CHAPTER I
INTRODUCTION

This chapter, which is an introduction of the thesis, discusses the background of the research, research objectives, research questions, significance of the research, clarification of terms, and the organization of the paper.

1.1 The Background of the Research

Providing authentic and appropriate pragmatic inputs to the students is not easy for English teachers. It becomes a difficult task especially for those non-native teachers to provide authentic and appropriate pragmatic inputs in the classroom (see Taguchi, 2011; Shankulie, 2012). In this case, textbooks emerge as one of the effective alternatives for teachers in giving more exposure to the students to learn English (see Cunningsworth, 1995; Ansary & Babaii, 2002; Alshumaimeri & Alzyadi, 2015) and to develop the pragmatic competence for foreign learners in the classroom (Diepenbroek & Derwing, 2013), especially for those non-native speakers who do not have enough opportunity to fully develop their pragmatic knowledge and skills (Kim & Hall, 2002).

By contrast, the English textbooks which give enough opportunity to raise students' pragmatic competence are not easy or even hardly to be found. Bardovi-Harlig (2001, p.25) argues that "textbooks, in general, cannot be counted as a reliable source of pragmatic input for classroom language learners". It is because textbooks do not always have an accurate and adequate source of pragmatic information as there is an omission or less amount of authentic language samples included in textbooks (Nguyen, 2011). Besides, there is a missing of explicit discussion of conversational norms and practices from ELT texts which can portray communicative practices or ideological constructs in the target language appropriately (Berry, 2000; Boxer & Pickering, 1995; Burns, 1998; Gray, 2002). Moreover, according to Grant and Starks (2001), the textbooks do not frequently give students the tools to recognize and analyse language in a variety of contexts, so that the students will not be equipped to be polite or rude intentionally.

In order to evaluate the quality of pragmatic information available in

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textbooks, several studies have been conducted all over the world (e.g. Gholami; Indah; Karman, 2015; Peiying, 2007; Vellenga, 2004; Wichien & Aksornjarung, 2011).The findings show that there is little consideration to the incorporation of pragmatic knowledge in developing materials in the EFL textbooks since they are partially caused by the artificiality of the materials in textbooks. In this way, the findings are in line with Bardovi-Harlig et al.'s (1991, p.4) argument that "many textbooks fail to present natural, or even pragmatically appropriate, conversational models for learners". Therefore, it is suggested that textbook developers should include more pragmatic knowledge into textbooks in order to increase the authenticity of the materials and the pragmatic knowledge of the students (Gholami, 2015; Nguyen, 2011) even the textbook should include the presentation of a variety of linguistic forms along with explicit metapragmatic explanations and contextually rich opportunities for students to practice the forms more (Vellenga, 2004).

In response to this issue, Vellenga (2004, p.15) further makes a suggestion on how the pragmatically friendly textbook looks like:

> A pragmatically friendly textbook might involve pragmatic awareness raising activities, extralinguistic contextual information for all language samples, provision of a variety of language forms to accomplish a certain speech act to enable pragmalinguistic choices and rich cultural information to enable sociopramatic choices.

This means that a pragmatically friendly textbook should include pragmatic awareness raising activities which will equip learners with the important information of the context, form, and culture in order to make the correct pragmalinguistic (the range of forms available) and sociopragmatic (the right form for the right situation) choices (O'Keeffe, Clancy, & Adolphs, 2011). In this way, pragmatic features are necessarily needed to be taught to the student in the textbook through the pragmatic awareness raising activities completely with the information of the context, form, and culture.

In Indonesian EFL context, even though textbooks play an important role in the implementation of the Curriculum 2013, the research on pragmatic features contained in English textbooks has been given little attention from researchers. Much of the research only focuses on the quality of the textbook in the

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Curriculum 2013 (see Cahyaningrum, 2013), the content analysis of the textbook (e.g. Kinasih, 2014; Purnomowulan, 2014), and the suitability of the textbook with the Curriculum 2013 (see Kuncorojati, 2015), whereas only little research focuses on evaluating pragmatic features contained in English textbooks especially in the Curriculum 2013, such as (1) the aspects of speech acts, usage, politeness, register, style, and cultural information which explicitly appear in two senior high school English textbooks entitled *Talk Active* and *Pathway to English* (see Karman, 2015), and (2) the aspects of Grice's (1975) Cooperative Principles and Brown and Levinson's (1987) Linguistic Politeness in the conversation texts of the junior high school English textbook entitled *When English Rings A Bell* for grade VIII (see Kurniawan, 2016).

