

## CHAPTER V

### CONCLUSION AND RECOMMENDATION

This chapter consists of two sections. Section one deals with the conclusion of the research drawn from the results of the analysis in the previous chapter about (1) types and illocutionary forces of speech acts, (2) components of contexts of dialogues contained in the English textbook analyzed in the present research, and (3) speech acts and contexts of the dialogues in the textbook as stipulated in the Core and Basic Competence of Curriculum 2013. Meanwhile, section two provides the further recommendation about the importance of the presence of pragmatic features in the textbook.

#### 5.1 Conclusion

The analysis of pragmatics features contained in dialogues within the textbook *When English Rings A Bell* for grade VII gives three main conclusions. Firstly, dialogues in the textbook contain four types of speech acts: assertives/representatives, directives, expressives, and commissives. In the assertives, there are 13 illocutionary forces of the speech acts involved in dialogues. They are informing, confirming, describing, answering, agreeing, reasoning, understanding, stating the fact, stating the possibility, predicting, identifying, clarifying, complaining, and concluding. Then, in the directives, there are 13 illocutionary forces of the speech act such as asking information, questioning, requesting confirmation, requesting something, requesting to do something, commanding, suggesting, reassuring, calming, recommending, inviting, getting attention, and giving advices. Meanwhile, in the expressives, there are 18 illocutionary forces of the speech acts involved in dialogues. They are greeting, responding to greeting, farewell, responding to farewell, thanking, responding to thanking, apologizing, responding to apology, stating of like, showing pleasure, showing displeasure, showing surprise, showing anger, complimenting, commiserating, wishing, and responding to wishing. Lastly, in the commissives there are five illocutionary

forces of the speech act included in dialogues such as planning, offering, refusing, granting request, and promising.

Furthermore, there are 62 dialogues out of 88 dialogues which successfully reflect the pragmatics features implicitly required in the Core and Basic Competencies of 2013 Curriculum for grade VII. The findings reveal that all three types of speech acts stated in the Core and Basic Competencies (Assertives, Directives, and Expressives) are provided in the dialogues presented in the textbook. Moreover, the speech act of commissive is also appeared as the additional type of speech acts which helps the participants to convey their meaning well.

Secondly, the contexts of dialogues contain four components of the context as proposed by Holmes (1992): participants, settings, topics, and functions of the interaction. All of the components of the contexts of dialogues in the textbook fit the Core and Basic Competencies for grade VII. Although there are many unclear settings of the interaction, the contexts of dialogues are still implicitly in line with the Core Competence 2 (KI2) which occur in students' environment and student's life. Moreover, the unclear settings described in dialogues do not influence the meaning conveyed in the interaction. Therefore, the unclear settings presented in the dialogues do not give serious problem to the meaning of the utterances.

## **5.2 Recommendation**

Based on the results of the analysis, it is clearly known that dialogues presented in the textbook '*When English Rings a Bell for grade VII*' contain implicit features of pragmatic in terms of the form (speech acts) and context of situation. Furthermore, most of the dialogues successfully reflect the implicit demand of the pragmatic features in Core and Basic Competencies of Curriculum 2013 in the junior high school level grade VII. However, it can be understood if there are some mistakes and errors occur in the dialogues presented in the textbook as it has been mentioned that there are some mismatches in certain dialogues (such as incomplete, unnatural, unreasonable, and irrelevant features of pragmatic in dialogues).

Therefore, in response to the findings of this present research, there are some recommendations related to the pedagogical implications of the research based on the information about pragmatic features in an English textbook formulated under the Curriculum 2013 for grade VII. The following sub-sections provide the pedagogical implication for the curriculum development, teaching and learning, and the assessment of teaching and learning.

### **5.2.1 Pedagogical Implications for Curriculum Development**

To begin with, it is widely known that the pragmatics elements in areas of the teaching and learning are not explicitly stated in the Curriculum 2013. This makes unclear guidelines for the teachers to implement the elements of the pragmatic competence especially in the lesson planning, since there are no explicit indicators for the areas of pragmatics stated in the current curriculum. Therefore, the development of the content of the curriculum especially in the pragmatics elements should be done in order to provide clearer and explicit indicators of pragmatics elements which cover the knowledge of linguistic resources, aspects of speech acts, and the knowledge of the appropriate contextual and cultural use of the language stated in the Curriculum 2013. Thus, it would enable teachers to make the lesson planning which is able to reflect what to be taught and what to be achieved from the aspects of pragmatics especially in spoken language activities by following the guidelines stated in the Curriculum.

