
**ISLLAC: Journal of Intensive Studies on Language, Literature,
Art, and Culture**

Volume 9, Issue 1, 2025

Journal homepage :

<https://journal-sastra.um.ac.id/index.php/isllac>



**CONTRASTIVE ANALYSIS OF INDONESIAN AND ENGLISH PRAGMATIC: AN
IMPLICATIONS IN TEACHING ENGLISH PRAGMATIC TO STUDENTS**

Tira Nur Fitria*,

Institut Teknologi Bisnis AAS Indonesia, Kabupaten Sukoharjo, Jawa Tengah, Indonesia

ARTICLE INFO

Article history:

Received: 21-3-2025

Accepted: 21-3-2025

Published: 30-06-2025

Keyword:

English Pragmatic, Indonesian Pragmatic,
Linguistic, Pragmatic, Teaching Pragmatic

ABSTRACT

This study examines pragmatic similarities and differences between Indonesian and English and their implications for teaching English pragmatics. Using a descriptive qualitative approach, the analysis shows that both languages share core pragmatic features, including speech acts, politeness, implicature, deixis, and the cooperative principle. However, significant differences arise from cultural influences. Indonesian pragmatics emphasizes social relationships, formality, and indirectness in pronouns, requests, criticism, commands, and disagreement, while English tends to use neutral pronouns and more direct expressions. These contrasts highlight the importance of culturally informed pragmatics instruction. Teaching English pragmatics should address both shared principles and culturally specific differences to help learners communicate effectively and sensitively across social contexts.

INTRODUCTION

Language is the main communication tool that humans use to convey thoughts, feelings, and intentions in everyday life. As a complex system, language consists of

*Corresponding author.

E-mail addresses: tiranurfitria@gmail.com (Tira Nur Fitria)

ISSN: 2597-7385 (Online) - ISLLAC: Journal of Intensive Studies on Language, Literature, Art, and Culture is licensed under Creative Commons Attribution-ShareAlike 4.0 International License (<http://creativecommons.org/licenses/by/4.0/>).

various elements such as phonology, morphology, syntax, semantics, and pragmatics. In its use, language not only functions as a means of constructing sentences grammatically but also as a medium for interacting and establishing social relationships. In addition, language reflects the culture and values of a society, so its use is greatly influenced by the social context, situation, and relationship between the speaker and the interlocutor. Language not only functions as a means of communication but social value of a society.

In the communication process, the pragmatic aspect plays an important role because it is directly related to how the meaning and message are conveyed according to the situational context. To prevent miscommunication arising from cultural differences, it is crucial to understand various cultures and pragmatics (Lin, 2007). Pragmatics plays a crucial role in communication. English is widely spoken by people from various linguistic and cultural backgrounds, which likely leads to variations in English pragmatics influenced by the speaker's cultural context (Sabuin, 2022). Pragmatics refers to how meaning is communicated through both verbal and non-verbal elements, with interpretations varying based on context, the relationship between speakers, and various other social factors (Deda, 2013). Pragmatics is a branch of linguistics that focuses on how language is used in social interactions, emphasizing the appropriateness of utterances within different sociolinguistic contexts (Pasaribu et al., 2022). In other words, pragmatics is concerned with how speakers choose words, expressions, and conversational strategies based on the social situation, the relationships between speakers, their cultural norms, and the context in which communication occurs.

Recognizing the dynamic nature of human communication, pragmatics is a branch of linguistics that delves into the intricate relationship between language, context, and meaning (Dey, 2023). It focuses on how speakers and writers use language to convey not just literal information, but also social, cultural, and emotional cues that influence communication. Pragmatics studies how language users interpret and infer meaning based on factors like tone, gestures, and social conventions, and how language is used to achieve specific goals. By revealing the underlying meanings and intentions behind language use, pragmatics offers valuable insights into human communication and enhances our understanding of how language influences social interactions and relationships. Additionally, pragmatics plays an essential role in language learning and teaching, helping learners build communicative competence and grasp the subtleties of language in various

contexts. It also has practical applications in fields such as advertising, politics, and law, where language use can significantly affect audience perceptions and behavior. Pragmatics is a dynamic and multifaceted field that continues to evolve, shaping our understanding of language and communication across diverse settings (Dey, 2023). Its insight not only deepens theoretical knowledge but also enhances real-world communication strategies, making it essential for both linguistic research and applied professional practices.

Given its crucial role in interpreting meaning beyond literal expressions, pragmatics is a dynamic and fast-evolving area within modern linguistics and the philosophy of language (Huang, 2014). Pragmatics is a key area of linguistics that focuses on uncovering the underlying meanings behind a speaker's or writer's use of language, particularly concerning the interaction between linguistic form and its context (Siddiqui, 2018). It emphasizes the importance of contextual meaning, where the interpretation of a given context is shaped by both the speaker's and writer's intentions in conveying a message. Pragmatics is a field of linguistics that explores the implicit meanings of a speaker or writer in connection with the combined use of linguistic forms (Razzakberdiyevna, 2023). This highlights how effective communication relies not only on language structures, but also on the ability to understand underlying intentions and situational factors.

Pragmatics examines the meaning of utterances which not only depends on language structure, but also on social interactions, speaker intentions, and listener understanding. Pragmatics, as a branch of linguistics, focuses on how language is used in certain contexts to create and understand meaning. Pragmatics studies aspects that are not fully explained by grammar or semantics, such as speaker intention, social context, and hidden implicatures in an utterance. For example, although grammatically the sentence "Can you close the door?" is in the form of a question, pragmatically, this sentence is often intended as a request. Thus, pragmatics explains how language is used not only as a means of communication but also as a means to achieve social goals and understand the dynamics of interaction between individuals.

