

CHAPTER I

INTRODUCTION

1.1 Research Background

Language as the media of people to express feelings and intentions (Lunenburg, 2010) has an important role in communication. People use language to communicate and connect with their social surroundings. They collaborate and share their feelings and opinions with others through language. Language is not only communicated in oral communication but also in written communication. As a result, understanding what other people are saying/writing is critical in communicating. It means that people must be able to communicate effectively in their own language in order to avoid misunderstandings. Thus, to maintain the flow of the communication, the interlocutor has to understand what the other interlocutor is saying/writing. That is why the role of language is important (Huang, 2005).

The concept is also applied in English teaching-learning activities in the class. Both the teacher and the students have to understand the intention of each other. Meanwhile, other than the teacher and students, the other part of a classroom is the written learning material. Teachers and students also have to understand the message in the learning material. The aim is to know the meaning or the intention of the sentence written, as the purpose of learning a language is to understand the speech not just of the other people who use the language but also written language. Also, the source of language teaching must be taken into consideration. The learning resource of the EFL students is not coming only from the orally produced teacher, but also literary produced from the book and other learning media. The students are obligated to understand the instruction and other written resources, for example, the textbook.

The intention of communication that manifested into sentences is called Speech acts (Austin, 1962, as cited in Swandewi et al., 2021). Speech acts also exist in the instruction and the dialogues in the textbook. It can be seen in the directions or instructions and conversation from the textbook. The use of the speech act is based on the function of each speech act. Various types of actions such as apologizing, thanking, promising, requesting, and so on can be done through speech acts (Nunan, 1993). Thus, the research of speech act in the English textbook is important to do. The textbook is a book series published by the Indonesian Ministry of Education and Culture in 2017 for Senior High School. It is designed to support the English as foreign learning students for the activities in the class. The textbook already

implements Curriculum 2013 (K-13). “Bahasa Inggris untuk SMA/MA/SMK/MAK kelas X” is the title of the book. It consists of 15 chapters with each activity and exercise.

The present study was focused on verbal acts. The verbal act is the interlocution expressed by the interlocutor using a language. The verbal acts are also definite as speech acts by Austin (1962) and Searle (1979). The speech act is the utterance of a sentence to state that a speaker's intention can be known by the listener. According to Searle (1979), speech acts are divided into five different categories, namely directives act, assertive act, expressive acts, commissive act, and declarative act.

Previous research had studied speech acts in various settings. The first study conducted to investigate the speech act in the textbook is, first, a study by Siswantara and Ariffin (2021) conducted “Analysing the Pragmatic Content in the Conversation Sections in Indonesian ELT Textbooks”. The object of the study is the series of Indonesian English textbooks for Senior High School for tenth grade, eleventh grade, and twelve grade. The researcher used Searle’s (1979) speech act category to analyze the data. The result of the study is, first, from the English textbook for tenth grade, the types of speech act, as well as the sub-types found, are directives (questioning), assertive (informing and describing), expressive (congratulating, thanking, praising), and commissives (planning). Meanwhile from the XI grade students, the speech act found are directives (questioning, inviting, suggesting), assertive (informing, stating an opinion, asserting), expressive (thanking), and commissive (refusing, accepting, offering). The last result from grade XII are directives (questioning, commanding, suggesting), assertive (informing and stating an opinion), expressive (thanking and stating surprise), and commissives (refusing, accepting, and offering).

Thi and Yeh (2020) conducted “Keeping it Real: Vietnamese-English Pragmatic Representations in EFL Textbook”. The subject of the study is volume 1 and volume 2 of the English textbook. Thi and Yeh examined the speech acts found in the English textbook, and are categorized using Nguyen's (2011) speech act category. The result of the study is, that volume 1 of the English textbook has 91 interlocutions of 27 different types of speech acts. Meanwhile, volume 2 has 73 interlocutions of 25 different types of speech acts. The type of speech acts that occur is opening conversation, apologizing, accepting an apology, requesting, accepting a request, making an introduction, making excuses, agreeing, complimenting, exclaiming, giving an opinion, asking opinion, suggesting, accepting the suggestion, refusing suggestion, thanking, accepting refusal, disagreeing, asking direction, giving instruction, responding to thanks, asking permission, advising, wishing, closing a

conversation, checking to understand, predicting, complaining, congratulating, giving an order, and promising.

