

Development of Pragmatics Textbooks in the Indonesian Language and Literature Education Study Program at University Muria Kudus Through a Scientific Approach

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Abstract: This research aims to: 1) describe the need for teaching materials in the form of textbooks in pragmatic learning, which will be used as learning development materials, 2) develop teaching materials in the form of scientific-based pragmatic textbooks for 4th-semester students, Indonesian Language and Literature Education Study Program, University Muria Kudus, and 3) determine the potential influence of developing pragmatic teaching materials on learning outcomes. Researchers conducted expert validation tests and textbook trials on students to obtain information about the suitability of the teaching materials resulting from this development. This teaching material is validated regarding the appropriateness of content/material, presentation, language and graphics. Data on the textbook trial was obtained through a multiple-choice test with 60 questions, and the subjects in this research were 26 students of the Indonesian Language and Literature Education Study Program, University Muria Kudus. Based on the results of the Indonesian Pragmatics textbook test it shows an average score of 53.20 to 71.70 (difference of 18.5). Thus, the researcher concludes that the Indonesian Pragmatics textbook resulting from this development has a potential influence in improving students' abilities and understanding of Indonesian Pragmatics materials.

Keywords: Development, textbook, language and literature, pragmatics, scientific

1. Introduction

Learning is a process of changing behaviour from being unable to be able to as a result of learning (Darmuki et al., 2022; Darmuki & Hidayati, 2019). The learning process requires learning resources that support learning activities so that they can run effectively and efficiently (Darmuki et al., 2018). One of the learning resources that supports the learning process is textbooks (Yuliana et al., 2022). Considering how important pragmatics courses are for students, developing effective, efficient and innovative teaching materials is necessary to support the learning process and improve students' reading skills (Hidayati & Darmuki, 2023). Developing pragmatics textbooks with a scientific approach is important in improving the quality of pragmatics learning in schools. Pragmatics is a branch of linguistics that studies the use of language in the context of communication should be an integral part of the educational curriculum (Yuliana et al., 2022). Pragmatics textbooks can be designed systematically and interactively through a scientific approach to facilitate better student understanding. The scientific approach in developing pragmatics textbooks provides a clear and structured framework, allowing students to develop critical thinking skills, observe, ask questions, collect data, analyze, conclude, and communicate their findings. In this way, students are taught about pragmatics and to think scientifically and apply pragmatic concepts in their daily lives.

Pragmatics textbooks with a scientific approach can be designed by considering various aspects relevant to pragmatics learning. First, textbooks must contain pragmatic theories and concepts that are presented clearly and structured. Complete and easy-to-understand explanations will help students understand complex pragmatic concepts. Apart from that, pragmatics textbooks must have various case examples relevant to everyday life. These examples can help students understand how pragmatic concepts can be applied in real communication contexts. That way, students will more easily relate pragmatic concepts to the communication situations they face every day. Pragmatics textbooks with a scientific approach must also provide various activities that can actively involve students in the learning process. For

example, students may be given assignments to analyze real conversations, identify the communication strategies used, and evaluate their effectiveness. In addition, students may also be allowed to participate in role plays, group discussions, or simulations of certain communication situations. Through these activities, students can develop their pragmatic skills.

Tambunan (2019) stated that learning with a scientific approach is a learning process designed so that students actively build concepts and principles through stages such as observing, formulating problems, proposing or formulating hypotheses, collecting data, analyzing data, drawing conclusions and communicating concepts, laws or principles. Which is "found". Learning with a scientific approach will provide students with an understanding of recognizing and understanding material using a scientific approach. A scientific approach can also provide students with an understanding that the information obtained does not only come from the teacher but can also come from various sources through observation. The scientific approach is relevant to realizing active learning where is student-centered learning. Learning with a scientific approach can involve student activity because students are taught to learn by doing to find answers to problems. Students' thinking abilities will also develop and improve for the better.

