

CHAPTER I

INTRODUCTION

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, communication happens everywhere including in the classroom. 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 not running smoothly. (Huang, 2005) mentions that EFL's learning difficulties are mostly dealing with their linguistic competence. Therefore, EFL learning processes are often assisted with learning media like students' textbooks.

Textbook is a media in the form of book which has intention as a tool for teaching and learning purpose (Gilbert A Valverde, 2002). Textbooks contain learning materials that support the learning processes. They include definitions, examples, dialogues, sentences, expressions, etc. Textbooks also provide teachers and students with structures or representation of teaching and learning, methodology that supports the teaching and learning process and also allow them for revision and preparation (McGrath, 2002). Since textbook plays a significance role for the success of learning, it is needed to take a look and give concern to the text book. The things that should be concerned are about the accurateness of the knowledge or information, the variation that stimulate the interest and also the clarity of language used in the text book. The language which is used should be

clear and appropriate with the intention of the writer. The clarity of language will make the readers easier to convey the meaning of the sentence existed in the textbook.

The students' textbook which used for the Senior Vocational High School is entitled "*Bahasa Inggris*". The textbook is published by the Ministry of National Education to implement the so-called 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 eight main chapters completed with seven enrichment chapters. 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. Verbal act is an utterance of people expressed through language (Nunan, 1993). 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 a 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 could be failed to understand the speaker's illocutionary act. Sometimes, none of the students' perlocutionary act suited with the speaker's illocutionary act. So, it is needed to understand the speech acts appropriately.

Generally, speech acts are classified into five categories, they are: representative (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 entitled "*A Textbook Evaluation of Speech Acts and Language Functions in Top-Notch Series*" by (Soozandehfar, 2011). It investigated 14 conversations selected randomly from 14 units based on the pragmatic dimensions of language functions and speech acts. From the speech acts analyses, declarative speech act is not found there.

The second study entitled "*A Pragmatic Analysis of Speech Acts and Language Functions: The case of English Result Series*" by (Bagherpour & Barkat, 2017). 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 (Ngoan & Dung, 2017). All types of speech

acts were found in this study. The results showed that combinations of the five speech acts were effectively 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 2016). The three verbal learning focus assisted students in improving their communicative competence in English. For example, a directive act socially functions to make the hearer to perform or do an action (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, 1980). An example of explicit order, “*You wake up!*” This command is ordered with a subject “*You*”, a predicate “*wake up*”. Another example of a polite request, “*Open the door, please!*”. It is apparently structured with a predicate “*open*”; object “*the door*”; and polite marker “*please*”.

Language features refer to the four main language features, namely: phonology, grammar, semantics, and pragmatics (Treisman & 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.

Social functions of speech acts denote specific behaviour of an action. (Thomas, 1983) 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 and will be ended by a misunderstanding. For example, a frontliner wants to ask the customer's card in doing the payment transaction. It is better for the speaker using requesting act like *"May I have your card, please?"* rather than using ordering act like *"Give me your card!"*. This sentence may be understood, but it is belong to an impolite action which is not good in serving a customer.

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, 1957). When a speaker communicates with a hearer, grammatical utterances will help the hearer get the locutionary acts.

Language elements refer to the grammatical rules (Treisman & Gelade, 1980). For example, *"Mira, I will come to your party."*. This verbal act uses simple future tense which means expressing the action that will be happened in the future. It can be seen from the use of *"will"*. From the sentence we all know that the action of coming to Mira's party will be happened in the future time, not at the time of speaking. 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 Vocational High School ?

1.3.2 What linguistic features of the speech acts are designed in the students' English textbook in the Senior Vocational High School ?

1.3.3 What language elements of the speech acts are designed in the students' English textbook in the Senior Vocational 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 the students' English textbook in the Senior Vocational 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 Vocational High School;
- 2) Descriptions of the speech acts' linguistic features designed in the students' English textbook in the Senior Vocational High School;

- 3) Descriptions of the speech acts' language elements designed in the students' English textbook in the Senior Vocational 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 Vocational 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 Vocational 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 work-book for supporting the teaching and learning process of a particular subject (Gilbert A Valverde, 2002).

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, representative 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 Vocational 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 semester of the eleventh grade in the Senior Vocational High School based on the 2013 Curriculum. The text-book analysed is entitled “*Bahasa Inggris*” published by the Indonesia Ministry of National Education in 2017. The speech acts’ dimensions were limited to the social functions, linguistic features, and language elements.