

**AN ANALYSIS OF CONTEXT OF SITUATION IN SENIOR HIGH  
SCHOOL ENGLISH TEXTBOOKS**

**A Research Paper**

Submitted to the Department of English Education of Universitas Pendidikan  
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Degree



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**AN ANALYSIS OF CONTEXT OF SITUATION IN SENIOR HIGH  
SCHOOL ENGLISH TEXTBOOKS**

Oleh  
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Sebuah skripsi yang diajukan untuk memenuhi sebagian syarat memperoleh gelar  
Sarjana Pendidikan pada Program Studi Pendidikan Bahasa Inggris,  
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**PAGE OF APPROVAL**  
**AN ANALYSIS OF CONTEXT OF SITUATION IN SENIOR HIGH**  
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## STATEMENT OF AUTHORIZATION

I hereby certify that this research entitled “An Analysis of Context of Situation in Senior High School English Textbooks” is my own work. I am fully aware that I have cited ideas and statements from scholars and other sources which therefore quoted and cited properly. I am willing to take any responsibility for any risk that can be imposed on me if there is any violation of educational research ethics in this work.

Bandung, July 2021

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## PREFACE

All praise to Allah SWT who blesses me with this beautiful journey until I can accomplish my research paper. This research entitled “An Analysis of Context of Situation in Senior High School English Textbooks” is submitted to fulfill one of the requirements for *Sarjana Pendidikan* degree of English Education Department of Faculty Language and Literature Education of Universitas Pendidikan Indonesia.

As this research does not claim perfection, supportive suggestion and constructive criticism are highly welcomed and appreciated for better research in this field.

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## ABSTRACT

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. However, it seems that few studies investigating pragmatic content that focus on context of situation in textbooks. This study aims to analyze pragmatic content that focuses on the context of situation presented in two Indonesian ELT textbooks published by the Ministry of Education and Culture as prescribed textbooks. Those textbooks are the textbooks of the 2013 English curriculum for senior high school students grade X and grade XII. The pragmatic content of two ELT textbooks was analyzed using Holmes' (2013) framework on context of situation: participants, setting, topic, and function of interaction. The result of this study revealed that not all of the components of the context of situation are presented explicitly in the dialogues contained in both of the two selected textbooks, with the textbook for grade XII presents the components clearer than the textbook for grade X. Even though there are some implicit or 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. Nevertheless, the clear presentation of all components of context of situation in dialogues contained in the textbooks used by students will be very beneficial for improving their pragmatic competence. Therefore, it is suggested that textbook developers could include clear pragmatic contents and sufficient pragmatic knowledge to facilitate the acquisition of pragmatic competence.

**Keywords:** *Pragmatic competence, Pragmatic knowledge, Context of situation, ELT textbooks.*

## ABSTRAK

*Buku ajar bahasa Inggris sebagai bahasa asing perlu memberikan berbagai masukan pengetahuan pragmatis yang terdistribusi dengan baik untuk membuat siswa terbiasa dengan komunikasi bahasa Inggris yang otentik dan berkomunikasi secara tepat dalam berbagai konteks sosial. Namun, tampaknya sedikit penelitian yang menyelidiki konten pragmatis yang berfokus pada konteks situasi dalam buku ajar bahasa Inggris. Penelitian ini bertujuan untuk menganalisa konten pragmatis yang berfokus pada konteks situasi yang disajikan dalam dua buku ajar bahasa Inggris di Indonesia yang diterbitkan oleh Kementerian Pendidikan dan Kebudayaan. Buku ajar tersebut adalah buku ajar Bahasa Inggris Kurikulum 2013 untuk SMA kelas X dan kelas XII. Konten pragmatis dua buku ajar tersebut dianalisa menggunakan kerangka Holmes (2013) tentang konteks situasi yang terdiri dari partisipan, latar, topik, dan fungsi interaksi. Hasil penelitian ini mengungkapkan bahwa tidak semua komponen konteks situasi tersaji secara eksplisit dalam dialog-dialog yang terdapat pada kedua buku ajar yang diteliti, dengan buku ajar kelas XII menyajikan komponen lebih jelas dibandingkan buku ajar kelas X. Meskipun terdapat beberapa informasi yang disajikan secara implisit atau tidak jelas mengenai komponen partisipan atau latar dalam dialog yang terdapat pada kedua buku ajar yang diteliti, komponen tersebut tidak memengaruhi makna yang disampaikan dalam interaksi tersebut. Namun demikian, penyajian yang jelas dari semua komponen konteks situasi dalam dialog yang terdapat dalam buku ajar yang digunakan oleh siswa akan sangat bermanfaat untuk meningkatkan kompetensi pragmatis mereka. Oleh karena itu, disarankan agar pengembang buku ajar dapat memasukkan konten pragmatis yang jelas dan pengetahuan pragmatis yang memadai untuk memfasilitasi perolehan kompetensi pragmatis.*

