

Chapter 1

Introduction

Background of the Study

As the national policy on compulsory education in Indonesia is 12 years, senior high school students are expected to have some good criteria including having good communication skill in English because it is one definite, inescapable demand in this growing borderless world in every aspect. However, still there is a vast opinion that senior high school students cannot speak English meaningfully well yet.

Some of them have passive English. Others have limited vocabulary and or expressions in responding to a conversation. They speak in negative transfer or in rigid and fragmented English like ‘No’, ‘Yes’ ‘Yes’, ‘You don’t...’. They often fail to understand what the speaker means and do not know how and what to say appropriately to someone in certain situations. Failing to understand these may be considered rude or impolite.

The shortcomings described above are part of the problems related to social aspects, like choosing the right expressions for a certain situation, a particular condition and to whom somebody is speaking. The students’ speaking skill shortcomings belong to social aspects. The importance given to

the social principles of discourse belongs to pragmatics (Cutting, 2008:3).

There is one main reason why pragmatics comprehension is essential in communication. Brown (2000:257) argues that pragmatics plays an important role to convey and to interpret meaning. Quoting Rost (2001), Garcia (2004) states that pragmatic meaning involves two aspects from the listener. The first aspect required from the listener is to understand linguistic information, like vocabulary and syntax and the second aspect is contextual information, such as the role and status of the interlocutor. Similarly, Demirezen (1991:281) defines other factors of pragmatics. The selection of sounds, vocabulary items and other grammatical constructions are affected by pragmatic factors. To comprehend pragmatics requires sociolinguistic knowledge and context analysis (Garcia, 2004). Furthermore, Demirezen (1991:281) adds that pragmatics puts an emphasis on real language use that requires the codification of the full range of functions of language in social contexts.

Learning process is supported by four elements: teacher, learning materials, students and evaluation. Learning process runs well when it is carried out by a competent teacher using a good course book. There are course books in the market that are claimed to be designed as what the curriculum

has directed. Therefore, it is important to investigate how far a course book serves as the Curriculum 2006 has directed and what and how the materials are presented because course book is learners' second input after teacher.

A course book usually has been designed to serve the learning purposes. Concerning a course book, Cunningsworth (1995:7), states that it should be taken as a main tool to achieve the learning aims and objectives that have been set to meet learners' need. Good course book serves the characteristics of a good book and present the materials recommended by the curriculum or syllabus.

Course book materials should be in line with learners' needs and the curriculum that reinforce learners to learn and practice in the classrooms. Language learning describes activities that involve study and practice. Brown (2000:7) states that learning involves practice and reinforced practice, active, conscious focus on and acting upon events. According to the Regulations of National Education Minister of Republic Indonesia Number 22 Year 2006, Standard of Competency and Basic Competency for Senior High School, No. 38 for School Based Curriculum *Kurikulum Tingkat Satuan Pendidikan (KTSP)* or as put in (Board of National Education Standard) *Badan Standar Nasional Pendidikan*:

English is a means of communication written and spoken. To communicate is to understand and convey information, thoughts, feelings, and to develop knowledge, technology and culture. The ability to communicate is, in the whole sense, in discourse, that is the ability to understand and or to create spoken and or written texts that are manifested into four language skills namely, listening, speaking, reading and writing. These four skills are going to be used to respond or to create discourse in social life. Therefore, English subject is meant to develop these skills so that students are able to communicate in discourse in English within certain level of literacy.

As stated in KTSP 2006 above, the curriculum demands the learning process which aims at enabling learners to be able to communicate in both written and spoken. The materials are designed within and to be developed equally for the four skills, listening, reading, speaking and writing so that learners are able not only to respond but also to create discourse in social life.

Furthermore, it is added that the literacy levels cover performative, functional, informative, and epistemic. Senior high school students are expected to achieve informative level. In informative level, one is expected to have the ability to access knowledge with his or her language proficiency. Senior high school students are expected to be able to understand and access knowledge and communicate using their English.

Between two productive skills besides writing, speaking emerges as one of the challenging skills to be well developed

nowadays. It is because of its strong need and some purposes for students to answer the challenge of the world and students' future. It is not enough to have a good skill in a certain field of study or a job without a skill. Tony Wagner from Harvard University (2008) lists seven survival skills demanded in the 21st century challenges. Quoting Annmarie Neal, Vice President for Talent Management at Cisco Systems, Wagner (2008) states that the effective oral and written communication are one of the top seven survival skills that people lack. Wagner (2008) also quotes Mike Summers of the Vice President for Global Talent Management at Dell who argues that besides oral and written skills, young people have one more difficulty in communicating: presentation skill. Specifically, they point out that people still have inability to speak clearly and concisely. Speech and speaking skill is important to build learners' future. Ur (1991:16) argues: "speech is more important survival and effective functioning in society..."

