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Editor Al-Ishlah <jurnalpendidikanalishlah@gmail.com>

kepada saya ▾

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Ms Leffi Noviyenti:

We have reached a decision regarding your submission to AL-ISHLAH: Jurnal Pendidikan, "Understanding pragmatics as a way to practice natural communication skills in various contexts of interactions".

Our decision is: Revisions Required

Editor Al-Ishlah
STAI Hubbulwathoan, Duri
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LEFFI NOVIYENTY IAIN CURUP <leffinoviyyenty@iaincurup.ac.id>

kepada Editor ▾

Thank You Sir, I'll follow the suggestions.



LEFFI NOVIYENTY IAIN CURUP <leffinoviyyenty@iaincurup.ac.id>

kepada alkhair2505 ▾



3243-Notifikasi Lanjut Proses Artikel Eksternal Kotak Masuk x



Editor Al-Ishlah <editor.alishlah@gmail.com>
kepada saya, alkhair2505 ▾

Sen, 9 Jan, 16.37 ☆ ↶ ⋮

Kami beritahukan bahwa artikel yang telah disubmit di Al-Ishlah: Jurnal Pendidikan, dengan judul "Understanding pragmatics as a way to practice natural communication skills in various contexts of interactions" akan dilanjutkan prosesnya. Namun sebelumnya penulis harus menyetujuinya dengan membayar APC sebesar Rp. 1.700.000. APC dikirim ke nomor rekening Bank Mandiri dengan nomor rekening 1080020610284 atas nama Widia Yunita. Selanjutnya, agar melakukan konfirmasi melalui email ini. Batas konfirmasi pembayaran tanggal 15 Januari 2023.

Terimakasih

Editor Al-Ishlah



LEFFI NOVIYENTY IAIN CURUP
Terima kasih banyak Bu, suap laksanakan.

Sel, 10 Jan, 18.43 ☆



LEFFI NOVIYENTY IAIN CURUP <leffinovi Bentley@iaincurup.ac.id>
kepada Editor ▾

Sel, 10 Jan, 18.47 ☆ ↶ ⋮

Terima kasih banyak Ibu. Siap dilaksanakan.



[Alishlah] Editor Decision Eksternal Kotak Masuk x



Widia Yunita
kepada saya ▾

Ms Leffi Noviyenti:

We have reached a decision regarding your submission to AL-ISHLAH: Jurnal Pendidikan, "Understanding pragmatics as a way to practice natural communication skills in various contexts of interactions".

Our decision is to: Accept Submission

Widia Yunita
(Scopus ID: 57223619375), Sekolah Tinggi Agama Islam Hubbulwathan Duri,
Bengkalis, Riau
widiayunita136@gmail.com

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Understanding Pragmatics as a Way to Practice Natural Communication Skills in Various Contexts of Interactions

Leffi Noviyenti, Khairul Anwar

Abstract

Students' problems in using English to communicate need to be handled seriously. Teaching English is no more teaching the knowledge of English only but also the use of context. This library research elaborates on the importance of pragmatics for EFL students to improve their communication skills in various contexts of interaction and to strengthen the importance of pragmatic competence for non-native English teachers in teaching natural English communication. Documentation is the collecting technique using a checklist and fieldnote instruments. The primary sources are theories about pragmatics and teaching communication from

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Eksternal

Kotak Masuk x



Widia Yunita

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(Scopus ID: 57223619375), Sekolah Tinggi Agama Islam Hubbulwathan Duri,
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Students' problems in using English to communicate need to be handled seriously. Teaching English is no more teaching the knowledge of English only but also the use of context. This library research elaborates on the importance of pragmatics for EFL students to improve their communication skills in various contexts of interaction and to strengthen the importance of pragmatic competence for non-native English teachers in teaching natural English communication. Documentation is the collecting technique using a checklist and fieldnote instruments. The primary sources are theories about pragmatics and teaching communication from books and published journals. In order to obtain correct and precise results in analyzing data, a content analysis technique is used. The data analysis procedure covers determining the design, which is linkage analysis, finding main data, and theories about pragmatics from books, then finding contextual knowledge from published research related to pragmatics and teaching English communication, and finally, writing and interpreting the linkage to describe the results. The findings show that pragmatics should not limitedly act as classroom instructions but as competence to be constantly developed and practised for students or teachers. Pragmatics should be seen from its whole aspect in order to communicate naturally and contextually. It can also be concluded that opportunities for pragmatic practice should be provided to achieve the goal of teaching English, that is, the ability to use English in various contexts of interaction.

Keywords

pragmatics competence; natural and contextual communication; English as a foreign language

Full Text:

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Authors: Leffi Noviyenti, Khairul Anwar

Title: Understanding Pragmatics as a Way to Practice Natural Communication Skills in Various Contexts of Interactions

Section: Articles

Editor: Editor Al-Ishlah

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Round 1

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Decision: Accept Submission 2023-03-30

Notify Editor: Editor/Author Email Record 2023-03-30

Editor Version: [3243-17920-1-ED.PDF](#) 2023-03-30

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#3243 Editing

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Submission

Authors: Leffi Noviyenti, Khairul Anwar

Title: Understanding Pragmatics as a Way to Practice Natural Communication Skills in Various Contexts of Interactions

Section: Articles

Editor: Editor Al-Ishlah

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Copyeditor: Dessy Wahyuni

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#3243 Summary

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| | |
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| Authors | Leffi Noviyenti, Khairul Anwar |
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Authors

| | |
|---|---|
| Name | Leffi Noviyenti |
| Affiliation | Institut Agama Islam Negeri Curup |
| Country | Indonesia |
| Bio Statement | — |
| Principal contact for editorial correspondence. | |
| Name | Khairul Anwar |
| ORCID iD | https://orcid.org/0000-0002-0691-4503 |
| Affiliation | Institut Agama Islam Tebo |
| Country | Indonesia |
| Bio Statement | — |



Understanding Pragmatics as a Way to Practice Natural Communication Skills in Various Contexts of Interactions

Leffi Noviyenty¹, Khairul Anwar²

¹ Institut Agama Islam Negeri Curup, Indonesia; leffinoviyenty@iaincurup.ac.id

² Institut Agama Islam Tebo, Indonesia; alkhair2505@gmail.com

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ABSTRACT

Students' problems in using English to communicate need to be handled seriously. Teaching English is no more teaching the knowledge of English only but also the use of context. This library research elaborates on the importance of pragmatics for EFL students to improve their communication skills in various contexts of interaction and to strengthen the importance of pragmatic competence for non-native English teachers in teaching natural English communication. Documentation is the collecting technique using a checklist and fieldnote instruments. The primary sources are theories about pragmatics and teaching communication from books