

**AN ANALYSIS OF PRAGMATIC COMPETENCE AMONG
SEVENTH-GRADE EFL STUDENTS AT SMP LABSCHOOL
JAKARTA**



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Jakarta, 09 June 2026

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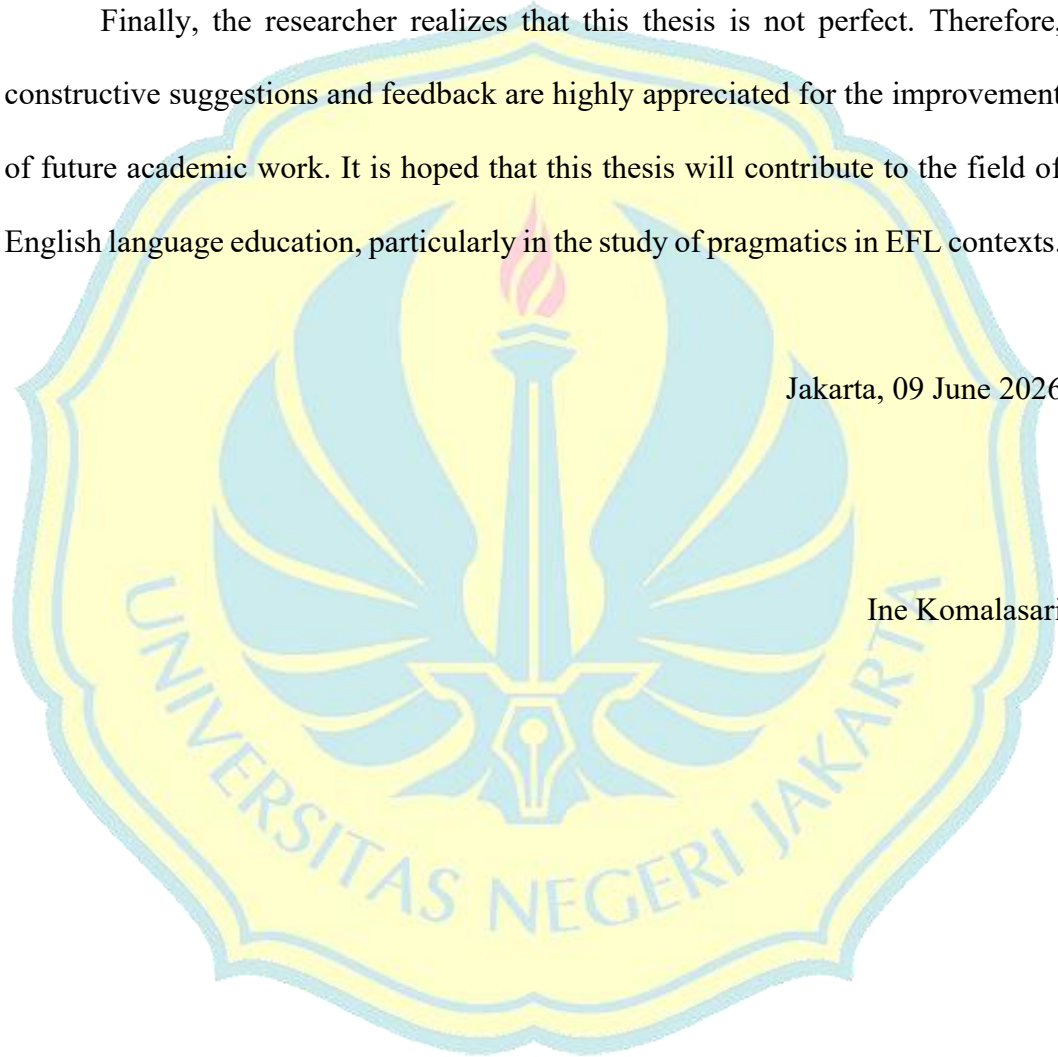


