PRAGMATIC FEATURES IN THE SPEAKING SECTIONS OF BAHASA INGGRIS UNTUK SMA/MA KELAS XI SEMESTER 1

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Abstract.
    One of the 21st century challenges is effective oral communication. While at the same time, some senior high school students are considered to be inept to speak English fluently. Their shortcomings in speaking belong to area of pragmatics. This study was intended to evaluate an English course book for senior high school entitled *Bahasa Inggris untuk SMA/MA Kelas XI Semester 1* that is widely used by most senior high schools in Surabaya. Based on those rationales, this study investigated *Bahasa Inggris untuk SMA/MA Kelas XI Semester 1* to find out what language function is taught and how the language function is delivered as reflected by the four pragmatic features in the speaking sections in the course book under study.
    The result of the study found first that there were all 8 language functions that were under transactional and interpersonal functions as demanded by the Curriculum 2006 but they were not presented in sequence as what the Curriculum 2006 demanded. Second, that all the four pragmatic features: context, the cooperative principles, and speech acts and politeness were found in the speaking sections and yet two characteristics in Speech Acts were not found. 5 items in Speech Acts and Politeness were not found as well. The arrangement of the four pragmatic features were provided moderately and mostly implied while they should be provided explicitly.

Key Words: pragmatic features, language function, speaking sections, context, the cooperative principles, speech acts, politeness, senior high school English course book.

Introduction

    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

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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. 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.

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 SatuanPendidikan (KTSP)* or as put in (Board of National Education Standard) *BadanStandarNasionalPendidikan* states that the curriculum demands the learning process which aims at enabling learners to be able to communicate in English, both in 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.

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 lain, 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 *(PeraturanMenteriPendidikanNasionalRepublik 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) devides 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.

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 1*.

Review of Related Literature

1. Language Function

According to Brown & Yule (1983:1) the functions of language are transactional and interpersonal. Brown & Yule (1983:1) state that the function of language that emphasizes the expression of content is called transactional. The function that comprises the expressions of social relations and personal attitudes is interactional.

Transactional and interpersonal have their characteristics. Brown & Yule (1983:12) say that in transactional what matters in that the information is conveyed clearly. Often, transactional conversation grows to become interpersonal because when people talk, they often offer others a topic for a comment or to respond to others' opinions (Brown & Yule, 1983:12).

The purpose of transactional is to communicate the message. Transactional is message-oriented. Brown & Yule (1983:13) define that transactional is concerned to get things done. For example, a washing machine salesman explains the features in the machine, a patient describes the symptoms he has or when a student asks a permission to leave his class. When the message is the reason of communication, it is important that the message is understood. A successful transactional often involves specific vocabulary that might not be in a dictionary but it will be understood by the listener. The purpose of transactional is transference; therefore, the language tends that the speaker uses tends to be more specific and clearer.

On the other hand, interpersonal is listener-oriented. According to Brown & Yule (1983:3) a great deal of conversations that take place in human communication is primarily interpersonal rather than transactional use of language. The purpose of interpersonal function is to maintain social relationship.

Brown & Yule (1983:1) give the difference between transactional and interpersonal as, "representative/ emotive' found in Bühler (1934), 'referential/ emotive' (Jacobson, 1960), 'ideational/ interpersonal' (Halliday, 1970b), and 'descriptive/ social expressive' (Lyons, 1977).

2. Pragmatics

Mey (2001:6) states, "pragmatics studies the use of language in human communication as determined by the conditions of society." While semantics dealing with the meaning of a sentence, pragmatics deals with aspects of meaning that is beyond linguistic knowledge (Peccei, 2001:2). Pragmatics in other way is way to explain underlying meaning of sentences that cannot be explained plainly semantically. Pragmatics also refers to context and the condition of society. It also puts together the background knowledge of the speakers, like who, what, when, why, where and how and also knowledge of the context of the speaker. Paltridge (2006:53) states

that pragmatics includes background knowledge context. It is what people know about each other and about the world.

Kasper & Rose (2001:2) quote Crystal (1997) pragmatics is "the study of language from the point of view of users, especially of the choices they make, the constraints they encounter in using language in social interaction and the effects their use of language, has on other participants in the act of communication."

Pragmatics is also as interpersonal rhetoric (Kasper & Rose, 2001:2). It 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.