Pragmatics also bridges the relationship between language and culture, as communication patterns often differ across language communities. For example, politeness strategies in language, how to convey requests, or express disagreement, are greatly influenced by certain cultural values. Therefore, pragmatics helps reveal how language functions dynamically and contextually in human life. Pragmatics is a branch of

linguistics that studies meaning in the context of language use. Pragmatics focuses on how meaning is produced and understood based on social, cultural, and situational contexts, as well as the relationship between speakers and interlocutors. In everyday life, pragmatics plays an important role because language use depends not only on grammatical structure but also on external factors that influence the meaning of utterances.

In the field of second language acquisition, the ability to use language appropriately in social contexts is increasingly recognized as essential for achieving communicative competence. Pragmatic competence plays a crucial role in the effectiveness of communication (Lestari, 2017). In real-life interactions, a language learner is not just expected to use language correctly or produce understandable utterances, but also to generate statements that are socially and culturally suitable. Pragmatics has traditionally been seen as one of the most challenging competencies for English learners to master (Malik, 2019). This skill is not typically learned or taught in a classroom setting, making it difficult to acquire without prior experience in real-life language interactions.

Indonesian and English, as two languages originating from different cultural and historical backgrounds, have unique pragmatic systems. Although there are some similarities in the basic principles of pragmatics, cultural differences, and social norms produce variations in the way speakers of these two languages express intentions, implicatures, and speech acts. For example, the use of politeness and forms of address (terms of address) often differ because they are influenced by the values of each culture. Indonesian and English, even though they are both used to convey messages, have fundamental differences in the application of pragmatic aspects. This difference lies not only in language structure, but also in the way politeness is conveyed, the use of implicatures, and speech acts. For example, in Indonesian-speaking culture, politeness norms are often more explicit with the use of polite words and certain forms of greeting. Meanwhile, English, especially in native-speaking countries, has an approach that tends to be more direct but still implicitly considers the principle of politeness.

The study of pragmatic similarities and differences between Indonesian and English is becoming increasingly relevant in the era of globalization, where intercultural interactions are increasingly intensive. A deep understanding of these pragmatic differences can reduce cultural misunderstandings and increase the effectiveness of communication between speakers of both languages. Pragmatics research highlights the

importance of appropriateness in intercultural communication. By studying pragmatics, English speakers can enhance their intercultural communication skills. Their pragmatic competence improves as they become aware of cultural differences and the importance of using language appropriately. In other words, teaching and learning pragmatics can help overcome challenges in international communication for both native and non-native speakers. Research on the similarities and differences in pragmatics between Indonesian and English is important because it can provide insight into how cultural and social factors influence language use. Apart from that, this research can help in learning foreign languages, especially in teaching English to Indonesian speakers, or vice versa. A deeper understanding of pragmatics can also improve cross-cultural communication skills and reduce the possibility of misunderstandings.

There are several previous studies related to contrastive analysis of pragmatics. (Farnia & Buchheit, 2010) Examines the speech act of complaints from a cross-cultural and contrastive pragmatic perspective, focusing on American native English speakers and Malaysian native Malay speakers. Thayyib (2014) explores the types of deixis present in the 'Tae' language and examines how they differ from deixis in English. 'Tae' language encompasses all five categories of deixis: person deixis, location deixis, time deixis, discourse deixis, and social deixis. Deixis in the 'Tae' language is found to be more complex compared to its English counterparts. Angelin (2015) indicates that English speakers tend to use the "admiration of the act" strategy more frequently when expressing gratitude compared to Indonesian speakers. Indonesians are more inclined to use the "expressing indebtedness" strategy than English speakers. Additionally, the data reveals that in Indonesian, gratitude is conveyed through verbal expressions and gestures. Yan (2016) highlights cultural differences between the U.S. and China, which result in varying politeness strategies, and provides insights into the challenges faced by Chinese EFL learners as they develop interlanguage pragmatic competence. Koceva (2017) highlights differences between the Macedonian and American languages in strategy use, perspective, and the application of internal modifiers. Rahmawati (2018) revealed both similarities and differences in the use of person deixis between English and Indonesian. The most notable distinctions are found in the third-person singular and first-person plural forms. The similarities were also identified, particularly in the use of first-person singular, second-person, and third-person plural deixis in both languages. Akmal et al. (2022) showed that

Indonesian English Learners (IEL) predominantly used indirect speech acts, while Australian English-Native Speakers (AES) preferred direct speech acts. The differences in speech strategies were evident in sentence modes and request approaches. IEL frequently employed interrogative sentences, whereas AES tended to use declarative sentences when seeking permission from work superiors. Idris & Ismail (2023) highlight the nature of request-making within the Malaysian workplace, providing valuable insights into how Malay speakers of English adapt their requests. Gultom et al. (2023) explain a comparison of nine expressions in English and the Batak Toba language. This reveals that they share similarities in the expression of "pleasure," while the remaining eight expressions exhibit differences. This focuses on aspects such as range, frequency, structure, formality, and politeness. Falakhiya & Haristiani (2024) revealed four—appearance, ability/performance, possession, and personality/friendliness—were identified in the Japanese language, whereas all six types were present in the Javanese language. These findings show notable similarities in the vocabulary used for complimenting in both languages. Ja'afreh (2023) explores apology strategies among Jordanian EFL postgraduate students at Al-Yarmouk University, revealing differences between Jordanian Arabic and English strategies, influenced by religion and varying levels of formality. Matsukawa (2024) provides a cross-cultural pragmatics analysis of invitations in English and Japanese. The analysis revealed a variation in managing uncertainty when initiating an invitation with a preface. English speakers tended to employ a syntactic approach, while Japanese speakers adopted a sequential strategy.