This research aims to develop a pragmatics textbook with a scientific approach. This research aims to develop a pragmatics textbook with an effective scientific approach. Pragmatics textbooks must contain pragmatic theories and concepts that are presented in a clear and structured manner. Complete and easy-to-understand explanations will help students understand complex pragmatic concepts.

The scientific approach in developing pragmatics textbooks provides a clear and structured framework, allowing students to develop critical thinking skills, observe, ask questions, collect data, analyze, conclude, and communicate their findings. In this way, students are taught about pragmatics and to think scientifically and apply pragmatic concepts in their daily lives.

2. Literature Review

People's behavior can be influenced by language, which is a means of conveying ideas, emotions, and feelings. The behavior is related to the demands of society 5.0 and is expected to aid in the acquisition of Indonesian language and literature. A number of innovations can be used to accomplish this goal, including the use of High Order Thinking Skills (HOTS), a renewal of futuristic learning orientation, the selection of suitable learning models, the development of lecturer and teacher competences, and the provision of infrastructure and educational materials (Emawati, 2020).

The Indonesian language is becoming more and more common over the globe these days. Therefore, providing a favourable learning environment for students is crucial. The way that linguistics has broadened its focus from studying only the physical characteristics of speech to encompassing form, meaning, and context (Siswantara & Santoso, 2021). Semantics and pragmatics helped the field of linguistics evolve in regard to meaning. Although semantics and pragmatics are comparable fields of study in meaning analysis, their definitions differ. In a nutshell, pragmatics is the study of meaning in speaking settings. Diningsih & Rohmadi (2019) assert that if students lack sufficient pragmatic knowledge, it will be challenging for them to develop pragmatic competence. Students' communication competence consequently does not advance.

The changing of education in Indonesia is significantly impacted by curriculum. It affects how different techniques and methodologies are used during the learning process. The 2013 Curriculum is a new curriculum that the Ministry of National Education created at the beginning of 2013. This curriculum uses a scientific approach as its primary methodology for learning activities. The scientific method is used by scientists to create new information, and this process is known as the scientific approach (Shofwan, 2017). The learning paradigm that is required is one that fosters inquiry-based learning and allows pupils to think creatively and scientifically. One of the primary ways in which the Scientific Approach is implemented in the classroom is through the students' role prioritization. To meet the learning objective, it becomes imperative to enhance the roles that instructors and students play in the classroom. According to Simamora (2021), a teacher fulfills their duty as a facilitator in language education by giving pupils the resources they need to communicate. As they converse with others in the target language, the students use the input provided to them to fulfill their function. This suggests that a teacher now serves as a facilitator of the learning process rather than just a single handler.

3. Methodology

The research method used in this research is research and development. This research method is used to develop research products in textbooks. The aim is to develop textbooks as effective products used in universities, especially Universitas Muria Kudus.

The research steps for developing teaching materials in this research are a combination of the development steps of Dick et al. (2013), namely as follows: 1) identifying the need for teaching materials, 2) exploration of material needs. At this stage, researchers develop teaching materials based on needs analysis obtained through questionnaires and interviews with students and lecturers. Researchers developed these Content Standards into several achievement indicators, 3) contextual realization of materials. At this stage, the researcher develops a textbook by analyzing the material's objectives and characteristics, learning resources, and learner characteristics. The next step is for the researcher to collect examples, design a coherent sequence of thinking, language that is easy to understand, and involve students' learning experiences

with learning objectives. It is intended so that the textbooks developed are more scientific and useful for students' lives, 4) the pedagogical realization of the textbooks. At this stage, the development of a pragmatic textbook involves determining a strategy for organizing learning content, establishing a strategy for delivering learning content, establishing a learning management strategy and being equipped with exercises and assignments, both structured and independent assignments. Intended to get feedback on students' mastery of development textbooks, and 5) Textbook products.