**Kata Kunci:** *Kompetensi pragmatik, Pengetahuan pragmatik, Konteks situasi, Buku ajar bahasa Inggris.*



## TABLE OF CONTENTS

<b>PAGE OF APPROVAL</b> .....	<b>i</b>
<b>STATEMENT OF AUTHORIZATION</b> .....	<b>ii</b>
<b>PREFACE</b> .....	<b>iii</b>
<b>ACKNOWLEDGEMENTS</b> .....	<b>iv</b>
<b>ABSTRACT</b> .....	<b>v</b>
<b>TABLE OF CONTENTS</b> .....	<b>vii</b>
<b>LIST OF TABLES</b> .....	<b>x</b>
<b>LIST OF FIGURES</b> .....	<b>xi</b>
<b>CHAPTER I</b> .....	<b>1</b>
1.1 Background of the Research.....	1
1.2 Research Objective.....	3
1.3 Research Question.....	3
1.4 Significance of the Research .....	4
1.5 Clarifications of Terms.....	4
1.6 The Organization of the Paper.....	5
<b>CHAPTER II</b> .....	<b>7</b>
2.1 Communicative Competence.....	7
2.2 Pragmatic Competence.....	12
2.2.1 Context.....	14
2.3 Teaching Pragmatics in an English as a Foreign Language (EFL) Context	19
<b>CHAPTER III</b> .....	<b>22</b>
3.1 Research Design.....	22
3.2 Source of Data.....	22
3.3 Data Collection.....	24
3.4 Data Analysis.....	24

<b>CHAPTER IV</b> .....	<b>26</b>
4.1 Findings .....	26
4.1.1 Components of Context of Situation in the Dialogues Contained in Textbook 1 .....	27
4.1.1.1 Participants in the Dialogues.....	27
4.1.1.1.1 Explicit Participants.....	29
4.1.1.1.2 Unclear Participants.....	30
4.1.1.2 Settings of the Interaction .....	32
4.1.1.2.1 Explicit Setting of the Interaction.....	33
4.1.1.2.2 Implicit Setting of the Interaction.....	34
4.1.1.2.3 Unclear Setting of the Interaction.....	35
4.1.1.3 Topic of the Interaction.....	35
4.1.1.4 Functions of the Interaction in the Dialogues .....	36
4.1.2 Components of Context of Situation in the Dialogues Contained in Textbook 2 .....	38
4.1.2.1 Participants in the Dialogues.....	38
4.1.2.2 Settings of the Interaction .....	40
4.1.2.2.1 Explicit Setting of the Interaction.....	41
4.1.2.2.2 Unclear Setting of the Interaction.....	42
4.1.2.3 Topic of the Interaction.....	43
4.1.1.4 Functions of the Interaction in the Dialogues .....	45
4.2 Discussion.....	47
<b>CHAPTER V</b> .....	<b>53</b>
5.1 Conclusion.....	53
5.2 Suggestion .....	53
<b>REFERENCES</b> .....	<b>55</b>

**APPENDICES .....61**

## LIST OF TABLES

Table 3.1 Data Matrix of context of situation .....	25
Table 4.1 Numbers of Participants in the Dialogues.....	27
Table 4.2 Characters in the Dialogues .....	28
Table 4.3 Numbers of Settings of the Interaction in the Dialogues .....	32
Table 4.4 Settings Presented in the Dialogues .....	32
Table 4.5 Topics of the Interaction .....	35
Table 4.6 Functions of the Interaction .....	37
Table 4.7 Number of Participants in the Dialogues .....	38
Table 4.8 Characters in the Dialogues .....	38
Table 4.9 Number of Setting in the Dialogues.....	40
Table 4.10 Topic of the Interaction.....	43
Table 4.11 Functions of the Interaction .....	45

## LIST OF FIGURES

Figure 2.1 Bachman and Palmer model of communicative competence .....	9
Figure 2.2 Schematic representation of communicative competence model proposed by Celce-Murcia et. al. (1995).....	10
Figure 2.3 Comparison of communicative competence models (Adopted from Karman, 2015).....	11
Figure 2.4 Bachman's illustration of linguistic competence.....	13

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