Another notable related study on pragmatic features contained in the textbook under Curriculum 2013 in Indonesia has been conducted by Ardhiani in 2014. In her study, the aspect of speech acts, the contexts of situation, the relation of the illocutionary forces to Core and Basic competencies implicitly demanded by the National Ministry of Education in Curriculum 2013, and qualities of characters of the dialogues in an English textbook entitled *Pathway to English* for senior high school grade X are investigated. Overall, the pragmatic features investigated in the study are represented well in the dialogues contained in the textbook. However, the study suggests that textbook developers should include pragmatic elements especially speech acts when they develop the materials contained in the textbook and consider more on the two competencies formulated by the National Ministry of Education in order to make those materials more meaningful and understandable for students.

In addition, Kurniawan in 2016 analyzed the pragmatic features related to Grice's (1975) cooperative principles and Brown and Levinson's (1987) politeness strategies contained in the student's textbook entitled 'When English Rings A Bell' for junior high school grade eighth (VIII) published in 2014. In his study, it is concluded that the textbook accommodates the Grice's (1975) cooperative principles and Brown and Levinson's 1987) politeness strategies. It is also reported that there are 63 dialogues (from 83 dialogues) or 75% of the dialogues deal with cooperation principles and the rest (20 dialogues or 25%) deal

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with the flout to the maxim. Meanwhile, the positive politeness strategy is dominantly contained in 23 cases (33%), and the rest is categorized into negative politeness strategy (11 cases or 13%) and badly on-record (5 cases or 6%).

All of the research mentioned earlier deal with the old version of Core and Basic Competencies of the Curriculum 2013. Whereas, the Core and Basic Competencies of the Curriculum 2013 has been refined by the Government in 2016 which is then followed by the changes of the contents of the materials in the textbooks. However, the Curriculum 2013 still does not provide explicit pragmatics elements in the Core and Basic Competencies. In this way, pragmatics features still implicitly followed the changes of the revised ones. Furthermore there is no research which has been conducted to investigate the conversational texts contained in the new version of the English textbooks under the latest Core and Basic Competencies of the current Curriculum specifically from the pragmatic features. In this regard, there is a gap of the limited research conducting on the pragmatic features of the textbook in the new version of the Curriculum 2013 English textbooks in Indonesia, especially in junior high school English textbooks.

Hence, this present research is conducted to fill the gap and give new insights into the textbook analysis development through the analysis of pragmatic features contained in one of the new English textbooks published by the National Ministry of Education in 2016. Since pragmatic features mostly appear in spoken languages, the textbook entitled "When English Rings a Bell" for junior high school grade VII (the revised edition) is considered as a suitable textbook to be analyzed because it contains many spoken texts presented in dialogues which are mostly uttered by particular characters in certain places. Besides, the dialogues presented in the textbook become the main data analyzed in the present research, since the textbook provides less metapragmatics information which can help students to understand the dialogues appropriately to the context of language use based on the preliminary observation of the metapragmatics information presented in the textbook.

Thus, to get the clear information of the implicit pragmatics features available in the spoken language activities provided in the textbook under study,

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the dialogues presented in the textbook are analyzed based on the pragmatic features focusing on Searle's (1979) classification of speech acts in terms of types and illocutionary forces of the speech acts and Holmes's (1992) components of context in order to get the information of the form and context of the target language. Meanwhile, the Core and Basic Competencies of the Curriculum 2013 are used as the standard or limited areas of the focus of speech acts and contexts of dialogues in materials development for junior high school English textbooks grade VII.

