

## Chapter 5

### Conclusions and Suggestions

How the language function is delivered as reflected by the four pragmatic features: context, the cooperative principles, speech acts and politeness in speaking sections in *Bahasa Inggris untuk XI SMA/MA Semester 1* by Intan Pariwara is concluded in these following paragraphs. The conclusions about the four pragmatic features come first and then it is followed by the conclusion about the language function taught in the course book.

The four pragmatic features were found in all dialogs in all four units. However, not all the characteristics and items were shown in the dialogs.

The presentation of the four pragmatic features are simultaneously and most of them shown implicitly throughout the dialogs. Some items in the four pragmatic features' characteristics are not provided in the course book.

The presentation of the pragmatic features in the course book did not fulfill the significant implications of communicative language ability for teaching and learning as proposed by Hedge (2000:56) about pragmatic competence. The pragmatic competence by Hedge includes: to learn the

scale of formality, to understand and use emotion, to use the pragmatic rules of language and to select language forms appropriate to topic, listeners, etc. The four pragmatic features found in the course book did not fulfill the pragmatic competence significant implications.

An English course book for speaking sections should include the pragmatic features that help learners to gain pragmatic competence to communicate meaningfully. A good course book in the speaking sections should provide the sequence of presentation as follows: instruction in each exercise (the setting and the background should be only explicitly provided), example dialogs, explanation of the use of language function, example of expressions, discussion of new language item (with the information of social, culture rules and norms such as turn taking, social norms, and roles of participants, etiquette and social register), there are variety of exercises and exercise to create dialog. Without them, the course book will look less because later, learners will only depend on teachers to get this information.

*Bahasa Inggris untuk SMA/MA Semester 1* is claimed to be developed as mandated by the Regulations of National Education Minister of Republic Indonesia Number 22 about Standard Content and Number 23 about Graduate Competency Standard Year 2006, developed based on the Character

Building and Creative Economy. This course book is moderately fulfilled the Curriculum of 2006 because it provides the materials not as in sequence as in the syllabus. All the items of language functions in the basic competency were found to be used and all of them were under transactional and interpersonal.

Assumed as a good course book for the reasons preceding, this course book had already fulfilled 3 things out 5 in evaluating speaking material in a course book by Cunningsworth (1995:70). The items that had been fulfilled are a resource for presentation material, a source of activities for learner practice and communicative interaction and a source of stimulation and ideas for classroom language activities.

As mentioned before in the scope and limitation of the study, this thesis focuses on the speaking sections only and exclude any pictures and colors. It limits the investigation on all dialogs, the instructions and the expressions given in speaking sections of all four units. This study did not include other kind forms of exercises in speaking sections. This study only focused on speaking skill while learning skills are all four. Among the eight pragmatic features existed, this study's focus was on four features (context, the cooperative principles, speech acts and politeness) that are intensely implied in

transactional and interpersonal functions, the two functions which are mandated by the Curriculum 2006.

The summary above gives an implication three things. First, as a strength point for the course book, *Bahasa Inggris untuk XI SMA/MA Semester 1* by Intan Pariwara provides all the eight language functions that are transactionally and interpersonally as directed in the basic competency and the four pragmatic features to support students to gain pragmatic competence. The course book also fulfills what the Curriculum 2006 demands in terms of completeness of the syllabus.

Second, *Bahasa Inggris untuk XI SMA/MA Semester 1* by Intan Pariwara is concluded as moderately good because it provides the eight items of language functions as directed by the basic competency of the Curriculum 2006 and the four pragmatic features that intensely appear in transactional and interpersonal functions and yet misses some items of their characteristics.

The presentations of the four pragmatic features are offered simultaneously and mostly implicit throughout all the 14 dialogs in the course book. The course book is also considered as moderately to fulfill the Curriculum 2006 demands. It contains what the syllabus of the Curriculum 2006 but it presents them not in sequence. The speaking materials availability is reviewed to be the level of moderate. It is

because the course book only accomplishes 3 out of 5 in criteria of evaluation of speaking materials by Cunningsworth.

Third, to use this course book, teachers should be willing to deepen their knowledge about pragmatics so that they can assist their students in teaching the speaking materials which miss the characteristics' items of the four pragmatic features.

Pragmatics covers all forms of communication and it exists in all four skills in learning language. For future research, pragmatic features may be investigated in other three skills besides speaking and included pictures as data research.

Along with the findings and discussions, it is concluded that a good speaking sections should cover all the four pragmatic features and the essential information about certain feature, like context, should be added explicitly to make teaching and learning easier. The presentation of the materials in a course book's units should cover up all the sequences of good speaking materials arrangement (from model dialog to various exercises) and follow the sequence of the syllabus of the Curriculum (that runs the rules of education at the time) mandates the course book.

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