There have been numerous studies on contrastive pragmatics, particularly between English and other languages, but few have specifically focused on the pragmatic similarities and differences between Indonesian and English, particularly in the context of teaching English pragmatics to students. Previous studies, such as Farnia & Buchheit (2010), Thayyib (2014), and Rahmawati (2018), explore the pragmatics of speech acts, deixis, and politeness strategies in various languages, including Malay, Tae' language, and Macedonian. Additionally, studies by Angelin (2015) and Akmal et al. (2022) have examined cultural differences in expressions of gratitude and speech act strategies, such as indirect vs. direct requests, in different language pairs. However, there is a lack of comprehensive research that specifically contrasts the pragmatic features of Indonesian and English concerning their implications for English language teaching. Existing studies,

like those by Gultom et al. (2023) and Ja'afreh (2023), focus on specific speech acts, such as complaints or apologies, and often do not explore the broader implications of these differences for second language acquisition. Moreover, while studies like those by Yan (2016) and Koceva (2017) highlight cultural differences in politeness strategies and speech acts, the application of these insights to EFL (English as a Foreign Language) pedagogy remains underexplored.

This research fills this gap by focusing on the pragmatic similarities and differences between Indonesian and English, specifically addressing how these differences influence teaching English pragmatics to Indonesian students. By examining how Indonesian and English speakers employ speech acts, politeness strategies, and deixis, this study provides insights that can inform EFL teaching methods and help bridge the gap between language learners' pragmatic competence in both languages. Furthermore, it contributes to the growing body of contrastive pragmatics research by directly addressing the practical challenges faced by EFL learners, which is a key area of interest for language educators. This research aims to further explore the similarities and differences in pragmatics between Indonesian and English, especially in the aspects of speech acts, implicatures, and politeness. Thus, it is hoped that the results of this research will not only contribute to the development of linguistic theory but also to the practice of foreign language learning and increasing cross-cultural communication competence.

METHOD

This research uses a contrastive analysis approach to investigate the pragmatic similarities and differences between English and Indonesian. This approach was chosen because it can reveal how cultural differences and social contexts can influence language use in communicative situations. To examine the pragmatic similarities and differences between English and Indonesian, the appropriate research method is contrastive analysis. This approach is appropriate because it focuses on comparing linguistic systems between two different languages. Data for this research are collected through document analysis, by collecting examples of text or dialogue in English and Indonesian that describe different or similar pragmatic contexts. The research collects data from various documentary sources such as written texts, conversations, or other communication media in both languages. Collecting document data allows researchers to identify the use of pragmatics in real

contexts without influencing the participants or the conversational situation. Data analysis is carried out by comparing the pragmatic strategies used in the two languages, identifying usage patterns, and analyzing differences and similarities in the way the languages express pragmatic meaning. Thus, this approach not only allows researchers to understand how pragmatics operates in both languages but also to identify unique aspects of each language in the context of everyday communication.

FINDINGS AND DISCUSSION

Language is the main means for humans to communicate, and express thoughts, feelings, and intentions in various social contexts. Meanwhile, pragmatics is a branch of linguistics that specifically studies how the meaning of language is understood and used in certain contexts. The relationship between language and pragmatics can be understood through several aspects.

Language and pragmatics have a close relationship in linguistic studies. First, language has different meanings depending on the context in which it is used. Pragmatics helps us understand how certain utterances can have meanings that shift according to who is speaking, to whom, when, where, and under what circumstances the conversation takes place. For example, the sentence "Can you close the door?" is often understood as a request, not simply a question of ability. Second, language is used to carry out speech acts such as stating, ordering, asking, or requesting. Pragmatics studies the intention behind the utterance and how the interlocutor understands it. Third, not all meanings in communication are conveyed explicitly. Language is often used to convey implicit meaning (implicature), and pragmatics explains how speakers and listeners make inferences about the message. For example, when someone says, "It's really hot today," what they actually mean is probably a request to turn on the fan or air conditioner. Fourth, language is a tool for building social relationships, and pragmatics examines how the principles of politeness are applied in communication to maintain good relationships, avoid conflict, or adapt to social norms. These principles of politeness differ in different cultures, and this is reflected in the way language is used. Fifth, pragmatics bridges the relationship between language and culture. Patterns of language use that are influenced by particular cultural values are often the focus of pragmatic studies, such as in understanding differences in ways of expressing politeness, humor, or criticism in various societies. Thus, pragmatics makes

language more than just a system of symbols or grammatical structures; pragmatics shows that language is a dynamic tool that is closely connected to social interaction and cultural values.

A. Similarities of Pragmatic in Indonesian and English

Indonesian and English pragmatics have several fundamental similarities because they are both based on general principles of human communication. Both languages use the same basic principles in communication, such as politeness, speech acts, and cooperative principles. The following are these similarities and examples in both languages:

1. Use of Speech Acts

Both in Indonesian and English, speech acts include locutionary acts (what is said), illocutionary acts (the intended meaning), and perlocutionary acts (the effect on the listener). Both languages use this structure to convey the meaning behind utterances.

- a. Indonesian Example: "Bisa tolong tutup jendela?" This is a question, but pragmatically, it is a request.
- b. English Example: "Can you close the window?" This is also a question literally, but pragmatically, it is a request.

2. Application of the Politeness Principle

In both languages, politeness is used to maintain social relationships and avoid rudeness. Politeness strategies often involve the use of certain words or phrases to show respect. In Indonesian, for instance, the phrase "Maaf, boleh saya lewat?" is used to politely ask for permission. Similarly, in English, the phrase "Excuse me, may I pass?" is used to politely ask for permission

3. Implicature in Communication

Both languages use implicature to convey meanings that are not explicitly stated. The application of implicature relies on the context of the conversation to convey implicit messages. In Indonesian, for example, the statement "Sepertinya udaranya panas sekali di sini" might imply a request to turn on the fan. Similarly, in English, the statement "It feels quite warm in here" may imply a request to turn on the air conditioner. Both expressions suggest a request without directly stating it.