1.2 Research Objectives

The research aims at analyzing the dialogues presented in the English textbook entitled "When English Rings a Bell" for junior high school students grade VII (the revised edition) from the pragmatic features in order to:

1. identify types and illocutionary forces of speech acts which are performed by the characters in dialogues contained in the textbook entitled "When English Rings a Bell" for junior high school grade VII;
2. explore the components of contexts in any situation of the dialogues contained in the textbook entitled "When English Rings a Bell" for junior high school grade VII;
3. find speech acts and components of contexts of the dialogues in the textbook as stipulated in the Core and Basic Competence of Curriculum 2013

1.3 Research Questions

Thereby, in order to achieve the objectives of the research, these two following questions are addressed to be answered in the present research:

1. What types and illocutionary forces of speech acts are performed by the characters in dialogues contained in the textbook entitled "When English Rings a Bell" for grade VII?
2. What components of contexts are contained in dialogues presented in the textbook entitled "When English Rings a Bell" for junior high school grade VII?

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3. Do the speech acts and components of contexts of the dialogues in the textbook match the expected pragmatic elements of the Core and Basic Competence of Curriculum 2013?

1.4 Significance of the Research

The research is expected to give significance in terms of the theory and practice as follows:

1. Theoretically, the findings of the study may contribute to more additional information and explanation on the pragmatics way to analyze the dialogues or conversational texts in the textbook based on the pragmatic features especially on the speech act theory and components of context of the target language. The research is also expected to add more references to the issue of the research on the textbooks analysis in Indonesia especially under the framework of Curriculum 2013 in terms of pragmatic features.

2. Practicality the findings of the study is expected to help teachers in examining the dialogues objectively based on the pragmatics features or knowledge. Moreover, it can help teachers to choose, select, and provide additional authentic pragmatic inputs and information from other supporting learning sources related to the dialogues performed in the textbook to the students so that the students will prevent miscommunication in using the language caused by the different cultures and even give the teachers a suggestion to provide the supplementary materials and spoken language activities to raise students' pragmatic competence in the target language. The research is also expected to give more information and references to those who are interested in analyzing the dialogue presented in the textbook from pragmatics point of view. Furthermore, the results of the research will give some information of pragmatic features or knowledge typically contained in dialogues within the textbook or even suggestions in promoting learner's pragmatic competence in EFL textbooks through the pragmatic information which goes along with the Curriculum 2013 demands to the material and curriculum developers in order to not only present the 'naturalness' of the dialogues carried by the characters

in the textbook, but also to successfully reach the goal of pragmatic competence.

1.5 Clarification of Terms

In order to prevent misunderstanding of the terms available in the thesis, these are the brief clarification of several terms related to the research:

1.5.1 Dialogues

According to Brown (2001), dialogues involve two or more speakers and can be subdivided into interpersonal (promoting social relationships) and transactional function (conveying propositional or factual information).

1.5.2 Pragmatics

In this study, pragmatics refers to the study of the real use of language in relation to context, language user, and topic (Hedge, 2000).

1.5.3 Pragmatics Features

Generally, the features of pragmatics include deixis, context, presupposition, implicature, presupposition, speech acts, and politeness (Levinson, 1983; Mey, 2001; Huang, 2007). In this thesis, the pragmatic features analysed are focused on speech acts and context.

1.5.4 Textbooks

Textbooks are considered as the main and source of language input that learners receive and the basis for language practice that occur both inside and outside the classroom (Richards, 2005). In this thesis, the student's English textbook sponsored by the National Ministry of Education entitled "When English Rings a Bell" for junior high school students grade VII (the revised edition) is being the focus of the research.

1.6 The Organization of the Paper

This research paper is divided into five chapters. Firstly, there is an introduction of the research in chapter I. Secondly, the literature review of the research is described in chapter II. Thirdly, the research methodology is discussed in chapter III. Fourthly, the findings and discussion of the research are presented in chapter IV. Lastly, the conclusion of the research and the recommendation for further research are explained in chapter V.

Chapter I Introduction

This chapter provides the background of the research, research objectives, research questions, significance of the research, clarification of terms, and the organization of the paper.

Chapter II Literature Review

This chapter contains the related theories of the research related to the topic of the research, related previous research, and the concluding remark.

Chapter III Research Methodology

This chapter presents the method used in conducting the research. It covers the research design, sample and participant, data collection technique, and the data analysis technique.

Chapter IV Findings and Discussions

This chapter presents the results of the analysis of the dialogues and the discussion of the findings to answer the research questions.

Chapter V Conclusions

This chapter contains the conclusion of the research, pedagogical implication, and the recommendation for further research.