In order to achieve the aim of learning speaking that the curriculum has laid, the development of speaking materials has to take pragmatics as one of the considerations. The Graduate Competency Standard is stated in The Regulations of National Education Minister of Republic of Indonesia (*Peraturan Menteri Pendidikan Nasional Republik Indonesia*) Number 23

Year 2006 (page 31) states that for speaking skill, the graduates should be able to convey the meaning orally in interpersonal and transactional in the contexts.

According to Brown & Yule (1983:1), transactional function is when a communication's meaning in the content and interpersonal function is when a communication's meaning is to maintain the relationship. The transactional and interpersonal are two main macro functions of talk that are above speech acts (Cutting, 2008:21). Pragmatics is also as interpersonal rhetoric (Kasper & Rose, 2001:2). Interpersonal rhetoric is the way to accomplish goals for speakers and writers who do not just need to get things done but must play their roles to their interpersonal relationships with other participants at the same time (Kasper & Rose, 2001:2). Thus, to study transactional and interpersonal functions that are two main macro functions of speech acts, pragmatic approach is needed. Cutting (2008:3) states that a pragmatic approach assists to study social interaction and it also gives importance to context, function, and social norms, conventions and principles of communication.

Mey (2001) divides pragmatics into context, implicature, and reference, cooperative principles and politeness. From Peccei (1999) there are two more. They are entailment and presupposition. Among these eight features,

there are some features that intensely imply in transactional and interpersonal functions. They are context, the cooperative principles, and speech acts and politeness.

Meaningful communication requires its speakers to understand the context while they are talking, to understand how the messages are conveyed so that the speakers can get what the speaker intends to and the last thing, to understand how to choose certain vocabulary, expressions or language functions to certain people as life value. This strengthens by Garcia (2004) who states that things required by the listener and the speaker not only linguistic information like vocabulary but also contextual information. Contextual information includes the interlocutor's role and status, the physical setting of the conversation, and the types of communication acts that would likely occur in that context.

Based on the rationales discussed above, it is reasonable and inevitable to use a pragmatic approach, also the Standard of Competency, and the Basic Competency criteria in the Curriculum of 2006 to help the investigation to know what language function is taught the way the four pragmatic features are presented in speaking sections of an English course book widely used by senior high schools in Surabaya. The course book's title is *Bahasa Inggris XI untuk SMA/MA Kelas XI Semester I*.

Statement of the Problem

In line with the title of this thesis and the background of the study two research questions are formulated as follows:

1. What language function is taught in each unit of the speaking sections in the English course book entitled *Bahasa Inggris untuk SMA/MA Kelas XI Semester 1*?
2. How is the language function delivered as reflected by the four pragmatic features found in the speaking sections in the English course book entitled *Bahasa Inggris untuk SMA/MA Kelas XI Semester 1*?

Objective

In accordance with the research questions above, this study is intended to find out”

1. The language function taught in each unit of the speaking sections in the English course book entitled *Bahasa Inggris untuk SMA/MA Kelas XI Semester 1*
2. How the language function is delivered as reflected by the four pragmatic features in the speaking sections in the course book entitled *Bahasa Inggris untuk SMA/MA Kelas XI Semester 1*.

Scope and Limitation

This study is to investigate a XI graders' English course book. Among many course books published by the government and private publishers, this study chooses one course book that is used by most high schools in Surabaya. English course books are provided for social, science, language program and religious program and for vocational program.

An English course book for the XI graders is chosen with reasons as follows. The focus of learning for senior high school is to enable learners to gain informational level is striking for the writer to investigate. In relation to pragmatic features, speaking and what the curriculum demands then it is suitable to choose the XI graders' course book because it is assumed in the forthcoming the new curriculum 2013, the X graders will not use the previous course books wide-selling in the market. Therefore, the XI graders' course book will become as if the first series before the last graders (XII). The XI graders' course books are designed to be used by three programs: social studies and science studies and religious program. XI graders' course book for three programs will be representative because most senior high schools in Surabaya have these two programs and religious program.

Based on an interview with a member of MGMP Bahasa Inggris SMA in Surabaya, it is acknowledged that in

spite of the use various English course books; one English course book is mostly used by senior high schools. The course book's title is *Bahasa Inggris untuk SMA/MA Kelas XI Semester I* by A.W.D Priharni and Marta Yulianti by Intan Pariwara publisher. The first semester course book is chosen because it is presumed that it is representative for one whole year. This course book claims to be developed and composed to be in line with the character building and creative economy. It also refers to two, first, the Regulations of Government of National Education Ministry Republic of Indonesia (Permendiknas RI) Number 22 Year 2006 about the Standard Content for Each Basic and Middle Education and second, to the Regulations of National Education Minister of Republic of Indonesia (Permendiknas RI) Number 23 Year 2006 about the Graduate Standard Competency for Basic School and Middle Education.