Mey (2001) divides pragmatics in micropragmatics, pragmatic principles, speech acts and conversation analysis. The micropragmatics are context, implicature, reference. Then, in pragmatic principles there are cooperative principles, politeness. Peccei (1999) adds two more, entailment, and presupposition.

a. Pragmatic Features

Feature according to Crystal (1991:134) is a term used in linguistics and phonetics that refers to any typical or noticeable property of spoken or written language. Features are classified in terms of the various levels of linguistic analysis or in terms of dimension of description. According to Giang (2010:9) pragmatic features are the features that involving the relationships between linguistic forms and the users of those forms. He states that the study of language using pragmatics is to reveal and understand what one's intended meaning, his or her assumptions, along with the purpose or goals and actions that he or she is performing when they speak.

Derived and combined from the two definitions, pragmatic features in this study are the noticeable property of pragmatics in spoken language. The pragmatic features are those that indicate the characteristics to reveal and understand what one's intended meaning, his or her assumptions, along with the purpose or goals and actions that he or she is performing when they speak.

Garcia (2004) who quoted from Thomas (1995) argues that pragmatic comprehension can be gained from comprehension of speech acts and conversational implicatures. Furthermore, Garcia (2004) adds that in the comprehension of speech acts the hearer recognizes and understands the illocutionary act and responds to it. Responding appropriately to the speaker's utterance refers to politeness. While in the comprehension of conversational implicatures the hearer infers and interprets the speaker's attitudes or feelings. The interpretations are concluded from the assumption when the speaker is communicating co-operatively as guided by Grice's four maxim of the Cooperative Principle. These put together the four

pragmatic features, context, the cooperative principles, speech acts and politeness in one focus.

Based on the curriculum of 2006, transactional and interpersonal functions become the underlying basis of the arrangement of the standard competency and the basic competency of the four skills. The pragmatic features in this thesis are the noticeable properties of pragmatics that are intensely imply in transactional and interpersonal functions. They are context, the cooperative principles, speech acts and politeness. Transactional is speaker's oriented while interpersonal is listener's oriented (Brown & Yule, 1983). Since transactional function's purpose is deliver the message and to use the language is used clearer and more specific, it involves the cooperative principles and speech acts. Interpersonal function's is to maintain social relationship then, two pragmatic features involves intensely are context and politeness.

a.1 Context

Context is more than reference and it is action. "Context is about understanding what things are for" (Mey, 2001:41). Pragmatics studies the meaning of words in context (Cutting, 2008:2).

According to Paltridge (2006:53) that it is fundamental to understand and interpret the meaning of what is being said that includes physical context, the social context and the mental worlds and roles of the people in the interaction. Paltridge (2006:54) then adds that there are three contexts. First, the situational context refers to what people know about what they can see around them. Second, the background knowledge context refers to what people know about each other and the world. Third, the co-textual context refers to what people know about what they have been saying.

Mey (2000:41) states that the other context-related feature is register. Understanding the speakers' linguistic resources to manage their attitude is possible by register. There are formal and informal register. This usually marks with different forms of address.

Using formal, informal language in specific context affects the message that a speaker wants to convey in a communication. Informal language promotes more natural and casual way while formal language usually obeys grammar rules. Clarkson (2010) states that formal language tends to use grammar strictly and it is usually used in professional and business situation while informal is usually used among friends and family.

a.2 The Cooperative Principles

In making communication, people usually cooperate to make them understand and to be understood. These principles are called maxims by H. Paul Grice (Mey, 2001:71).
1. The maxim of quantity:
- Make your contribution as informative as required

- Do not make your contribution more informative than required

2. The maxim of quality:
   - Do not say what you believe to be false
   - Do not say that for which you lack adequate evidence

3. The maxim of relation:
   - Make your contribution relevant

Maxim of relation is also known as coherence. According to Oshima and Hague (2006:21) coherence mean, "the movement from one sentence to the next must be logical and smooth. There must be no sudden jumps.

4. The maxim of manner:
Be perspicuous, and specifically:
   - Avoid obscurity
   - Avoid ambiguity
   - Be brief
   - Be orderly

a.3 Speech Acts

Speech acts is as quoted by Mey (2001:93) from Searle (1969) "the basic or minimal units of linguistic communication." In short, speech acts according to Yule (1996:47) are actions performed via utterances.

There are three stages that happen when a communication happen using speech acts:

1. Locutionary act. It is when a speaker says something. The speaker has an intention with what he or she says.

2. Illocutionary act. Yule (1996:48) says that it is the utterance with function in the speaker's mind. It is the underlying meaning of what the speaker has said that the speaker wants the hearer get the message.