- a. Indonesian Example: "Sepertinya udara di sini panas sekali," could imply a request to turn on the fan.

- b. English Example: "It feels quite warm in here," could imply a request to turn on the air conditioning.

4. Use of Deixis

Deixis is used in both languages to indicate time, place, or person depending on the context of the conversation. In Indonesian, the sentence "Saya akan datang ke rumahmu besok" uses deixis such as *saya*, *kamu*, and *besok* which depend on who is speaking and when the statement is made. Similarly, in English, the sentence "I will come to your house tomorrow" uses deixis like *I*, *your*, and *tomorrow* depend on the context of the conversation.

5. Application of the Cooperative Principle

In both languages, the cooperative principle is applied in communication, where speakers are expected to provide relevant contributions according to the context of the conversation. In both Indonesian and English, speakers and listeners must ensure that the information provided is relevant and coherent for smooth communication.

- a. Indonesian Example: A: "Di mana kamu beli buku itu?"; B: "Di toko buku dekat sekolah.". Answer B is relevant and provides enough information.
- b. English Example: A: "Where did you buy that book?"; B: "At the bookstore near the school.". Answer B is also relevant and follows the cooperative principle.

6. Application of the Politeness Principle

Both languages use politeness to maintain social relationships and avoid impoliteness. In both languages, this principle is often applied similarly, although the level of formality may differ. In Indonesian, politeness is often more explicit through the use of words like *mohon* or *tolong*, while in English, the use of *please* shows politeness more flexibly.

- a. Indonesian Example: "Mohon maaf, bisakah Anda membantu saya?"
- b. English Example: "Please, can you help me?"

Although there are differences in how each language uses politeness, speech acts, or sentence structures, both Indonesian and English share similar pragmatic foundations in communication. Both rely on the same basic principles to maintain good social relationships, convey meanings effectively, and ensure that conversations run smoothly and efficiently. These similarities show that pragmatics, as part of linguistics, has universal elements used by speakers of different languages. However, its application and expression can be influenced by the culture of each language.

B. Differences between Pragmatic in Indonesian and English

Although Indonesian and English have many similarities in the application of pragmatics, there are also some significant differences, which are influenced by culture, language structure, and ways of communication in their respective societies. In addition to the similarities previously discussed, there are several significant differences in the pragmatic use between Indonesian and English. These differences involve aspects such as politeness, sentence structure, and the way speech acts are influenced by the culture of each language.

Here are some pragmatic differences between the two languages along with examples:

1. Application of Politeness in the Use of Pronouns

In Indonesian, the use of pronouns is greatly influenced by the level of politeness and the social relationship between the speaker and the listener. For example, *saya* is used to refer to oneself formally, while *aku* is used in more informal or familiar situations. The use of pronouns in Indonesian reflects the level of respect and closeness in the relationship between the speaker and listener. On the other hand, in English, pronouns such as *I*, *you*, *he*, or *she* are neutral and not tied to the formality or closeness of social relationships. This shows a significant difference in how both languages structure social relationships in communication.

- a. Indonesian Example: "Bolehkah saya bertanya?" (formal) vs. "Boleh aku tanya?" (informal)
- b. English Example: "Can I ask?" (neutral)

2. Use of Politeness Expressions in Requests

Indonesian tends to use more explicit expressions of politeness, especially in informal situations or when speaking with someone older or of higher status. Words like *mohon*, *harap*, or *tolong* are used to show politeness when making requests. For example, one would say "Mohon maaf, bisakah Anda membantu saya?" in a formal situation or when speaking to someone respected. In English, while the word *please* is used to show politeness, requests are generally more direct and not as formal as in Indonesian. The use of *please* is more common and not dependent on the status or age of the person being addressed.

- a. Indonesian Example: "Mohon maaf, bisakah Anda membantu saya?"
- b. English Example: "Please, can you help me?"

3. Differences in the Use of Temporal and Social Deixis

Indonesian often uses social and temporal deixis that greatly depend on the situational context and social relationships. For example, words like *besok* or *sekarang* in Indonesian do not always refer to a specific time but are influenced by the context of who is speaking and when the statement is made. This is heavily influenced by social norms and cultural context in Indonesian society. In contrast, in English, the use of temporal and social deixis is more structured and explicit. Words like *tomorrow* in English have a clear, specific meaning that does not depend on social context or relationships.

- a. Indonesian Example: "Saya akan datang besok." (the word *besok* is more flexible and can vary in meaning depending on context).
- b. English Example: "I will come tomorrow." (the word *tomorrow* is more definite in terms of time).

4. Approach to Giving Criticism or Disagreement

In Indonesian culture, communication tends to avoid confrontation and prefers a more subtle or implicit approach when expressing criticism or disagreement. Words like *mungkin* (maybe) or *sepertinya* (it seems) are often used to convey disagreement without directly criticizing. This is done to maintain harmony in personal relationships and to avoid confrontations that might be seen as rude or impolite. In contrast, in English, especially in cultures that value direct communication, criticism and disagreement are often expressed more explicitly and straightforwardly. People tend to express their disagreements directly without using overly polite or soft expressions.

- a. Indonesian Example: "Mungkin ada cara lain yang lebih baik." (implicit)
- b. English Example: "I think this is not the best way." (more direct)

5. Giving Commands or Instructions

In Indonesian, commands or instructions are often conveyed using more polite forms, such as questions or soft requests. This is to maintain politeness and avoid sounding rude. For example, one might say, "Bisa tolong ambilkan saya buku itu?" which implies a polite request. In contrast, in English, especially in everyday conversation, commands are often conveyed more directly and bluntly. In English, instructions such as "Can you get me that book?" are considered more common and less formal.

