# CHAPTER I

# INTRODUCTION

This chapter presents an overview of this research. It covers the background of the study, objective of the research, research question, significance of the research, clarification of terms, and organization of the paper.

## 1.1 Background of the Research

In English language teaching (ELT), textbooks are an essential source of learning. Richards (2001) argued that much of the language teaching that occurs throughout the world today could not occur without the extensive use of commercial materials. The commercial materials may take the form of printed materials such as textbooks, workbooks, *etc*., and non-printed materials such as videos, audios, or computer-based materials. Thus, textbooks are still valued as the backbone of EFL (English as a Foreign Language) education (Lee, 2013). Moreover, since the goal of learning a foreign language is to use it in communication, English textbooks should not only contain grammatical and lexical aspects, but they also present pragmatic knowledge that is necessary for successful EFL learning (Meihami & Khanlarzadeh, 2015). Hence, EFL textbooks need to provide various input and well-distributed pragmatic knowledge to make students attune to authentic English communication and communicate appropriately in various social contexts.

Mastering pragmatic competence is vital in communication while lacking it, conversely, may lead to communication breakdown and pragmatic failure. Some problems caused by the inability to interpret communication are misunderstanding, miscommunication, and communication goals distortion (Pramono & Kurniawan, 2020). Nevertheless, pragmatic competence is a challenge for EFL learners due to the inextricably linked to its social meaning (Thi & Yeh, 2020). Their sociocultural frame is different from the target culture, and they have limited exposure to the target culture. Sometimes, pragmatic problems occur despite the non-native English learners' ability to use the language properly at syntactic and semantic levels (Meihami & Khanlarzadeh, 2015). Even advanced learners may fail to convey or

comprehend the intended intentions and politeness values (Eslami-Rasekh, 2005). Nelson et. al. (2002) stated that in communication with native speakers, researcher believe that this limitation would cause severe problems because usually native speakers interpret pragmatic errors as rudeness, arrogance, and impatience. Therefore, they are less likely to forgive pragmatic errors. Considering the significance of pragmatic competence in making successful communication, material developers of English language teaching (ELT) need to give special attention to the important role of ELT textbooks in promoting learner's pragmatic competence in EFL classroom settings.

However, textbooks do not always constitute an adequate and accurate source of pragmatic knowledge. Many textbooks tend to offer learners little opportunity for learning pragmatics (Nguyen, 2011). It is in line with the results of previous studies, which found that pragmatic knowledge has not been well represented in the textbooks (Barron, 2016; Gholami, 2015; Vellenga, 2004). In his study, Barron (2016) found that the textbook only considered cross-cultural differences in requesting a very limited extent. When it comes to the distribution of pragmatic features in the textbooks, some studies found that speech acts (Alemi et al., 2013; Meihami & Khanlarzadeh, 2015; Namaziandost et al., 2019; Nourdad et al., 2016; Qawasmi, 2016; Tavares, 2014) and language functions (Roohani & Alipour, 2016; Soozandehfar & Sahragard, 2011) were unequally distributed within the textbook. Soozandehfar and Sahragard (2011) stated that the conversations in the textbooks were not pragmatically efficacious and functional. Therefore, the textbook's content does not enhance learners' pragmatic competence (Qawasmi, 2016), and it cannot be considered appropriate and valuable materials to teach pragmatic knowledge in EFL context (Alemi et al., 2013).

In Indonesian context, there are some studies analyzed the pragmatic features of English textbooks used by Indonesian learners, especially those that examined the existence of the pragmatic features, speech acts, context of situation, and politeness strategies in English textbooks (Azizah, 2019; Inawati, 2016; Karman, 2015; Khoirunnisa, 2015; Murti, 2017; Pramono & Kurniawan, 2020; Santosa et al., 2020). Pramono and Kurniawan (2020) narrowed their focus of study

on speech act of thanking and apologizing in two Indonesian ELT textbooks for junior high school students. They found that the textbooks have sufficiently provided speech acts of thanking and apologizing but still failed to consider the inclusion of the strategies used to perform speech acts of thanking and apologizing. Another study conducted by Santosa et. al. (2020) showed that some components of context of situation in the dialogues are stated implicitly or even unclear. Nevertheless, Murti (2017) found that the Indonesian ELT textbook for seventh grade contained implicit pragmatic features of speech acts and context of situation, giving students the appropriate conversation models in the context of language use.

A little attention regarding the study of context of situation, especially in English textbooks, made this research necessary to conduct. An analysis of the components of context of situation in dialogues contained in the most recent English textbooks will reveal how Indonesian ELT textbooks presented EFL learners the dialogues that contextually appropriate. Therefore, this research aims to analyze the pragmatic feature, which focuses on context of situation, of the textbooks of the 2013 English curriculum for senior high school grade X and grade XII published by the Ministry of Education and Culture.

## 1.2 Research Objective

The research aims at analyzing the context of situation in the dialogues contained in two textbooks of the 2013 English curriculum for senior high school students published by the Ministry of Education and Culture in order to describe the components of context of situation in the dialogues contained in the textbooks of the 2013 English curriculum for senior high school students grade X and grade XII.

## 1.3 Research Question

Thereby, to achieve the research objective, the following question is addressed to be answered in the present research: What are the components of context of situation in the dialogues contained in the textbooks of the 2013 English curriculum for senior high school grade X and grade XII?

### 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 this research may contribute to more additional information and explanation on the pragmatics way to analyze the dialogues or conversational texts in the textbooks based on the pragmatic features, especially in the context of situation 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. Practically, the research findings are expected to help teachers examine the dialogues objectively based on the pragmatic features or pragmatic 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, misunderstanding, and communication goals distortion in using the language caused by different cultures. Even it can give the teachers a suggestion to provide the supplementary materials and spoken language activities to raise students' pragmatic competence in the target language. This research is also expected to give more information and references to those interested in analyzing the dialogues presented in the textbook from a pragmatic point of view.

### 1.5 Clarifications of Terms

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

### 1.5.1 Communicative Competence

Communicative competence is knowledge that a speaker needs to know in order to communicate appropriately within a particular community (Saville-Troike, 2012).

### 1.5.2 Pragmatic Competence

Pragmatic competence is knowledge that people must have in order to interpret and convey meaning within communicative situations (Crystal, 1997 as cited in Saville-Troike, 2012).

### 1.5.3 Pragmatics Features

Generally, the features of pragmatics include deixis, context, presupposition, reference, implicature, speech acts, and politeness (Cutting, 2002; Grundy, 2008; Levinson, 1983; Mey, 2001). In this research, the pragmatic feature analyzed is focused on context.

### 1.5.4 Context of Situation

Context of situation is a term that expresses the total environment, including the verbal environment, and the situation in which the text is uttered (Malinowski, 1923 as cited in Halliday & Hasan, 1985).

### 1.5.5 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, 2001b). In this research, two textbooks of the 2013 English curriculum for senior high school students grade X and grade XII (the latest revised edition) published and developed by the Ministry of Education and Culture are the sources of data for this research.

### 1.6 The Organization of the Paper

The research study is organized into five chapters. Each chapter is subdivided into subtopics that elaborated on the given issues. The chapter is arranged as follows:

### 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 theoretical background related to the topic of the research and related previous research.

**Chapter III Research Methodology**

This chapter presents the method used in conducting the research. It covers the research design, source of data, 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 question.

**Chapter V Conclusion and Suggestion**

This chapter contains the conclusion of the research derived from findings and discussion of this research, and the suggestions for further research.