The research subjects to identify students' needs for teaching materials developed in this research and development were seventh-semester students of the Indonesian Language and Literature Education Study Program at Universitas Muria Kudus. Determining which students were used as subjects in this research used a purposive sampling technique based on consideration of varying levels of intelligence, namely high, medium and low (adjusted to needs). The subject of this research was 1 lecturer who taught pragmatics courses at University Muria Kudus. Meanwhile, the validation process for the textbooks resulting from this development was carried out by 4 content suitability experts, linguistic experts, presentation experts and graphics experts.

4. Results

The textbook was developed based on an analysis of the needs of lecturers and students in pragmatic learning. A needs analysis was conducted by providing a questionnaire regarding existing source books (books used by lecturers and students) and pragmatic teaching materials desired by lecturers and students. Researchers identified needs for sixth-semester students of the Indonesian Language and Literature Education Study Program at University Muria Kudus, using an open questionnaire to 26 research subjects in a proportional manner to find out the advantages and disadvantages of existing textbooks. Apart from that, the questionnaire is also intended to collect data about the needs of students and lecturers regarding the contents of the textbooks that researchers will develop.

To obtain information about lecturers' needs for Indonesian language pragmatics books in textbooks, researchers identified the needs of three lecturers in the Indonesian Language and Literature Education Study Program at University Muria Kudus. Information on lecturers' needs was obtained through an open questionnaire. The results show relatively similar needs based on an analysis of lecturers' needs for Indonesian pragmatics textbooks. Regarding the importance of Indonesian pragmatics textbooks, lecturers consider Indonesian pragmatics textbooks very important in learning Indonesian pragmatics courses. It is because the textbook functions as: 1) a learning guide and guide for assessing learning outcomes, 2) material for teaching and increasing learning effectiveness, and 3) a reference for effective learning by learning objectives. Therefore, the textbooks used in learning can be adjusted to these hopes and desires.

Based on an analysis of the needs of lecturers and students, theoretical studies, and the teaching materials used, Indonesian language pragmatics teaching materials were developed, which are expected to help improve students' understanding of the materials presented. The preparation of this Indonesian language pragmatics textbook was developed by combining development steps based on the results of a combination of the Dick, Carey and Carey (2015) development model with a scientific approach. The scientific approach is defined as a learning approach that encourages students in the learning process to relate scientific thinking/scientific methods. The scientific method is a series of data collection activities through observation or experimentation, processing information or data, analyzing, and then formulating and testing hypotheses. The essence of learning with a scientific approach is student activity and scientific exploration in the learning process (Schmidt et al., 2018).

After the analysis stage of identifying student and lecturer needs, the next stage is developing teaching materials. The teaching materials produced are Indonesian Pragmatics. Before the textbook developed by researchers is tested on students (research subjects) of the Indonesian Language and Literature Education Study Program at Universitas Muria Kudus, an expert or experts first carry out an assessment (validation). These experts are material/content experts to assess the correctness of the material, linguists who assess the correctness of the language and readability of the reading text, presentation experts who assess the presentation, and graphic experts. This is done so that the teaching materials resulting from the development of scientific-based textbooks are of higher quality.

The teaching materials developed by researchers consist of 3 parts: the introduction, content and conclusion. The introductory section consists of: 1) a cover or front cover containing the author's name, textbook title, and images, (2) a title page or inside cover, 3) a foreword and 4) a table of contents). The content section consists of several learning activities, each of which includes: 1) activity title adapted to basic competencies (KD), 2) competency standards (SK), basic competencies (KD), and indicators, 3) study instructions for lecturers and students, 4) material, 5) exercises, 6) summary, and 7) assessment. The closing part is the bibliography and glossary.