- a. Indonesian Example: "Bisa tolong ambilkan saya buku itu?" (a polite request)
- b. English Example: "Can you get me that book?" (direct)

6. Use of Pronouns

In Indonesian, the use of pronouns is heavily influenced by the level of politeness and the social relationship between the speaker and listener. For instance, *saya* is used for formal self-reference, while *aku* is used in informal or close situations. This shows that pronouns in Indonesian do not only refer to the speaker but also depend on the relationship with the listener. In contrast, in English, pronouns such as *I*, *you*, *he*, or *she* are more neutral and are not tied to social context or relationships.

- a. Indonesian Example: "Bolehkah saya bertanya?" (formal) vs. "Boleh aku tanya?" (informal)
- b. English Example: "Can I ask?" (neutral)

7. Approach to Giving Criticism or Disagreement

In Indonesian, criticism or disagreement is often delivered more subtly and implicitly, using words like *mungkin* (maybe) or *sepertinya* (it seems) to avoid direct confrontation. This is done to maintain social harmony and avoid disrupting relationships. In contrast, in English, criticism and disagreement are often expressed more directly and explicitly, especially in cultures that value open and honest communication.

- a. Indonesian Example: "Sepertinya cara ini kurang efektif." (implicit)
- b. English Example: "I think this method is not effective." (more direct)

8. Use of Politeness Expressions in Requests

In Indonesian, requests tend to be more formal, often using expressions like *mohon*, *tolong*, or *harap* to show respect. Requests in Indonesian are typically framed as polite questions to maintain social closeness. In English, while *please* is used to show politeness, requests tend to be more direct and not as formal as in Indonesian.

- a. Indonesian Example: "Tolong, bisa bantu saya?"
- b. English Example: "Can you help me please?"

9. Use of Social and Temporal Deixis

In Indonesian, the use of deixis is more dependent on social context and the relationship between the speakers. For instance, the words *saya* or *aku* not only refer to the speaker but also reflect the level of formality or respect in the conversation. On the other hand, in English, deixis is more direct and structured, with words like *I*, *you*, *he*, and *she* that are less influenced by social context.

- a. Indonesian Example: "Saya akan pergi besok." (*Saya* is more formal and shows

respect)

b. English Example: "I will go tomorrow." (I is more neutral)

10. Sentence Structure and Politeness in Giving Commands

In Indonesian, commands are often delivered more politely, using questions or request forms. For example, "Bisa tolong ambulkan buku itu?" is a polite way of asking someone to do something. In contrast, in English, commands are more often delivered directly and more plainly, with the use of words like can or could that are more flexible and less tied to formality.

a. Indonesian Example: "Bisa tolong ambulkan buku itu?" (polite request)

b. English Example: "Can you get the book?" (direct)

The pragmatic differences between Indonesian and English reflect how each language is influenced by cultural norms, communication styles, and social conventions. Indonesians place a greater emphasis on politeness in communication, using more subtle expressions and stronger formality. Indonesian tends to be more formal and prioritizes politeness in various contexts, whereas English is more flexible and direct, depending on the situation and social context. English tends to be more direct and flexible in conveying messages. Understanding these differences is crucial for effective communication in both languages and for appreciating the cultural dynamics in cross-cultural communication. Understanding these pragmatic differences is important for effective communication in both languages and for appreciating the cultural differences that exist.

C. Implications of Similarities and Differences of Pragmatic in English Language Teaching

In the digital age, language teaching and learning now focus not just on grammar and fluency, but also on increasing students' awareness of pragmatic knowledge (Meiratnasari et al., 2019). Teaching pragmatics in English language learning must take into account both the similarities and differences between Indonesian and English pragmatics. This is crucial so that learners not only master the structural aspects of the language but also communicate effectively and appropriately according to social and cultural contexts. Here are some important implications to consider in teaching English pragmatics:

1. Understanding Speech Acts

Understanding speech acts is a crucial part of pragmatics. Just as in Indonesian, speech acts in English include locutionary acts (what is said), illocutionary acts (the intended meaning), and perlocutionary acts (the effect on the listener). Therefore, in teaching English pragmatics, students need to understand that while a sentence in English might be a question, its meaning could be different, such as a request or suggestion. Teaching should focus on helping students understand and appropriately use speech acts in both formal and informal contexts, considering the implied meaning in communication. For example, the sentence "Can you close the window?" in English can be interpreted as a request, which is also true for the Indonesian sentence "Bisa tolong tutup jendela?"

2. Application of Politeness Principles

In Indonesian, politeness plays an important role in communication, especially in avoiding impoliteness and maintaining social relationships. Similarly, in English, politeness is used, but there are differences in the level of formality and its expression. Teaching should focus on the appropriate use of politeness markers in English, such as please and excuse me, and how to choose the right words depending on the relationship between the speaker and listener. Teachers need to explain how to express requests or give instructions politely in both languages, as Indonesian often uses words like *mohon* or *tolong* in both formal and informal situations.

3. Use of Implicature in Communication

Both languages use implicature to convey meaning that is not explicitly stated. In teaching English, it is important to explain how implicit meaning can be conveyed indirectly according to the context. Teaching pragmatics should introduce students to the concept of implicature, that is, how meaning that is not directly expressed can be conveyed through seemingly simple statements. For example, in English, the sentence "It feels warm in here" could mean a request to turn on the air conditioning. The same idea applies in Indonesian with a sentence like "Sepertinya udara di sini panas sekali."