Take for an instance, there is a pedagogical model of the teaching practice proposed by Qiufang (in Kirkpatrick and Sussex, 2012) that may give inspiration for the current curriculum in developing the pragmatic elements. The pedagogical model proposed by Quifang provides a model of pedagogical practice which includes linguistic, cultural, and pragmatic component in the language system for teaching English as an International Language (EIL) in Mainland China. In term of the pragmatic element, the pedagogical model explicitly contains what to be taught and what to be achieved. In the language system of pragmatic, it contains the rules of universal communication, target language communication, and rules of the other non-natives. The rules of universal communication include rules proposed by Grice (1978): the cooperative principle, the principle of politeness,

and the principle of relevance. The second rules refer to the rules which are extensively applied in target language communities. Meanwhile, the third rules compromise with the rules followed by the non-natives. Those kinds of rules are taught in order to achieve the abilities of generating appropriate communicative rules and strategies. It can also be used to encompass both native speaker models and successful communication of non-native speakers who use English as an International language.

### **5.2.2 Pedagogical Implications for Language Teaching and Learning**

In the language teaching and learning, teachers should be able to supplement the learning materials which contain the elements of pragmatics especially in the spoken languages. Besides that, teachers should be able to provide students with the additional pragmatics information in the form, context, and cultural information of the dialogues provided in the textbook in order to raise students' awareness in using the language appropriately and politely based on the situational context of the language. In this way, the ability to use the language effectively in order to achieve specific purposes in particular contexts can be achieved by the students. Moreover, it could help students to prevent from misunderstanding in using the language in the wrong function and context of the target language since the textbook does not provide metapragmatic information to help them in facing the barriers between the cultural contexts of the target language and the cultural context of the native language.

In addition, Taguchi in 2014 proposes a model of the strategic self-regulation in his paper in order to cultivate the pragmatic competence in foreign language competence through learner's autonomy and strategic learning of pragmatics. He presents the taxonomy of strategy instruction as a way of promoting autonomous learning of pragmatics (see Taguchi, 2014)

### **5.2.3 Pedagogical Implications for the Language Assessment**

By its nature, pragmatics is indeed categorized as the complicated and complex part of the communication. It is because pragmatics compromises with the area of the functional use of the language in the social contexts. Therefore, it is

almost impossible to construct a standardized test that accurately captures the nature of social communication. However, as it has been mentioned by Marasco et.al (2004) in their research, that the assessment of the pragmatic development is important to be conducted by teachers. It is because this kind of assessment allows teachers to understand the learners' understanding in the language use. Therefore, Marasco et.al in 2004 proposes a guideline in assessing the pragmatic language of children of preschool and those who are at their school age. Their proposed guideline may suggest the idea for Indonesian teachers in developing the language assessment in the area of students' pragmatic competence. It is because they involve three major language skills which must be addressed during the assessment: (1) communicative intentions, engagement, (2) nonverbal rules of the conversation, and (3) verbal rules of the conversation. Furthermore they suggest that the evaluator must rely on developmental checklists and observation of the learners in various settings with various communicative partners in order to establish a reliable assessment.

#### **5.2.4 Directions for Further Research**

Finally, the outcome of this pragmatic evaluation on dialogues presented in an English textbook *When English Rings a Bell* for grade VII suggests additional areas of pragmatic elements for the further research since the present research merely examines the dialogues from two features of pragmatics- speech acts, and context of situations. Firstly, it would be useful to analyze dialogues from other aspects of pragmatics with other strategies in order to capture the wider elements of pragmatics included in dialogues such as deixis and the Grice's (1975) cooperative principles and implicatures. Secondly, the issue of the distinguishing of the cultural context of the target language from the native language (Indonesian) is worth to be investigated in order to prevent the inappropriate language use. Thirdly, it would be very useful to compare pragmatic features contained in English textbooks published by the non-native speakers with those in commercial English textbooks published by native speakers of the target language such as Top Notch, Interchange, and etc. Lastly, the other methods of collecting the data such as a classroom observation on the teaching practice in using the

textbook is also recommended since it would give more information on how teachers develop the spoken language activities in order to enrich students' pragmatic knowledge and competence.