Based on the results of the material expert's assessment regarding the appropriateness of the content/material of the pragmatics textbook developed by the researcher, it is categorized as good. Of the six aspects of assessment with a scale of 5 (Five), namely, the aspect of conformity with competency standards (SK) and basic competency (KD) received a score of 5 (very good), the aspect of suitability of material developed for tertiary level scored 4 (good), the aspect of suitability of material to needs teaching materials received a score of 4 (good), aspects of the truth of the substance of the material presented received a score of 4 (good), and aspects of benefits for increasing knowledge insight received a score of 4 (good). Therefore, from a maximum score of 25, the content suitability aspect received a score of 21. It means that the content suitability of the textbook being developed is in the very good category. However, despite this, content experts

have several suggestions related to learning objectives, further explanations regarding deixis, and additions to the theory of types of presuppositions and implicatures.

Expert assessment of linguistic aspects the textbook developed can be categorized as good. Of the four aspects assessed on a scale of 5, namely the readability aspect, the clarity of information aspect, the conformity aspect with Indonesian language rules, and the aspect of effective use of language. The readability aspect received a score of 4 (good), the clarity aspect of the information presented received a score of 4 (good), the aspect of conformity with good and correct Indonesian language rules received a score of 3 (fairly good), and the use of language effectively and efficiently (clear and concise) obtained a score of 3 (fairly good). Overall, the score obtained for the linguistic component from the maximum score of 20 is 14. That means the language used in the developed pragmatics textbook is good. However, the assessor provided several suggestions regarding the language of the teaching materials developed by researchers regarding errors in word writing and the use of punctuation.

The results of the assessment regarding the feasibility aspect of presenting the Indonesian Pragmatics textbook from five components were assessed on a scale of 5 (Five), namely the clarity of the learning objectives to be achieved received a score of 4 (good), suitability of the sequence of presentation of the material received a score of 4 (good), providing motivation and attractiveness. Got a score of 4 (good), the presence of stimulus and response or interaction got a score of 4 (good), and the completeness of the information presented got a score of 4 (good). Overall, the score obtained for the appropriateness of the presentation component was 20 out of a maximum score of 25. That means the presentation of teaching materials can be categorized as good.

Based on expert assessment, the graphic aspect shows a display that can be categorized as good. Of the five aspects of assessment with a scale of 5 (Five), namely, the use of fonts, size and type of letters received a score of 5 (very good), suitability of the use of colour composition received a score of 4 (good), suitability of the illustrations presented received a score of 4 (good), suitability of the appearance of the cover page. Received a score of 5 (very good), and the suitability of the physical appearance of the teaching materials received a score of 5 (very good). Therefore, overall, from a maximum score of 25, the graphic aspect received a score of 23. It means that the graphic aspect of the teaching materials developed is in the very good category.

The textbook developed was tested on students who took pragmatics courses through lectures. Next, the textbook is evaluated and revised to obtain maximum results. With material descriptions, steps that are easy to understand are expected and equipped with examples, exercises, and summaries that make it easier for students to understand pragmatic material. Hopefully, this textbook can improve students' learning abilities, especially in pragmatics courses.

This field test of teaching materials (textbooks) is intended to measure students' ability to understand the material in the textbook, namely the ability of research subjects to understand each pragmatic material contained in the developed textbook. Students' ability to understand each pragmatic material in the textbook can, among other things, be tested by measuring the student's ability to understand each material, making examples according to the classification of each pragmatic sub-material. In this research, students understand each theory contained in the textbook resulting from this development so that students can classify the material in the form of examples. To measure the students' abilities, researchers conducted a test in two stages: pre-test and post-test. The pre-test is carried out before students are given the developed textbook. Meanwhile, the post-test was carried out after students were given the developed Indonesian Pragmatics textbook.