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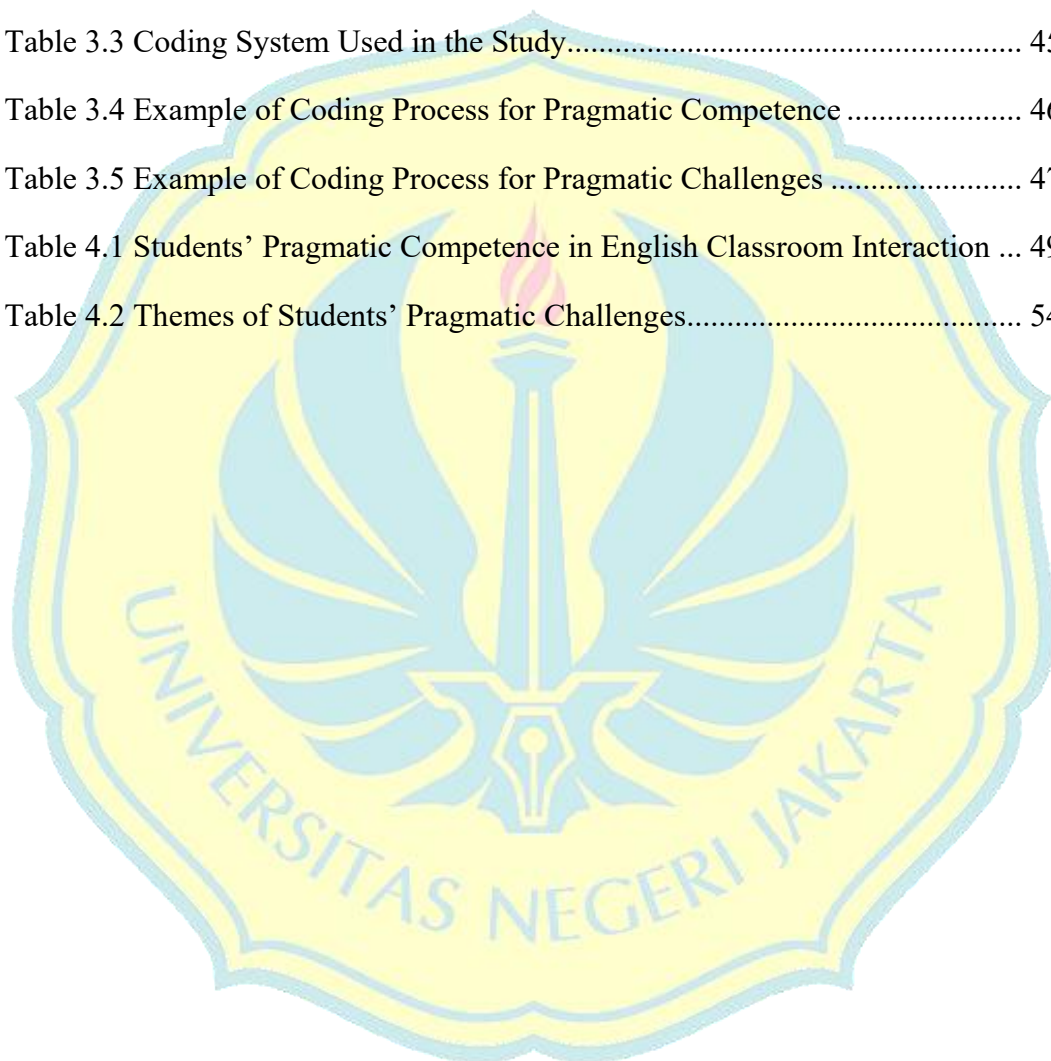
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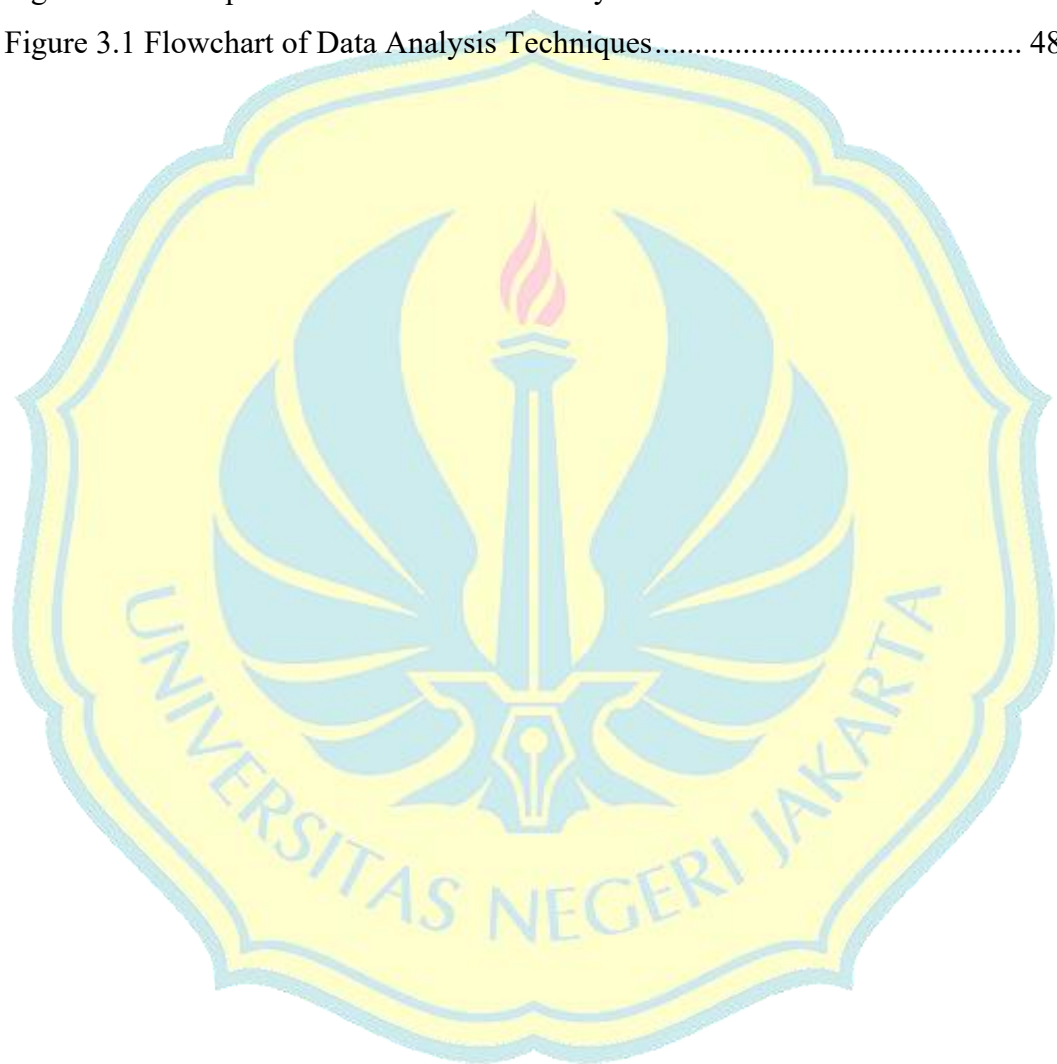
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ABSTRACT

