

CHAPTER I

INTRODUCTION

This chapter presents the research background, problem identification, research questions, research objectives, research significances, key concept definition and research scope.

1.1 Research Background



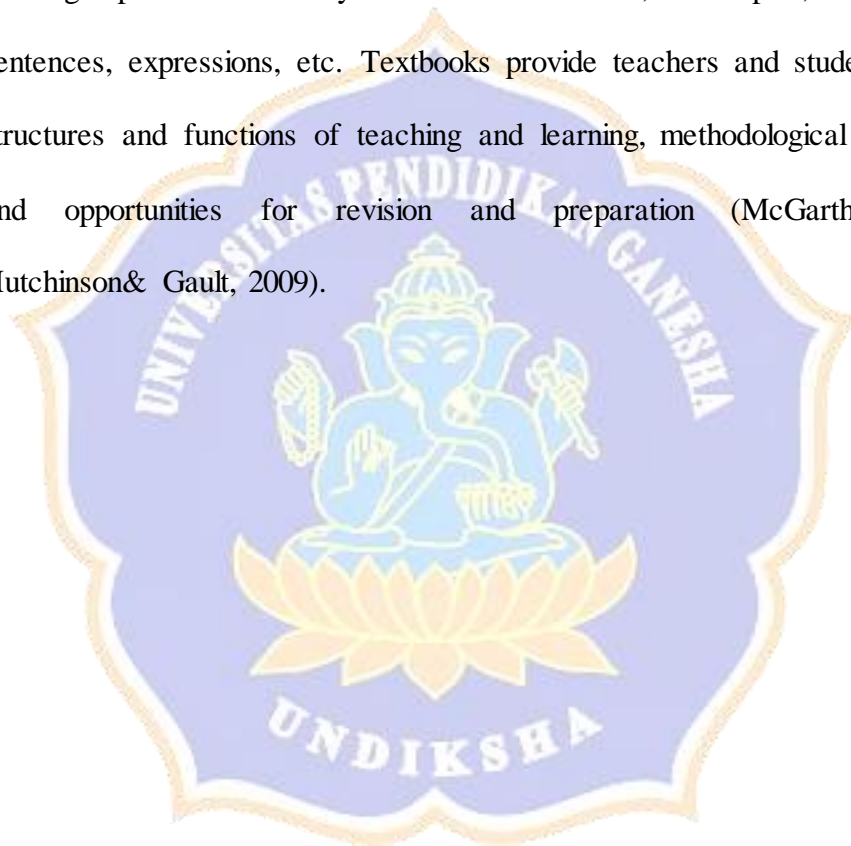
Communication is the act of transferring information from one person to another which has some intentions, for examples: expressing need, desire, or perception (Lunenburg, 2010). Since communication is a tool for relating people. In English as a Foreign Language (EFL) learning processes, communication is a prime tool conveyed both in oral and written forms. However, classroom communication is never an easy entity. (Huang, 2005) mentions the EFL's learning difficulties lay mainly with their linguistic competence. Therefore, EFL learning processes are often assisted with learning media like students' textbooks.

Thus, Speech Acts theory is needed in order to investigate the utterance or directives produce the structure text to get better understanding. By viewing social function, language features and language elements and reader the researcher will know the structure text produce the illocutionary forces.

According to Sheldon (1988) and Harmer (2007), the variation of topics in the textbook should be (1 a systematic sequence chapter by

chapter. On the textbook, one unit contained one up to two sub-topic based of the title of the topic. Based on the elaboration of evaluation rating scale and the findings, the researcher found out the weaknesses of the textbook in terms of unit systematic sequence.

Textbooks are media functioning as a tool for learning purposes (Valverde, 2002). Textbooks contain learning materials that support the learning processes. They include definitions, examples, dialogues, sentences, expressions, etc. Textbooks provide teachers and students with structures and functions of teaching and learning, methodological supports and opportunities for revision and preparation (McGarth, 2002; Hutchinson& Gault, 2009).



