

## **CHAPTER V**

### **CONCLUSION AND SUGGESTIONS**

This chapter consists of two sections. Section one deals with the conclusion of the research derived from findings and discussion. Meanwhile, section two provides suggestions for future research.

#### **5.1 Conclusion**

This study aims to examine the components of context of situation presented in the dialogues in the two selected English textbooks developed by the Ministry of Education and Culture: textbooks of the 2013 English curriculum for senior high school grade X and grade XII. In achieving the goal, the two selected English textbooks were analyzed using Holmes' (2013) framework. The results of the study reveal that not all of the components of context of situation are presented clearly in the dialogues contained in both of the selected textbooks. However, in terms of the clarity of the components of context of situation, the English textbook for grade XII is ahead of the English textbook for grade X since it presents almost all of the components of context of situation clearly in every dialogue. Even though there is some unclear information regarding the component of participants or settings in the dialogues contained in both of the textbooks examined, those components do not influence the meaning conveyed in the interaction. Thus, the meaning of the utterances in the dialogues are still can be understood. Teachers can give more explanation about the unclear components of context of situation presented in the dialogues to clarify the context of the dialogues. So, it will not bring confusion or misunderstanding to students.

#### **5.2 Suggestion**

Based on the conclusion of this study, some recommendations are suggested for those who have a similar interest in this field. There are some limitations of the present study which need to be considered if further research is to be done. First, pragmatic content analyzed in this study was limited to the context of situation;

therefore, further study can examine more pragmatic contents such as speech acts, presupposition, reference, politeness, etc. Second, the textbooks selected are only for grade X and grade XII; therefore, the result of this study could not be generalized. Analyzing more various textbooks such as prescribed textbooks and commercial textbooks will draw a more comprehensive conclusion of how pragmatic contents are presented in textbooks.

Overall, this study is expected to give a valuable contribution towards the development of pragmatic competence, especially in integrating pragmatically appropriate language into the classroom. Moreover, it is expected that this study would bring benefits for students, teachers, and professionals to raise awareness of the importance of pragmatics and to improve students' pragmatic competence. More studies are needed, especially in content analysis study, to explore more pragmatic contents in textbooks used by learners.