3. Perlocutionary act. Yule (1996:48) defines that the effect that is expected in the utterance takes place. The action of the hearer because the hearer gets the underlying meaning of what the speaker has said.

The basic categories and some of different illocutions will lead to the category (Peccei, 2001:51):

- Representatives. Here speakers represent external reality by making their words fit the world as they believe it to be (stating, describing, and affirming).

- Commissives. Speakers commit themselves to a future act which will make the world fit their words (promising, vowing, threatening, offering)

- Directives. Speakers direct hearers to perform some future ac which will make the world fit the speaker's words (commanding, ordering, requesting, warning, suggesting)

The following last two are added from Mey (2001: 122-3):

- Expressiveness. It is subjunctive and tells us nothing about the world (apologizing, asking for excuse)

- Declarations. It fits between world and words but it is the area of privileged place (the language of judge or priest).

a.4 Politeness

Politeness is an abstract quality that lies in expressions, lexical items or morphemes without concern for the circumstances that govern their use (Mey, 2000:80). Paltridge (2006:72) argues that the importance of politeness and face are to understand why people choose to say things in a particular way in spoken and written discourse. Mey (2000:81) argues that one function of politeness is "to create a distance between the interlocutors, as in the case of social-hierarchical placements that have to be maintained…" Paltridge (2006:72) quoted from Lakoff (1973) and also Cook (1989:33) give the three maxims of politeness. They are: 'don't impose', 'give option', and 'make your hearer feel good'.

According to Peccei (1999:64) Brown and Levinson (1987) proposed a framework about politeness. Cutting (2008:43) quoted Brown and Levinson (1987) that it is a convention across cultures that speakers should respect each other's' expectations about self-image, consider their feelings and avoid Face Threatening Acts. In their analysis, politeness involves an awareness of other people's Face Wants. Face refers to the public self-image. There are two aspects about self-image (Peccei, 1999:64).

Positive face refers to the need to be accepted and liked and the need to feel that our social group has the same goals. Positive politeness means to preserve the positive face of other people. It means that the speech strategy is used to emphasize the solidarity with the hearer that involves informal pronunciation, shared dialect or slang expressions, nicknames, use more reference *we*, and less indirect requests (Peccei, 1999:64).

Negative face refers to "our right to independence of action and our need not to be imposed on by others" (Peccei, 1999:64). Then, Peccei adds that negative politeness has an orientation to preserve the negative face of other people. This is like the existence of social distance between the speaker and the hearer. Things that involve in it for examples, nicknames, slang and informal pronunciation are more likely to be avoided and requests tend to be more indirect and impersonal. Negative politeness also involves expressions like *please, possibly, might, I'm sorry but…etc.*

Method

To help in figuring out the answers of the two research questions, it was developed two research tools. These instruments were used in analyzing *Bahasa Inggris XI untuk SMA/MA Kelas XI Semester 1* by applying steps in content analysis. Then, it was followed by identifying and categorizing the language function is taught in each unit in the

speaking sections. Next, identifying and categorizing the four pragmatic features to give description on how the language function was delivered as reflected by the four pragmatic features. The data from both checklists were composed and arranged within analysis and findings from both rates' each checklist.

The discussing the research findings followed. The conclusions and suggestions were to wrap this study as whole.

Analysis and Findings

The analysis and findings of what language function is taught in each unit of the speaking sections on the course under study came to these following explanations. The basic competency in each unit was stated clearly in the course book. In *Bahasa Inggris untuk SMA/MA Semester 1*, unit 1 was about expressing relief, pain and pleasure and also expressing granting request. Giving advice and giving warning were taught in unit 2. Unit 3 taught about expressing asking for and giving opinion. Expressing satisfaction and dissatisfaction were taught in unit 4.

From the speaking skill checklist, the language functions that in the basic competency were found to be 8 items in the course book. They were expressing relief, pain and pleasure, granting request, asking for advice and giving warning, giving for and giving opinion, and expressing satisfaction and expressing dissatisfaction. All these language functions were categorized into two functions of language which are two: transactional and interpersonal.

According to the Curriculum 2006, conveying and asking opinion were the first speaking basic competency to be taught. However, in the course book under study, they were presented in unit 3. Asking opinion was included in interpersonal function. Asking opinion's purpose was to maintain social relationship. It was not only to ask question and the other speaker answered while conveying opinion's orientation was to communicate the speaker's opinion. Conveying opinion was included in transactional function.

