

## CHAPTER I

### INTRODUCTION

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

#### 1. 1 Research Background

Language is a crucial thing we need as a social human-being. We cannot deny as social beings, people have a primary need to communicate with each other. In order to communicate and interact with their social environment, they need to use language. Through language, they cooperate and express their feelings and thoughts with others (Lunenburg, 2010). Hence, in communication, it is very important for someone to understand what other people say. It means that people have to understand their language in order to avoid misunderstandings. That is why understanding someone's language become an important part in communication (Huang, 2005).

This phenomena also happen in English teaching and learning in the classroom. Students are obligated to understand not only the teacher's utterances and explanations in the classroom but also the language in textbooks. Textbook are media functioning as a tool for learning purposes (Okeeffe, 2013). In order to understand the material contained in the textbooks, they need to understand what directions and explanations in the book. In English textbook, there are some instructions and conversations that represents the language expression in the real life. They have to understand the

instruction and conversation before they practice the language. That's why, understanding the instructions and conversations in the students' English textbook is important for the students in order to improve their communicative competence.

The instructions and conversations provided in the textbooks represent the acts that varied and depended on the social functions, linguistic features and language elements. The understanding of the utterances depends on social functions, linguistic features, language elements and the pragmatics knowledge, especially speech acts. Through speech acts, various types of actions can be done such as apologizing, thanking, promising, requesting, and so on (Nunan, 1993). In fact, students are frequently not given the background of the pragmatic knowledge to recognize and understand the language and the acts. Thus, the students tend to have difficulties to understand the intended meanings carried by speech acts. Thus, misconceptions or misunderstanding in interpreting the intended meaning may occur.

In addition, since this knowledge not only studies the acts uttered by the speakers but also studies the meaning of words in particular social functions, linguistic features and language elements. Therefore, pragmatics analysis of linguistics does not only involve the analysis of linguistic form, but also the interpretation of what people mean in a particular speech acts. Moreover, the social functions, linguistic features, and language elements cannot be separated for understanding the meaning of an utterance.

As mentioned earlier, speech acts are not only found in the direct spoken language, but also manifested in the written spoken language, such as instruction, and conversations in the students' English textbook. Even though the instructions and

conversations that designed in the textbook are not likely spoken but it indicate a communication. The writer uses different language in a different situation. It affects the language use in the textbook.

Then, it is also important for the material in the textbook to conform the core competencies and basic competencies in the Curriculum 2013. Hence, the students learn the expressions in the textbook, they can accomplish the language skill standardized by the government. It is important to combine the materials in the textbook with the pragmatic competence because the textbooks provide teachers and students with structures and functions of teaching and learning, methodological supports and opportunities for revision and preparation (Hutchinson & Gault, 2009). The teachers have to select the textbook in which its materials are appropriate with the Curriculum 2013. Thus, the students are able to practice their knowledge and communicative competence in their real life.

The students' textbook is a package used for the Junior High School in learning English as a foreign language. The textbook is published by the Ministry of National Education. The textbook already implements the Curriculum 2013 (*K-13*). The students' textbook entitled "*Think Globally Act Locally*" consists of twelve chapters. This book allows the students to practice and develop their communication skills.

The present research was focused on verbal acts. Nunan (1993) states that a verbal act is an utterance of people which expressed through the language. Austin (1962) and Searle (1979) called it as a speech act. A speech act is a verbal interaction which has a form, intention and response. Generally, speech acts are classified into five categories. They are assertive acts, directive acts, commissive acts, expressive acts, and

declarative acts (Searle, 1979). These five categories are sub-divided into thirty three categories (attached in the Appendix 1).

Previous research had studied speech acts in various settings. The first research conducted by Kohandani, Farzaneh, & Kazemi (2014) entitled “A Critical Analysis of Speech Acts and Language Functions in Top Notch Series”. This study was a qualitative research. The researchers has randomly selected 10 conversations from the textbook. One conversation from each unit, which includes a specific topic or social context. The result showed that there was one language function absent, namely imaginative language function. There was also no declarative act designed on the textbook.

The second research was “An Investigation into The Use of Speech Acts and Language Functions in Iranian High School English Textbook” by Roohani & Alipour (2017). The research investigated the use of speech acts presented in Iranian high school textbook. The researchers analyzed the conversation segments of the three books using Searle’s (1976) theory and Lakoff’s (1973) theory of politeness. They found that the language functions in the textbooks are presented unequally and some of them recur throughout the books, with no specific pattern being followed.