The students' textbook is a package used for the Senior High School in learning English as a foreign language. The textbook is published by "Studi dan Pengajaran" (Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud 2017) 2013 Curriculum (*K-13*). This curriculum uses a scientific approach instead of a communicative approach. Scientific approach is a learning process designed with a student-active-learning in constructing concepts and rules through observation, question, exploration, association, and communication (Hosnan, 2014).

The students' textbook consists of fifteen main chapters completed. The textbook also contains instructions, dialogues, and language expressions in a variety of lengths, language forms, degrees of formality, and verbal acts. The present research was focused on verbal acts. Nunan (1993) explained that a verbal act is an utterance of people expressed through language. Austin (1962) and Searle (1979) called it a speech act. A speech act is a verbal interaction which has a form, an intention and a response. The form is called a locutionary act; the intention is an illocutionary act; and, the effect or reaction is a perlocutionary act (Searle, 1979).

The locutionary act is the act which is analyzed based on the surface meaning of the utterance (Cutting, 2002). The illocutionary act is the intention of saying an utterance (Austin, 1962). Besides, the perlocutionary act is the effect of saying the utterance. Those dimensions are related to each other. For example, a speaker says, "*It is really cold in this classroom.*" The speaker's locutionary act wants to inform that the temperature is cold. Accordingly, the illocutionary act should be interpreted as a request to switch off the air condition. However, the hearers fail to understand the speaker's illocutionary act. None of the students' perlocutionary act suited with the speaker's illocutionary act. Generally,

speech acts are classified into five categories, they are: representative acts, directive acts, commissive acts, expressive acts, and declaration acts (Searle, 1979). These five categories are sub-divided into thirty-three categories (attached in the Appendix 2).

Previous research had studied speech acts in various settings. The first research entitled “A Textbook Evaluation of Speech Acts and Language Functions in Top-Notch Series” by Seyyed Mohammad Ali Soozandehfar (2011). This study used qualitative method. It investigated 15 conversations selected randomly from 15 units based on the pragmatic dimensions of language functions and speech acts. The results show that there was only one language function absent, namely: imaginative function. All the 5 speech act categories exist, except a declarative speech act. It is concluded that the conversations in these newly-arrived textbooks are not pragmatically efficacious and functional because not all language functions and speech acts exist there.

The second study was conducted by Yasaman Bagherpour (2017) entitled “A Pragmatic Analysis of Speech Acts and Language Functions: The case of English Result Series”. This study used qualitative method in analyzing the data. This study investigated the speech acts and language functions used in conversation section of the book. The results showed that the representational function and assertive speech act were most frequently used in the textbook.

The third study is entitled “Speech Act Types in Conversations in the New Interchange Series” conducted by Nguyen Quang Ngoan, et al. (2017). This study used both qualitative and quantitative methods. The results showed that combinations of the five speech acts were effective used for language learning.

The present research was delimited on the verbal acts or speech acts, focusing on their social functions, linguistic structures, and language features as outlined in the 2013 Curriculum (Kemdikbud 2017). The three verbal learning foci assisted students in improving their communicative competence in English. For example, a directive act socially functions to impose action of the speakers on their hearers (Searle, 1979). Moreover, through directive, a speaker can express what he/she wants and then expect the hearer to comply.

While linguistic structure concerns with a structured system of a formal units such as sentences and syntax (Leech, 1983). An example of explicit order, “*You go out!*” This command is ordered with a subject “*You*”, a predicate “*go out*”. Another example of a polite request, “*Please, lend me your pen*”. It is apparently structured with a polite marker “*Please*”; predicate “*lend*”; an indirect object “*me*”; and a direct object “*your pen*”.

Language features refer to the four main language features, namely: phonology, grammar, semantics, and pragmatics (Treisman and Gelade, 1980). In the present research the language feature of a speech act is focused on the grammar. For example, “*Good morning. How are you*”. This verbal act of greeting is so expressed when one meets in the morning. “*How are you*” is a sentence in the morning time addressed to an objective pronoun “*you*”.

1.2 Problem Identification

The EFL learners’ failure in using speech acts correctly and appropriately is often associated with the language micro components, such as knowledge on the social functions, linguistic structures, and language features (Beebe, 1981; Chang, et al, 2011).