The first basic competency in the Curriculum 2006, expressing satisfaction and dissatisfaction but in *Bahasa Inggris untuk SMA/MA Semester 1*, they were taught in unit 4. Expressing satisfaction and dissatisfaction were included in interpersonal function because they were used to express what the speakers felt to maintain social relationship. The following table of the instrument of the speaking skill checklist presents a description as follows:

Standard Competency:
Speaking
Expressing the meaning in transactional conversation text and interpersonal formal and continued (sustained) in daily life context.
1. **Basic Competency:** Expressing the meaning in transactional conversation (to get things done) and interpersonal (to socialize)

formal and continued (sustained) using varied spoken language accurately, fluently and accepted in daily life context and involving speech acts:

Items of Basic Competency	Description: There is any... *								Explanation	The Sequence of Presentation from A to G
	Page	A	B	C	D	E	F	G		
• Conveying opinion	Unit 3 p. 50-62	√ 50	√ 50	√	√ 50	--	√ 50 -62	√ 53	B= only in the example dialog C=only instructions the setting only in example dialog	C, A, B, D, F, G
• Asking opinion	Unit 3 p. 50-62	√ 50	√ 50	√	√ 50	--	√ 50 -62	√ 53	B= only in the example of dialog C= only instructions for all exercises the setting only in example dialog	C, A, B, D, F, G
• Expressing satisfaction	Unit 4 p. 70-85	√ 70	√ 70	√	√ 70	--	√ 70 -85	√ 74	C= only instructions for all exercises E= the setting only in example dialog	C, A, B, D, F, G
• Expressing dissatisfaction	Unit 4 p. 70-85	√ 70	√ 70	√	√ 70	--	√ 70 -85	√ 74	C= only instructions for all exercises the setting only in example dialog	C, A, B, D, F, G

* A = Examples of dialogs
B = Explanation of the use of language function
C = Instruction or situation, setting and background
D = Examples of expressions
E = Discussions of new language item
F = Variety of exercises
G = Exercises for learners to create dialog
(e.g. pronunciationsocial rules, social norms, turn taking, roles of participants, etiquette, and social register)

The second basic competency in the Curriculum 2006 were advising, warning, granting request and expressing relief, pain and pleasure. This second basic competency was presented in unit 1 (granting request and expressing relief, pain and pleasure). Expressing advising and warning were taught in unit 2.

Advising, warning and granting request were categorized as transactional. They were to get things done. In warning, the speaker uses more specific and clearer language because warning is intended to be understood even with one word, for example *careful!* Usually warning is marked with an exclamation mark. The message is the reason in the communication.

On the other hand, expressing relief, pain and pleasure was concluded as interpersonal. The purpose of expressing relief, pain and pleasure was listener oriented. They were emotive (Brown & Yule,

1981:1). One should feel what he or she feels in order to express it. Feeling is related with emotion. The following table is to present the findings from the speaking skill checklist

Standard Competency:
Speaking:
Expressing the meaning in transactional conversation text and interpersonal formal and continued (sustained) in daily life context:

2. **Basic Competency**: Expressing the meaning in transactional conversation (to get things done) and interpersonal (to socialize) formal and continued (sustained) using varied spoken language accurately, fluently and accepted in daily life context and involving speech acts:

Items of Basic Competency	Description: There is any...*								Explanation	The Sequence of Presentation from A to G
	Page	A	B	C	D	E	F	G		
• Advising	Unit 2 p. 22-31	√ 22	√ 22	√	√ 22	-	√ 22-31	√ 24	B= only in the example dialog C= only instructions for all exercises the setting only in example dialog	C, A, B, D, F, G
• Warning	Unit 2 p. 22-31	√ 22	√ 22	√	√ 22	-	√ 22-31	√ 24	B= only in the example dialog C= only instructions for all exercises E= the setting only in example dialog	C, A, B, D, F, G
• Granting request	Unit 1 p. 2-16	√ 3	√ 3	√	√ 3	-	√ 2-16	√ 6	B= only in the example dialog C= only instructions for all exercises the setting only in example dialog	C, A, B, D, F, G
• Expressing relief, pain and pleasure	Unit 1 p. 2-16	√ 3	√ 3	√	√ 3	-	√ 2-16	√ 6	C= only instructions for all exercises the setting only in example dialog	C, A, B, D, F, G

*A = Examples of dialogs
B = Explanation of the use of language function
C = Instruction or situation, setting and background
D = Examples of expressions
E = Discussions of new language item
F = Variety of exercises
G = Exercises for learners to create dialog
(e.g. pronunciationsocial rules, social norms, turn taking, roles of participants, etiquette, and social register)

All eight language functions (conveying opinion, asking opinion, expressing satisfaction and expressing dissatisfaction, advising, warning, granting request and expressing relief, pain and pleasure) in *BahasaInggrisuntuk SMA/MA Semester 1* were transactional and interpersonal functions of communication. They were provided as what the basic competency for the XI graders in the Curriculum 2006 demanded.

