication situations. In the turbulent and multicultural era of the 21st century, the ability to communicate effectively with people from different backgrounds, both in person and through digital media, is a critical skill. Here are several reasons why pragmatic studies are important in training students' communication skills: Awareness

of Context: Pragmatics helps students understand that the meaning of an utterance depends not only on the words, but also on the context. This helps them interpret messages better in various communication situations. Adaptability: In facing the challenges of the 21st century, students need to be able to adapt to various communication contexts, from informal conversations to formal presentations. The study of pragmatics helps them understand and control appropriate communication strategies for each situation. Use of Language in Digital Media: Communication via social and digital media increasingly dominates everyday life. Pragmatics helps students understand the nuances of digital language, such as the use of emojis, abbreviations, and different language styles on online platforms. Intercultural Awareness: In the era of globalization, students will interact with people from various cultures. The study of pragmatics helps them understand cultural differences in language use and avoid misunderstandings or communication conflicts. Critical Thinking Skills: Pragmatics encourages students to think critically about how language is used to influence the thoughts and actions of others. This helps them become more effective communicators and aware of the power of language in influencing perception. Thus, the study of pragmatics not only helps students become more skilled and sensitive speakers, but also prepares them to face the complexities of communication in the rapidly changing world of the 21st century.

The implications and suggestions from the results of this research are: (1) The Importance of Emphasis on Pragmatic Learning: These findings indicate that pragmatic learning should be given greater emphasis in educational curricula to train students' communication skills. This requires the development of effective and relevant teaching methods to help students understand and apply pragmatic principles in various communication contexts. (2) Developing Diverse Learning Materials: Teachers and curriculum makers need to develop diverse and relevant learning materials, including case studies, exercises and communication simulations that consider different communication contexts, both in everyday life and in digital environments. (3) Teacher Training in Pragmatics: Teachers need to receive adequate training in pragmatics to be able to teach and guide students effectively in understanding and applying pragmatic concepts in everyday communication and in digital media. (4) Collaboration with Pragmatic Experts and Communication Experts: Schools and educational institutions need to collaborate with pragmatic experts and communication experts to develop a more holistic and research-based learning approach. (5) Strengthening Intercultural Skills: The implications of this research highlight the importance of strengthening intercultural skills in educational curricula to ensure that students are able to communicate effectively with individuals from various cultural backgrounds. (6) Development of Critical Thinking Skills: Pragmatics learning must also be integrated with the development of critical thinking skills so that students can understand and evaluate various aspects of communication, including communication goals, strategies, and their impact on other people's understanding and actions.

Declaration of Conflicting Interest

The authors state that there is no conflict of interest concerning the publication of this paper.

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