Social functions of speech acts denote specific behaviour of an action. (Parker, 1975) stated when a speaker fails to refer to specific verbal behaviour, the speaker will also fail in choosing an appropriate social function of a verbal act. For example, a speaker wants to ask for a name to a complete stranger using a request act. The speaker has chosen a wrong social function, that is an assertive act with coercive tone, “*What’s your name?*” This sentence may be understood as an interrogation, not a polite request.

Linguistic structure is a structured formal unit system, such as a sentence and syntax. The ability to structure a sentence as subject + predicate + object + complement may change the spirit, meaning, or fluency in communication. In general, good knowledge, comprehension, and application of syntactical rules will certainly yield correct sentences (Chomsky, 1965, 1975). When a speaker communicates with a hearer, grammatical utterances will help the hearer get the locutionary acts.

Language feature refers to the grammatical rules (Treisman and Gelade, 1980). For example, “*Good morning. How are you*” . This verbal act of greeting is so expressed when one meets in the morning. “*How are you*” is a sentence in the morning time addressed to an objective pronoun “*you*”. Knowledge, comprehension, and application of correct grammatical rules in the sentences will help speakers and hearers grasp the correct meanings.

1.3 Research Questions

The present research questions could be formulated as the following.

- 1.3.1 What social functions of the speech acts are designed in the students' English textbook in the Senior High School?
- 1.3.2 What linguistic features of the speech acts are designed in the students' English textbook in the Senior High School?
- 1.3.3 What language elements of the speech acts are designed in the students' English textbook in the Senior High School?

1.4 **Research Objectives**

1.4.1 **General Objective**

The general research output is a mapping out the speech acts' social functions, linguistic features and language elements designed in the students' English textbook in the Senior High School based on the 2013 Curriculum.

1.4.2 **Specific Objectives**

The specific outputs obtained from this research are as follows.

- 1) Descriptions of the speech acts' social functions designed in the students' English textbook in the Senior High School;
- 2) Descriptions of the speech acts' linguistic features designed in the students' English textbook in the Senior High School;
- 3) Descriptions of the speech acts' language elements designed in the students' English textbook in the Senior High School.

1.5 **Research Significance**

1.5.1 Theoretical Significance

The theoretical outcome of research results would benefit both the EFL students and teachers as they are equipped with a good learning medium, especially an English textbook designed with speech acts' social functions, linguistic features, and language elements. These three speech acts' dimensions would provide adequate learning exposures of speech acts.

1.5.2 Practical Significance

The practical relevance or outcome would be specifically beneficial for the following people.

- 1) The EFL students in the Senior High School would be provided with adequate learning materials in order to be able to carry out personal, interpersonal, and transactional communication with correct and appropriate speech acts;
- 2) The EFL teachers in the Senior High School would be assisted with sufficient learning materials for students' exposures in carrying out personal, interpersonal, and transactional communication with correct and appropriate speech acts;
- 3) Future researchers would be also benefited with the current research as they might add other speech acts' dimensions in order to provide near-native speech acts' exposures in EFL.

1.6 Key Concept Definition

1.6.1 Theoretical Definition

- 1) Speech act is theoretically defined as language expressions (Nunan,1993). Austin (1962) added three dimensions of speech act, they are: the locutionary acts, the illocutionary acts, and perlocutionary acts.
- 2) Textbook is broadly defined as a standard work-book for the study of a particular subject ([https://simple.m.wikipedia.org>wiki](https://simple.m.wikipedia.org/wiki)).

1.6.2 Operational Definition

- 1) Speech act is the act of expressing a thought, a feeling, or an intention in the forms of utterances like directive acts, expressive acts, commissive acts, declarative acts, or assertive acts.
- 2) Textbook is a book used for the study of English as a foreign language in the Senior High School. A textbook is lent to the students by the school to accompany an EFL course.

1.7 Research Scope

The current research was scoped down to the first and second semesters of the tenth grade in the Senior High School based on the 2013 Curriculum at SMA Negeri 1 Abiansemal. The text-book analysed is entitled “*Studi dan Pengajaran*” published by (Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud, 2017). The speech acts’ dimensions were limited to the social functions, linguistic features, and language elements.