Pre-test and post-test scores on the Indonesian Pragmatics textbook. The lowest score on the pre-test was 33, and the highest score was 67. The lowest score on the post-test was 67, and the highest was 87. Furthermore, the mean score on the pre-test was 53.21, with a standard deviation of 9.610. In contrast, the mean post-test score was 71.71, with a standard deviation 5.513. Based on the results of the paired sample test, the Indonesian Pragmatics textbook, which includes material on pragmatics and the history of pragmatics, speech acts, deixis, presuppositions and implicatures, and principles of cooperation and principles of politeness, shows a mean score on the pre-test and post-test of 18.500 with a standard deviation of 6.214 and sig (2 -tailed) 0.000 is smaller than 0.05. Thus, scores are significantly different before and after using the developed textbook.

5. Discussion

All human endeavors will be disrupted in the age of civilization 5.0, and the educational system will be no exception. There will be disturbances in the process of acquiring Indonesian literature and language as well. The ability to utilize language to convey thoughts in accordance with demands is the goal of language learning (Andriany, 2019). This urge, which is to communicate important ideas, is connected to language. Critical thinking skills are essential for learning any language, but learning Indonesian in particular requires them (Solihati & Hikmat, 2018).

Students must always be innovative in order to study effectively. If instructors and lecturers can select, create, and apply learning that is cutting edge and focused on the requirements of students, then effective learning can be accomplished. Textbooks can have a significant role in many language classrooms for all of these reasons (Mkenda, 2017). As noted by Tatsuki (2019), textbooks frequently provide language teachers with a compromise that, while not always ideal, may meet the needs of several stakeholders, including students, teachers, program directors, and publishers. For guidance on what to teach, new educators frequently require guidance (particularly if their program lacks a comprehensive curriculum). Additionally, they could require advice on how to introduce a particular topic, and novice

teachers might gain support with the order of the content. A textbook can be a very useful tool in each of these situations. The textbook is intended to serve as an introduction to literature and goes beyond its stated objective of serving as a general reading textbook or conversation starter, though it can be used for both (Bibby, 2014).

Based on an examination of the demands of instructors and students in practical learning, the textbook was created. Researchers interviewed three lecturers in the University Muria Kudus Indonesian Language and Literature Education Study Program about their needs for Indonesian pragmatics textbooks. The lecturers felt that textbooks were crucial for students taking Indonesian pragmatics courses (Ren & Han, 2016). This information was gathered to learn more about the needs of lecturers for textbooks in the Indonesian language.

The development of Indonesian language pragmatics teaching materials, which are anticipated to enhance students' comprehension of the materials presented, was based on a review of theoretical research, the demands of lecturers and students, and the instructional materials utilized (Barron, 2016). According to expert evaluation, the textbook's language features are good. This indicates that the created pragmatics textbook has good language.

6. Conclusion

Based on the research results, it can be concluded as follows. Based on the analysis of textbook needs, these needs are related to the content and physical aspects of teaching materials. In terms of content, students need completely fun teaching materials. These materials are equipped with examples for each material presented clearly, exercises according to the material in the teaching materials, and content that can add to and improve students' insight. Second, the textbook designed in this research has specifications including: 1) presenting clear instructions or scenarios for learning activities; 2) presenting material that is by student needs; 3) presenting relevant and contextual examples to make it easier for students to understand the material presented; 4) providing a colourful background for parts that are considered important and need to be emphasized, such as examples, summaries, exercises and glossaries, and 5) presents textbook components consisting of title, basic competencies, indicators, learning objectives, materials, summaries, exercises, assessments, glossary and bibliography.

Third, the textbook resulting from this development can be used in learning activities at the Indonesian Language and Literature Education Study Program, University Muria Kudus, which has the same characteristics and needs as the university where this teaching material was tested. Based on the validation results of content/material suitability experts, linguistic experts, material presentation experts, and graphics experts, as well as the results of limited field trials.

Fourth, the textbook resulting from this development can influence students' ability to understand Indonesian pragmatics textbooks by providing examples, summaries and exercises. The increase in students' abilities can be seen from the average score results before students use the developed textbooks, and the average score results increase after students use the developed textbooks.

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Conflict of Interest

The authors declare no conflicts of interest.

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