



AN ANALYSIS OF SPEECH ACT USED IN THE WRITTEN CONVERSATIONS FROM ENGLISH TEXTBOOK FOR JUNIOR HIGH SCHOOL GRADE IX PUBLISHED BY THE MINISTRY OF EDUCATION AND CULTURE IN 2018

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ABSTRACT: The application of pragmatics often used in an English textbook, namely, *Speech Act*, is applied to state the action or intention of doing something indirectly so that the teachers, who are teaching the most students that did not really understand the various meanings from some conversations, should comprehend the context first by checking the type of *speech act*. The purposes of this research were to identify the types of speech acts found in the utterances of each conversation and to reveal the function of each speech act found in each utterance of every conversation contained in *Bahasa Inggris (English): Think Globally Act Locally for Grade IX*. The researcher employed the descriptive qualitative research. The most needed instrument was the researcher, and the secondary instrument was in the form of the data sheet. The primary source of the data was the textbook itself, and some downloaded books and journals are used to complete the data needed. For the data collection process, the researcher applied “observation”. The researcher also used the model of data analysis procedure named *content analysis*. For checking the trustworthiness of data, the researcher involved the four components called *credibility, transferability, dependability, and confirmability*. Based on the analysis conducted by the researcher, there were five types of speech act according to the Searle’s classification found in the textbook: *assertive or representatives* with 96 data (41.4%), both *directives* and *expressive* had the same number with 65 data (28.0%), *commissives* with 5 data (2.2%), and *declarations* with 1 datum (0.4%). For the second result, the researcher found that these five types of speech act with their own functions were all existed in two hundred and thirty-two utterances used by the speaker of each conversation in the textbook.

Keywords: *textbook, conversation, pragmatics, speech act.*

INTRODUCTION

From then until now, pragmatics even has been included in any various learning content, and one of them is like in the form of written conversations in various English textbook. In addition, Khoirunnisa (2015) conveys that every pragmatic feature can be found in English textbook, especially on the conversation part, even though they are not directly stated (implicitly). For the application of pragmatics which is often used in various written conversations in an English textbook is, namely, *Speech Act*. Nordquist (2019) also adds that *speech act* acts as an utterance defined in terms of speaker’s intention and the effect it has on a listener. It could be said that *Speech Act* is able to be a key feature to the understanding of language and also the reactions that take after this. Therefore, what the speaker says in every conversation in an English textbook could be categorized as the speech act unless he or she (the speaker) uses language as a linguistic exercise (Valeika and Verikaitė, 2010).

As a result, it indirectly requires the students, especially those who are still in junior high school, should be able to comprehend what are conveyed from the various written conversations in the form

of both meanings and contexts. In contrast, from several existing cases, most students did not really understand the various meanings to be expressed from some conversations based on the existing context as the main reason is their understanding while translating into their own language is still in minimum level. This is in line with Ilma’s statement (2016) stating that the English teachers definitely face many obstacle in delivering knowledge about speech acts to the EFL learners because English sometimes seems blurring for the Indonesian students. In the end, this becomes a big demand or challenge for a teacher to be able to understand and then deliver in detail and clearly but still use simple language about what messages to be conveyed from the various conversations contained in the English textbook according to their context.

Therefore, it is presumed that it is pretty important to conduct this research relating to the implementation of *speech act* in the written conversation contained in every English textbook in order to avoid the misunderstandings of every utterance in each conversation and then it can also improve the students’ language skill and their communicative competence, especially the

sociolinguistic competence. Indeed, the researcher really expects that the teachers are able to deliver more properly the purpose or the function of each utterance of every conversation contained in the textbook after finding and identifying its appropriate *speech act* type based on Searle's classification.

Searle in Valeika and Verikaitė (2010) has set up another classification of *illocutionary acts*, better known as *speech acts*, which are *assertives* or *representatives*, *directives*, *commissives*, *expressives*, and *declarations*. *Assertives* or *representatives* represent what the speaker believes to be the case or not. Meanwhile, *directives* mean that the speech acts which the speaker uses to direct someone else or the addressee to perform an action. Then, *commissives* indicate that the speaker uses to commit himself or herself to some future action. For *expressives*, it represents what the speaker feels and also to reveal their attitude. Last but not least, *declarations* are used to change the reality or the world via the utterance with the provision is they rely upon the status of the speaker and the factual circumstances surrounding the event.