The next is research conducted by Kusumo & Wardani (2019) entitled “*An Investigation of Illocutionary Acts in Spoken Dialogs in An English Textbook*”. The researchers conducted this study because they intends to investigate the illocutionary acts, illocutionary force, indirect and direct acts reized in the spoken dialogs in the textbook *Bahasa Inggris SMA/MA/SMK/MAK Kelas XII*. Four types of illocutionary acts are found: representatives, expressives, directives, and commissives.

All the research mentioned above deals with speech acts analysis on the textbook for teaching-learning English as Foreign Language. However, the previous researches only focused on the speech analysis with out pay attention to the speech acts' social functions, linguistics features, and language elements which are the outline of the Curriculum 2013 (Kemendikbud, 2016). These three verbal learning focused on improving the students' communicative competence.

There is no research which has been conducted to investigate the textbook focusing on the speech acts' social functions, linguistics features, and language elements. In this regard, there is a gap of limited research conducting on the pragmatics features of the textbook in Indonesia, especially in Junior High School English textbook. For example, an assertive has a social function to state facts or the speaker's opinion (Searle, 1979). Moreover, through assertive, a speaker can express their opinion or ideas to the hearer. While linguistic features concerns with the structured of a sentence and syntax (Leech, 1983). An example of stating "*I agree with you*". This statement is expressed with subject "*I*", a predicate "*agree with*", and object "*you*". The language elements refer to the four main language features, namely: phonology, grammar, semantics, and pragmatics (Saussure, 1915). In this research of language features of speech acts focused only on the grammar. For example "*I agree with you*". This verbal act of stating is expressed when the speaker agree with the hearer's opinion. The speaker states a statement in declarative sentence with the objective pronoun "*you*".

Therefore, it is assumed that it is very necessary to hold this research, in order to avoid the misunderstanding and improve the students' language skill. The teacher

will also acknowledge the speech acts' social functions, linguistic features and language elements that covered in the textbook. So, they can explain the materials more clearly to their students.

## 1.2 Problem Identification

There are many ways in producing language. People may say something in oral or written. For example a book writer may produce a language in the written form in the textbook. Students may find some difficulties when learning the English textbook. It happen because of the language micro components, such as knowledge on the social functions, linguistics features, and language elements (Chang, et al, 2011).

The first problem found is the difficulties to identify the speech acts' social functions. According to Parker (1986), social functions of speech acts denote specific behaviour of an action. When the speaker fail to refer to specific verbal behaviour, the speaker will also fail in choosing an appropriate social functions of a verbal act. For example, a speaker wants to give a compliment to someone using compliment act. The speaker has chosen a wrong social function that is an asking act, "*It looks tidy now, isn't it?*" This sentence may be understood as a question, not a compliment.

The second problem deals with the linguistic features covered in the speech acts in the book. Linguistic features 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, 1975).

The last problem is the language elements. Language elements refers to the grammatical rules. For example, “*Work in group*”. This verbal act of order is so expressed when the teacher give instruction to the students to work in group. Knowledge, comprehension, and application of correct grammatical rules in the sentences will help speakers and hearers grasp the correct meanings. When a speaker communicates with a hearer, grammatical utterances will help the hearer get the locutionary acts.

### 1.3 Research Scope

The current research was scoped down to the first and second semesters of the ninth grade in the Junior High School based on the 2013 Curriculum. The text-book analysed is entitled “*Think Globally Act Locally*” published by the Indonesia Ministry of National Education in 2015. The speech acts’ dimensions were limited to the social functions, linguistic features, and language elements.

### 1.4 Research Questions

The present research questions could be formulated as the following.

- 1.4.1 What social functions of the speech acts are designed in the students’ English textbook in the Junior High School?
- 1.4.2 What linguistic features of the speech acts are designed in the students’ English textbook in the Junior High School?

1.4.3 What language elements of the speech acts are designed in the students' English textbook in the Junior High School?

## **1.5 Research Objectives**

### **1.5.1 General Objective**

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

### **1.5.2 Specific Objectives**

The specific outputs obtained from this research are as follows.

- a) Descriptions of the speech acts' social functions designed in the students' English textbook in the Junior High School;
- b) Descriptions of the speech acts' linguistic features designed in the students' English textbook in the Junior High School;
- c) Descriptions of the speech acts' language elements designed in the students' English textbook in the Junior School.

## **1.6 Research Significance**

### **1.6.1 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.



### 1.6.2 Practical Significance

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

- a) The EFL students in the Junior 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;
- b) The EFL teachers in the Junior 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;
- c) 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.

## 1.7 Key Concept Definition

### 1.7.1 Theoretical Definition

- a) 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.
- b) Textbook is broadly defined as a standard work-book for the study of a particular subject (Okeeffe, 2013).

### 1.7.2 Operational Definition

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