4. Deixis and Social Influence in English

Deixis (a reference to time, place, and person) in Indonesian often depends on social context and the relationship between speakers. In English, deixis is more structured and direct. Therefore, teaching English pragmatics should emphasize the use of appropriate pronouns and time references in conversation. Teaching needs to help students

understand how to use deixis in English, such as I, you, he, or she, in the context of a conversation. Students should also be taught how these pronouns can change depending on the level of politeness and social relationships, similar to how Indonesians use pronouns like saya and aku

5. Use of Request and Command Expressions

One major difference between Indonesian and English pragmatics is how requests and commands are expressed. In Indonesian, requests are typically framed more politely using words like *mohon*, *tolong*, or *harap*, while in English, although *please* is used, requests tend to be more direct. Teaching English should emphasize the importance of using *please* and other polite expressions in making requests, and explain when and how to use more direct forms of request, depending on the situation. Students should also be taught the differences in politeness across cultures and how this affects speech in English

6. Cooperative Principle and Relevant Responses

The cooperative principle in English also applies to Indonesian, where speakers are expected to provide relevant and appropriate responses according to the context of the conversation. However, English tends to allow for more open and direct communication. Teaching English pragmatics should guide students to provide clear and relevant responses according to the cooperative principle, especially in daily conversations. In addition, learners need to be trained to respond appropriately in various social situations, keeping in mind the suitability of the response.

7. Variations in Language Style Based on Content and Context

In Indonesian, the language style varies depending on the social context and communication situation. For example, in more casual conversations, the language style tends to be informal, while in formal conversations, the use of more polite and formal words is common. In contrast, although English has both formal and informal styles, the language tends to be more direct and less bound by formalities compared to Indonesian. Teaching English pragmatics should introduce the concept of variation in language style depending on the situation and social relationship. Learning how to choose the right words for either a casual or formal context is important so that learners can use them effectively, even though it might not be as complex as in Indonesian.

8. Understanding Cultural Context in Conversation

Pragmatics in both Indonesian and English is heavily influenced by their respective

cultures. In Indonesia, many communication situations are influenced by stronger social hierarchies, which often affect word and sentence choices. In contrast, while culture still influences English, many everyday conversations do not strongly emphasize status differences. Teaching English pragmatics needs to guide students to understand that, even though conversations in English tend to occur in a more egalitarian context, politeness and respect in communication are still crucial. This includes teaching how to appropriately use expressions like sir, ma'am, or excuse me in the right contexts.

9. Use of Idiomatic Expressions

Indonesian has many expressions and proverbs used in daily conversations to convey specific meanings. Although English also has idiomatic expressions, their use is often more varied in broader cultural contexts. The use of idioms in Indonesian tends to be more tied to specific social situations, while in English, idioms are more commonly used in conversations that don't heavily depend on social hierarchy. Teaching English pragmatics should teach students the importance of understanding and using idiomatic expressions that cannot be directly translated, such as break the ice or hit the nail on the head. Students should also understand how idioms in English can vary depending on the social and cultural context.

10. Avoiding Discomfort in Conversations

Indonesian often uses more careful expressions and sentence structures to avoid potential discomfort, such as using questions or joking statements to convey a message. In English, although politeness is still considered, conversations tend to be more open and direct. Teaching English pragmatics needs to teach how to speak directly and openly while still maintaining social boundaries. Students should be taught to balance openness in communication with maintaining politeness, depending on their relationship with the conversation partner.

11. Gender Roles in Pragmatics

Gender differences can affect how people speak in both Indonesian and English. In Indonesia, women tend to be more polite and careful in their word choices, while in English-speaking cultures, although there are social norms, both men and women often speak in more equal terms in certain contexts, with some exceptions. Teaching English pragmatics should emphasize gender equality in language use and teach students to understand these differences in the context of conversation between men and women. This

is important so that students can speak more inclusively without falling into stereotypes or assumptions about gender roles.

Teaching pragmatics in English must consider both the similarities and differences between Indonesian and English. With an understanding of politeness principles, speech acts, implicature, deixis, and relevant responses, learners can be better prepared to communicate effectively in English. Teaching English pragmatics English also will help students better understand how to communicate appropriately in various social and cultural situations. By introducing variations in language style, and idiomatic expressions, and understanding cultural and social contexts, students can improve their pragmatic skills in English more effectively and authentically. Good teaching will help students understand and adjust their language use to the appropriate social and cultural contexts, preventing miscommunication and enabling them to interact more naturally in English.

Discussion

Indonesian and English pragmatics share several fundamental similarities based on general principles of communication. These include politeness, speech acts, and cooperative principles. The following are key similarities: 1) Use of Speech Acts: Both languages use locutionary acts (what is said), illocutionary acts (intended meaning), and perlocutionary acts (effect on the listener). For example, "Bisa tolong tutup jendela?" in Indonesian and "Can you close the window?" in English are both requests disguised as questions. 2) Application of the Politeness Principle: Politeness is used in both languages to maintain social relationships. For instance, "Maaf, boleh saya lewat?" in Indonesian and "Excuse me, may I pass?" in English both express politeness. 3) Implicature in Communication: Both languages use implicature to convey indirect meanings. In Indonesian, "Sepertinya udaranya panas sekali di sini" and in English, "It feels quite warm in here" both imply a request to adjust the temperature without directly stating it. 4) Use of Deixis: Both languages use deixis to indicate time, place, or person depending on context. For example, "Saya akan datang ke rumahmu besok" in Indonesian and "I will come to your house tomorrow" in English rely on context for meaning. 5) Application of the Cooperative Principle: Both languages follow the cooperative principle by providing relevant and clear information. For instance, "Di mana kamu beli buku itu?" and "Where did you buy that book?" both require relevant and informative responses. 6) Use of Politeness: Both

languages express politeness to avoid impoliteness. In Indonesian, "Mohon maaf, bisakah Anda membantu saya?" and in English, "Please, can you help me?" both convey politeness, although the level of formality may differ. These similarities show that pragmatics has universal elements, though its application may vary according to cultural contexts.

Indonesian and English share similarities in pragmatics but also exhibit significant differences due to cultural influences and communication styles.