Namaziandost, et al (2019) conducted “Investigating Speech Acts in Iranian Junior High School English Textbooks”. There are three English textbooks of Iranian Junior High School being analyzed, namely Prospect One, Prospect Two, and Prospect Three. The researcher used Searle’s (1979) speech act classification to analyze the data. The researcher counted all the speech acts found in the book to see the most frequently used type of speech act. The result is assertive act is the most frequently used speech act in the book, and a declarative is the least frequently used speech act in the book. The percentage are assertive (50.59%), directives (31.22%), expressive (16.20%), commissive (1.97%), and declarative (0.00%). From the study, it can be seen that the directive acts and expressive acts are not frequently taught in the textbook.

The researches mentioned above focus on the speech acts in the English textbook for teaching English as a foreign language learning. However, those previous research only focused on the types of speech act and the distribution of speech act in the dedicated textbook. Those not paying attention to the structure of the speech acts found in the textbook, which is one of the outlines of the Curriculum 2013 (K-13).

No research has found that focusing on the structure of the speech acts in the English textbook. Therefore, this research is necessary to be conducted with the hope that the result could help teachers and mastery make to develop better English teaching material in the future, and as a suggestion for the Ministry of Education and Culture for the future textbook.

1.1 Problem Identifications

The study of speech acts is one of the general studies. Many types of research about the speech act have been conducted. The subject, object, setting, and way of conducting the research also varied. From the research about speech act in oral communication in the various setting until the studies of speech act in written communication in the various setting as well. In written communication, the research is mostly found in literature such as novels, comics, and short stories. The research may also be conducted in a written academic setting like in the written teaching or learning material such as a textbook. However, the study of speech act in the textbook is not given much attention. The textbook is one of the written teaching-learning media for both the student and teacher, especially for English students in the classroom. The

teacher may look for the teaching material and activity from the textbook, and for students, the textbook becomes another resource for learning English. Understanding the sentence in the textbook is essential for the language learner. Not just the dialogue but also the narration or the instruction in the textbook. Although the previous research about the book has been done there is not much attention given. Therefore the identification of speech act in the instruction and dialogue in the textbook needs to be conducted.

1.2 Research Questions

The problem of this research is the importance of identifying the types and the structure of the speech act of the dialogue and instruction found in the tenth-grade English textbook. Therefore, the questions for this research are:

- 1.1.1 What are the types of speech acts used in the tenth-grade English textbook?
- 1.1.2 What are the structures of the speech acts found in the tenth-grade English textbook?

1.3 Research Objectives

1.3.1 General objectives

The general research output of this research is to describe the type of speech acts and the structure of speech acts designed in the tenth grade students' English textbook.

1.3.2 Specific Objectives

The specific outputs obtained from this research are as follows.

- a) Identification of the type of speech acts in the tenth grade students' English textbook.
- b) Description of the speech acts' structures in the English textbook for the tenth grade Senior High School.

1.4 Research Significance

1.4.1 Theoretical Significance

The theoretical significance of this research results is expected will be beneficial for the teachers and the students as they are provided with a textbook

designed with various types of speech acts as ideal instructional material. The variation of speech acts in the written material allows the students to explore more about the language use of English. As cited in Ghouali and Benmoussat (2019) and Harmer (2007, as cited in Hanifa, 2018) that the language in the written material becomes guidance to the students to use the target language. A good teaching-learning material is marked by the use of a variable expression or language use (Ziyoda, 2019). The students will be able to explore more of the language used. As cited in Richards (2002) the instructional material is the base of the language learning that furthermore will be practiced in the classroom and outside (Hanifa, 2018). The variation and well-spread speech are also beneficial for teachers to have insight into the learning material according to the topic in the lesson plan.

1.4.2 Practical Significance

The results of this research were expected to be beneficial for:

1. Teachers

For English teacher, the significance of this study were expected to help the teacher in choosing the learning material for the students. By knowing the types of speech act and the structure of the speech act as well as the dominant type of speech act in the textbook. By knowing the distribution of speech acts in the textbook, the teacher are expected to be able to combine the material in the textbook with the additional material to maximize the use of all the speech act in the classroom in order to introduce the variation of English to the students.

2. Students

The significance of this study for the students especially the tenth grade English student is they reduce the wrong use of language in communicating using English. They were also expected to be able to communicating with the right speech act according with the message that they want to deliver.

3. Other Researchers

For the future researcher, the results of this study were expected to give insights and addition reference for the further research in the same field.

1.5 Research Scope

The current research was scoped down to the textbook for the first and second semester of the tenth grade in the Senior High School. The textbook analysed in entitled “Bahasa Inggris untuk SMA/MA/SMK/MAK kelas X” published by the Indonesian Ministry of National Education in 2017. The speech acts were limited to the type of speech acts and the social functions.

1.6 Research Limitation

The limitation of this research was on five types of speech acts used in tenth grade English textbook. Those are declarative, assertive, expressive, commissive, and declarative. The classifications are based on the classification of speech act by Searle (1979).