The analysis and findings on how the language function is delivered as reflected by the four pragmatic features was presented in these following paragraphs.

The dialogs in examples and exercises were representative enough to depict spoken language. In accordance with the nature of spoken language, some information was given implicitly although some information was necessary ones, like the setting and background were not given. In dialog b and e, there were pauses that were represented by dots. Fillers were also emerged to give impressions as contextualized and spontaneous dialog in dialog e. The dialogs also tried to give informal style as register. Even in two dialogs, dialog c and e, there were the use of slang expressions of using the word *yummy* and *hey, what's up*. In real life, people always adjust when they are speaking. Who, what, when, where, why, how affect the people's language choice, meaning and intention.

The course book fulfilled as a good course book for three items out of seven that are proposed by Cunningsworth (1995:7). The items included are the items that included in the speaking skill only:
1. A resource for presentation material
2. A source of activities for learner practice and communicative interaction
3. A source of stimulation and ideas for classroom language activities
However, the course book did not include the other 2 items:
4. A reference source for learners on pronunciation
5. A support for less experienced teachers who have just yet to gain in confidence

The sequence of presentation in speaking sections in the course book was in line with the process of teaching speaking and learning a skill which was adopted and adapted from Ur (2000:19) and Bilash (2009). The sequence was in line, except the absence of the discussion of new language item. This absent-item the discussion of new language item covers social, culture rules and norms such as turn taking, social norms, and roles of participants, etiquette and social register. The sequence begins with instruction in each exercise (the setting and the background were only implicitly provided), example dialogs, explanation of the use of language function, example of expressions, there were variety of exercises and exercise to create dialog.

In the analysis and findings in attempting to figure out the second research question, the four pragmatic features in the speaking sections of *Bahasa Inggris untuk SMA/MA Semester 1* had been found and proved. All the pragmatic features that are intensely implied in transactional and interpersonal functions, context, the cooperative principles, and speech acts and politeness were found.

The three characteristics of Context were found in each dialog. Nevertheless, the characteristic of speaker's background, the background knowledge that speaker and hearer should know and register were not stated explicitly in the dialogs. Both raters had to find implicit items of the characteristics to find context in each dialog. There were not any

explanations or descriptions of setting or background that usually precedes a dialog.

The Cooperative Principles that has four maxims were found. All the characteristics and the items in the Cooperative Principles were found unevenly in the dialogs in the course book under study.

The next feature, Speech Acts were found in the course book. Speech Acts represents what the speaker's intentions, what language function to choose to get his or her intention fulfilled and eventually, when the hearer gets and understands the speaker's intentions, his or her purpose is achieved.

All the acts were found in all dialogs. The Locutionary Act, the Illocutionary and the Perlocutionary with their characteristics and items were found unevenly in all dialogs.

The fourth feature, Politeness was found in the course book. Politeness has four characteristics. The characteristics are the Three Maxims of Politeness, the Positive Politeness and the Negative Politeness and the Range of Politeness.

Bahasa Inggris untuk SMA/MA Semester 1 definitely covered Context, the Cooperative Principles, Speech Acts, and Politeness as the four pragmatic features that were intensely apply in transactional and interpersonal functions. They were reflected almost in all dialogs in the course book under study. All the four pragmatic features were presented simultaneously and most of them were provided implicitly throughout the fourteen dialogs.

Conclusion

Giving conclusion about how the language function is delivered as reflected in the four pragmatic features, *Bahasa Inggris untuk SMA/MA Semester 1* is concluded and decided to be a moderately good course book. It represents and provides the four pragmatic features. Nevertheless, owing to some missing characteristic and items, this course book still needs teachers' assistance to add the information. Teachers who use this course book should enrich and deepen their knowledge about the missing characteristic and missing items so that they can patch up the gap this course book has.

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