This study is intended to find out what language function taught and how the language function is delivered as reflected the four pragmatic features namely Context, the Cooperative Principles, Speech Acts and Politeness in the chosen course book. The pragmatic features included are those that are related to the point of the standard competency and basic competency of the curriculum of 2006 for speaking skill.

Specifically, this study is meant to find out what language functions taught and how the language function is delivered as reflected in the four pragmatic features in speaking sections only. The research data are the data that are in spoken language or utterances. The speaking sections include the dialogs or conversations in the examples and the exercises, the given expressions, also any information, description or explanation and the instruction of each exercises and exercises. The result has been developed as recommended by the concerned syllabus. They are in the forms of sentences, clauses, phrases and words.

Theoretical Framework

A good course book should present materials completely, systematically and comprehensively. As one of the 21st century surviving skills, speaking becomes the focus of this study. In order that speaking materials can be learned by students comprehensively, the speaking materials have to be designed completely in an English course book in accordance with KTSP 2006. For speaking skill senior high school graduates should be able to convey the meaning orally in the contexts of interpersonal and transactional. It is stated in the Graduate Competency Standard is stated in The Regulations of National Education Minister of Republic of Indonesia

(Peraturan Menteri Pendidikan Nasional Republik Indonesia)
Number 23 Year 2006 on page 31.

To analyze whether the speaking materials have already covered properly the components of speaking and whether those components have already designed appropriately then, the theory of pragmatics is required. Pragmatics is included because speaking skill is greatly related to pragmatic skill. Garcia (2004) states the definition of pragmatic comprehension as the comprehension of oral language. The theory of pragmatics is required to be the glasses of the analysis to evaluate whether pragmatic features in speaking sections in the English course book for XI graders have already presented properly in accordance with KTSP 2006. From the theory of pragmatics, there are four features that intensely imply in transactional and interpersonal functions. The four features are context, the cooperative principles and speech acts and politeness.

Definition of Key Terms

To avoid misunderstanding, some keywords are used in this thesis proposal. They are defined as follows:

Pragmatics is defined as given by Kasper & Rose (2001:2) who quote Crystal (1997) state that pragmatics is the study of users' language point of view that focuses on the choices the

users make, the limitations they deal with in using language in social interaction along with the effects their use of language on other participants.

Features. According to Crystal (1991:134) feature is “... feature refers to any typical or noticeable property of spoken or written language...”

While according to Richards and Schmidt (2010:217) feature is “a property of a linguistic item which helps to mark it in certain ways, either singling it out from similar items or classifying it into a group with others.”

Pragmatic features are context, the cooperative principles and speech acts and politeness.

Speaking section refers to a separate part of speaking materials in a course book that teaches approaches of direct oral interaction with features like turn taking, questioning strategies to create oral interaction through group work, task work and other strategies.

Course book. According to oxforddictionaries.com course book is a textbook designed for use on a particular course of study. Longman Dictionary of Contemporary English includes the user of a course book is students. It is stated that the definition of course book is a book that students use regularly during a set of lessons on a particular subject.

Significance of the Study

This thesis has three significances. The first significance is that this study gives information to teachers about pragmatics. The information may be useful in making a consideration of what pragmatic information an English course book should have.

The second significance is that teachers have more knowledge about pragmatics. Hence, it will be the students' benefit in learning English. When teachers have more knowledge about pragmatics, they will teach their students better to communicate meaningfully.

The third significance is that there are course books that are published by private publishers that have been claimed to be made and designed demanded by the curriculum and most schools use them. Then, this study tries to find out whether the chosen course book has already fulfilled what the curriculum demands so that the standard competency of graduating is achieved.

The curriculum has set senior high school learners to achieve informational level, i.e. to be able to access knowledge. This is also strengthened by the graduate competency standard for speaking skill that demands learners to perform their speaking skills interpersonally and transactionally, formally and informally in the various forms of genres in daily life context.

The last significance is that it can be a review of the chosen course book for the publisher because it has been widely used by most of senior high schools in Surabaya. Besides, it might give some suggestions of what and how should pragmatic features be presented about speaking for the next published English course book.

Assumption

As pragmatics is a study of "... the use of the use of language in human communication as determined by the conditions of society" (Mey, 2000:6) then, pragmatics has its features along with their characteristics. Features according to Crystal (1991:134) are any property of spoken and written language that is noticeable.

The use of spoken and written language in communication involves aspects of any branches of linguistics. Also, the graduate competency standard for speaking skill that demand learners to perform their speaking skills interpersonally and transactionally, formally and informally in the various forms of genres in daily life context. Hence, pragmatic features are observable and noticeable in any form of communication.