- 1) Politeness in Pronouns: In Indonesian, pronouns like *saya* (formal) and *aku* (informal) reflect social relationships, whereas English pronouns are neutral. For instance, "Bolehkah saya bertanya?" (Indonesian) contrasts with "Can I ask?" (English).
- 2) Politeness in Requests: Indonesian uses expressions like *mohon* or *tolong* to show respect, while in English, the word *please* is commonly used, but requests are generally less formal. An example is "Mohon maaf, bisakah Anda membantu saya?" (Indonesian) compared to "Please, can you help me?" (English).
- 3) Temporal and Social Deixis: Indonesian deixis is context-dependent, with words like *besok* or *sekarang* changing meaning based on the speaker and situation. In contrast, English deixis is more structured and clear, such as in "I will come tomorrow." (English) versus "Saya akan datang besok." (Indonesian).
- 4) Giving Criticism: In Indonesian culture, criticism is often expressed indirectly to maintain harmony, using phrases like *mungkin* (maybe) or *sepertinya* (it seems), whereas in English, criticism is more direct. For example, "Mungkin ada cara lain." (Indonesian) contrasts with "I think this is not the best way." (English).
- 5) Giving Commands: Indonesian tends to soften commands with polite forms, such as "Bisa tolong ambilkan buku itu?" (Indonesian), while English commands are more direct, like "Can you get that book?" (English).
- 6) Pronouns: Similar to the previous point, Indonesian pronouns are influenced by the level of formality and the relationship between the speaker and listener, while English pronouns are more neutral.
- 7) Criticism or Disagreement: As mentioned earlier, Indonesian is indirect in expressing disagreement to preserve social harmony, using softening words like *mungkin* (maybe), while English often favors more explicit expressions.
- 8) Politeness in Requests: Requests in Indonesian are framed with polite expressions like *tolong*, while English requests are more direct, such as "Can you help me please?"
- 9) Use of Deixis: In Indonesian, deixis is influenced by social context and formality, with words like *saya* showing respect, whereas English uses neutral terms like *I* or *you*.
- 10) Command Structure: Indonesian tends to use polite requests in the form of questions, while English prefers direct commands, such as "Can you get the book?"

(English) compared to "Bisa tolong ambilkan buku itu?" (Indonesian). These differences demonstrate how each language reflects its cultural norms around politeness, formality, and social interaction. Understanding these distinctions is essential for effective communication in both languages and appreciating the cultural nuances involved.

CONCLUSION AND SUGGESTIONS

Indonesian and English pragmatics share several key similarities based on general communication principles, including politeness, speech acts, and cooperative principles. 1) Use of Speech Acts: Both languages use locutionary, illocutionary, and perlocutionary acts to convey meaning. 2) Application of the Politeness Principle: Both languages use politeness to maintain social relationships. 3) Implicature in Communication: Both languages convey indirect meanings through implicature. 4) Use of Deixis: Deixis in both languages depends on context to indicate time, place, or person. 5) Application of the Cooperative Principle: Both languages follow the cooperative principle, providing relevant and clear information. 6) Use of Politeness: Both languages express politeness, though the level of formality may differ. These similarities show that while pragmatics has universal elements, its application is influenced by cultural contexts.

Indonesian and English share similarities in pragmatics but also exhibit significant cultural differences in communication styles. 1) Politeness in Pronouns: Indonesian pronouns reflect social relationships, while English pronouns are neutral. 2) Politeness in Requests: Indonesian uses specific expressions like *mohon* or *tolong* to show respect, while English commonly uses "please" in less formal requests. 3) Temporal and Social Deixis: Indonesian deixis is context-dependent, while English deixis is more structured. 4) Giving Criticism: Indonesian culture tends to express criticism indirectly to maintain harmony, while English is more direct. 5) Giving Commands: Indonesian softens commands with polite forms, while English commands are more direct. 6) Pronouns: Indonesian pronouns are influenced by formality and relationship, while English pronouns are neutral. 7) Criticism or Disagreement: Indonesian is indirect in expressing disagreement, while English is more explicit. 8) Politeness in Requests: Requests in Indonesian are framed more formally, while English requests are more direct. 9) Use of Deixis: Indonesian deixis is influenced by social context and formality, whereas English uses neutral terms. 10) Command Structure: Indonesian uses polite requests, while English prefers direct

commands. These differences reflect cultural norms around politeness, formality, and social interaction, emphasizing the importance of understanding these distinctions for effective communication.

Teaching English pragmatics that pays attention to the similarities and differences between Indonesian and English is very important to help students communicate effectively. Several things that need to be considered include understanding speech acts to distinguish what is said, its meaning and effect, as well as the application of politeness principles which teach differences in the use of polite words. Apart from that, understanding implicature and deixis is also important to convey implied meaning and conversational context which depend on time, place, and person. The principle of cooperation is necessary to provide relevant answers, while variations in language style must be taken into account based on the level of formality of the conversation. Teaching should also include an understanding of cultural influences on speech, the use of idiomatic expressions that cannot be translated directly, and how to avoid discomfort in conversation. Understanding gender roles in communication and providing relevant responses according to cooperative principles is also very important. By paying attention to these aspects, teaching English pragmatics can be done more effectively and help students communicate sensitively to social and cultural contexts.

To improve the teaching of English pragmatics to Indonesian students, it is essential to incorporate cultural context, focusing on how politeness strategies and speech acts differ between Indonesian and English. Teachers can use role-playing exercises to help students navigate various contexts and practice selecting appropriate speech acts. Contrastive analysis, comparing Indonesian and English expressions, will also help students understand language differences and reduce miscommunication. Additionally, teaching about deixis and the cultural significance of politeness in English, especially indirect speech acts, will enhance students' interactions. Interactive learning and assessments will reinforce pragmatic competence, ensuring students communicate effectively in both languages. Through these methods, students will gain a deeper understanding of pragmatic differences, ensuring they are not only proficient in English grammar but also in culturally appropriate communication.