Ine Komalasari. 2026. An Analysis of Pragmatic Competence among Seventh-Grade EFL Students at SMP Labschool Jakarta. A *Skripsi*, Jakarta: English Language Education Study Program, Faculty of Languages and Arts, Universitas Negeri Jakarta.

Pragmatic competence plays an important role in enabling learners to use language appropriately according to communicative situations and social contexts. However, many EFL learners still experience difficulties in using English expressions appropriately during classroom interaction. Therefore, this study aimed to investigate seventh-grade EFL students' pragmatic competence and the challenges they encountered during English classroom interaction at SMP Labschool Jakarta. This study employed a qualitative descriptive design involving seventh-grade students selected through purposive sampling. Data were collected through a Discourse Completion Task (DCT), classroom observation, and semi-structured interviews. The results revealed that students demonstrated developing pragmatic competence using various speech acts, including requesting, apologizing, thanking, and greeting, as well as using different politeness strategies. The findings also showed that students adjusted their language use according to the interlocutor and communicative context. Nevertheless, several challenges were identified, including difficulty producing English expressions spontaneously, difficulty maintaining politeness consistently, speaking anxiety, and limited opportunities for meaningful English interaction. In conclusion, the students had begun to develop pragmatic competence in classroom interaction, although their ability to use English appropriately remained at a developing stage. Linguistic, affective, and environmental factors were found to influence their pragmatic development.

Keywords: *pragmatic competence, speech acts, politeness strategies, pragmatic challenges, EFL students*

ABSTRAK

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Kompetensi pragmatik memiliki peran penting dalam membantu peserta didik menggunakan bahasa secara tepat sesuai dengan situasi komunikasi dan konteks sosial. Namun, banyak pembelajar bahasa Inggris sebagai bahasa asing (EFL) masih mengalami kesulitan dalam menggunakan ungkapan bahasa Inggris secara tepat selama interaksi di kelas. Oleh karena itu, penelitian ini bertujuan untuk menginvestigasi kompetensi pragmatik siswa EFL kelas tujuh serta tantangan yang mereka hadapi selama interaksi pembelajaran bahasa Inggris di SMP Labschool Jakarta. Penelitian ini menggunakan desain kualitatif deskriptif dengan melibatkan siswa kelas tujuh yang dipilih melalui purposive sampling. Data dikumpulkan melalui Discourse Completion Task (DCT), observasi kelas, dan wawancara semi-terstruktur. Hasil penelitian menunjukkan bahwa siswa telah menunjukkan kompetensi pragmatik yang berkembang melalui penggunaan berbagai tindak tutur, seperti meminta bantuan, meminta maaf, mengucapkan terima kasih, dan memberi salam, serta melalui penggunaan berbagai strategi kesantunan. Temuan juga menunjukkan bahwa siswa menyesuaikan penggunaan bahasa berdasarkan lawan tutur dan konteks komunikasi. Namun, beberapa tantangan masih ditemukan, yaitu kesulitan menghasilkan ungkapan bahasa Inggris secara spontan, kesulitan mempertahankan kesantunan secara konsisten, kecemasan saat berbicara, serta terbatasnya kesempatan untuk menggunakan bahasa Inggris dalam interaksi yang bermakna. Kesimpulannya, siswa telah mulai mengembangkan kompetensi pragmatik dalam interaksi kelas, meskipun kemampuan mereka dalam menggunakan bahasa Inggris secara tepat masih berada pada tahap perkembangan. Faktor linguistik, afektif, dan lingkungan pembelajaran ditemukan memengaruhi perkembangan kompetensi pragmatik siswa.

Kata kunci: *kompetensi pragmatik, tindak tutur, strategi kesantunan, tantangan pragmatik, siswa EFL*