REFERENCES

- Akmal, H., Syahriyani, A., & Handayani, T. (2022). Request Speech Act of Indonesian English Learners and Australian English Speakers through Cross-Cultural Pragmatic Perspectives. *LEARN Journal: Language Education and Acquisition Research Network*, 15(2), 498–520.
- Angelin, G. L. (2015). A Contrastive Pragmatic Study on the Use of Thanking Expressions in English and Indonesian Movies [Thesis, Program Studi Pendidikan Bahasa Inggris FBS-UKSW]. <https://repository.uksw.edu//handle/123456789/10163>
- Deda, N. (2013). The role of Pragmatics in English Language Teaching. *Pragmatic Competence. Academic Journal of Interdisciplinary Studies*, 2(4), 63.
- Dey, M. D. (2023). Four Main Characteristics of English Pragmatics. *LLT Journal: A Journal on Language and Language Teaching*, 26(2), 510–519. <https://doi.org/10.24071/llt.v26i2.6202>
- Falakhia, I. K., & Haristiani, N. (2024). Contrastive Analysis of Complimenting Speech Acts in Japanese and Javanese. 243–252. https://doi.org/10.2991/978-94-6463-376-4_32
- Farnia, M., & Buchheit, L. (2010). “I need to talk to you”—A contrastive pragmatic study of speech act of complaint in American English and Malaysian. <https://www.semanticscholar.org/paper/%22I-need-to-talk-to-you%22-A-contrastive-pragmatic-of-Farnia-Buchheit/0e984f9213034cd272a769ff0b481bb625e9605b>
- Gultom, D. Y. P. S., Sidabutar, Y. A., Kristina, T. N., & Sitanggang, A. (2023). Contrastive Analysis Of Various Speech Events In English and Batak Toba. *PIJAR: Jurnal Pendidikan Dan Pengajaran*, 1(3), 342–354. <https://doi.org/10.58540/pijar.v1i3.383>
- Huang, Y. (2014). *Pragmatics*. Oxford University Press.
- Idris, A. A. M., & Ismail, I. N. (2023). Request modifications by Malay speakers of English in the workplace: A contrastive pragmatic analysis. *Studies in English Language and Education*, 10(2), 981–999. <https://doi.org/10.24815/siele.v10i2.26464>
- Ja’afreh, N. (2023). A Pragmatic Contrastive Analysis of Apology Strategies in Jordanian Arabic and English Language. *Jordan Journal of Applied Science-Humanities Series*, 37(2), 69–86. <https://doi.org/10.35192/jjoas-h.v37i2.601>
- Koceva, A. (2017). Contrastive analysis of the speech act of complaining in Macedonian and American English [Masters, University Goce Delcev]. <https://eprints.ugd.edu.mk/28254/>
- Lestari, D. E. (2017). Teaching Pragmatics to Indonesian Learners of English. *Metathesis*, 1(2), 207636. <https://doi.org/10.31002/metathesis.v1i2.465>
- Lin, G. H. C. (2007). The Significance of Pragmatics. In *Online Submission* (Vol. 3, Issue 2, pp. 91–102). <https://eric.ed.gov/?id=ED503682>
- Malik, E. (2019). The English Pragmatic Competence of Indonesian English Speakers. *ELS Journal on Interdisciplinary Studies in Humanities*, 2(3), 477–484. <https://doi.org/10.34050/els-jish.v2i3.7491>
- Matsukawa, C. (2024). A Contrastive Pragmatics Study of Invitations in British English and Japanese. <https://doi.org/10.1163/26660393-bja10113>
- Meiratnasari, A., Wijayanto, A., & Suparno, S. (2019). An analysis of Politeness Strategies in Indonesian English Textbooks. *ELS Journal on Interdisciplinary Studies in Humanities*, 2(4), 529–540. <https://doi.org/10.34050/els-jish.v2i4.8393>
- Pasaribu, G. R., Daulay, S. H., & Nasution, P. T. (2022). Pragmatics Principles of English Teachers in Islamic Elementary School. *Journal of Pragmatics Research*, 4(1), 29–40. <https://doi.org/10.18326/jopr.v4i1.29-40>
- Rahmawati, D. P. K. (2018). The use of person deixis between english: Donald Trump’s speeches and Indonesian: Joko Widodo’s speeches (study of contrastive analysis) [bachelorThesis, UIN Syarif Hidayatullah Jakarta: Fakultas Adab dan Humaniora, 2018]. <https://repository.uinjkt.ac.id/dspace/handle/123456789/39063>
- Razzakberdiyevna, U. D. (2023). The Main Characteristics of English Pragmatics in Linguistics.

- Proceedings of International Educators Conference, 2(1), 639–643.
- Sabuin, R. Z. (2022). Difference Between the Pragmatics of L1 & L2 English Speakers in America. *8ISC Proceedings: Arts and Education*, 139–149.
- Siddiqui, A. (2018). “The principle features of English Pragmatics in applied linguistics.” *Advances in Language and Literary Studies*, 9(2), 77–80. <https://doi.org/10.7575/aiac.alls.v.9n.2p.77>
- Thayyib, M. (2014). Deixis in Bahasa Tae’ and English: A Pragmatics Contrastive Analysis. *Ethical Lingua: Journal of Language Teaching and Literature*, 1(1), 73–80.
- Yan, C. (2016). A contrastive pragmatic study of politeness strategies in disagreement between native speakers of English and Chinese EFL learners. *Chinese Journal of Applied Linguistics*, 39(2), 231–248. <https://doi.org/10.1515/cjal-2016-0015>