Regarding with all things above, the researcher would like to find the use of speech acts in each conversation in the English textbook by doing the research in order to identify the types of speech acts found in the utterances of each conversation and to reveal the function of each speech act found in each utterance of every conversation contained in the textbook entitled "Bahasa Inggris (English): Think Globally Act Locally for Grade IX". It is actually written by Siti Wachidah, Asep Gunawan, and Diyantari, and the publisher of this textbook is The Ministry of Education Culture in 2018. This textbook has been compiled and reviewed by the various parties under the coordination of the Ministry of Education and Culture, and it is even used in the early stages of implementation *Curriculum 2013*. In fact, this textbook has been revised twice with details are the first revision is carried out in 2015 and the second revision is carried out in 2018 with the aim of improving the quality of the textbook.

For the previous researches, the researcher found several differences from those three previous researches conducted by Murti (2017), Ardhiani (2014), and Jati (2018). This current research mainly differs from other researches by considering their focus on their own research and also the school level of the textbook which was being used to be analyzed. In Murti (2017), she focused not only on analyzing the speech acts used in the dialogue, but also on analyzing the components of contexts. The textbook used for Murti's research was actually for the seventh graders, while the textbook used by the

current researcher was for the ninth graders. For the second research, Ardhiani (2014) had four objectives of the research to be achieved, while the current research only expressed two objectives that wanted to be achieved. Moreover, Ardhiani's research used the English textbook for senior high school level, but the current research used the textbook for junior high school level. Meanwhile, the last research conducted by Jati (2018) differed from the current research since this research focused only on the types of directive speech acts uttered by the characters in the conversations, and it also used the English textbook for senior high school level, as well as Ardhiani's research.

METHODS

In conducting the research, the researcher employed the descriptive qualitative research in order to collect the data, analyze the data, and even make the conclusion from the result of the analysis. Qualitative research which was used as the approach of this research is concerned with the subjective assessment of attitudes, opinions and behavior. In this time, the researcher definitely used "content analysis" which was one of the forms of descriptive research since the researcher wanted to identify the data and then analyze the data which were in the form of speech act in every utterance contained in each conversation available in an English textbook chosen by the researcher. Toendan (2019: 154) states that content analysis is applied to the written form which is aiming to identify specific characteristics of material.

The researcher collected the data from one of the learning instruments which was an English textbook entitled *Bahasa Inggris (English): Think Globally Act Locally for Grade IX*, and the researcher mainly focused to observe only the conversation contained in this textbook. As this research only focused on the application of the speech act theory in an English textbook, then this research was conducted or carried out only in the researcher's place as there was also still COVID-19 pandemic that made the direct research involving lots of individuals slightly difficult to be done. Furthermore, the most needed instrument was the researcher herself as she needed to determine which data were used, to analyze the data, and even to report the finding after conducting the research. To make the researcher easier in writing down the findings sequentially, secondary instrument was made in the form of the data sheet. The data of this research were in the form of utterances produced by the speakers in each conversation. Therefore, the primary source of the data was the textbook entitled

Bahasa Inggris (English): Think Globally Act Locally for Grade IX. Meanwhile, some information gaining from any sources e.g. some downloaded books and journals were also used.

In addition, the researcher applied the process of data collection named “observation”, as the primary and suitable way to collect the data since it was also possible to observe *products* and *contexts*. For this research, the researcher also used the model of data analysis procedure named *content analysis* whose purpose is to discover the relative importance of or interest in certain topics. In fact, the trustworthiness of data in the qualitative research usually consists of *credibility*, *transferability*, *dependability*, and *confirmability*. In checking the *credibility*, the researcher was able to use the triangulation to show the research’s findings are credible so that this research actually applied the theoretical triangulation to validate the data. For the *transferability*, based on the researcher’s view, it actually depended on the user to consider whether the results of the research could be used in certain circumstances. Meanwhile, for checking the *dependability*, the researcher could apply inquiry audit to establish *dependability* by asking another person to review and examine the research process and the data analysis to ensure that the findings are consistent and can be repeated in the future. For the *confirmability*, as it deals with the neutrality level, the researcher could provide an audit trail highlighting every trail of data analysis that would be made to provide a rationale for the decisions made.

RESULTS

For the first result which was related to the types of speech acts of the conversations in *Bahasa Inggris (English): Think Globally Act Locally for Grade IX*, there were found 96 *assertive/representative* data, 65 *directive* data, 5 *commissive* data, 65 *expressive* data, and 1 *declaration* datum out of 232 data (utterances) presented in the Table 1.

Table 1. The Number and Percentage of the Conversations in *Bahasa Inggris (English): Think Globally Act Locally for Grade IX*

No.	Type of Speech Act	Number (f)	Percentage (%)
1.	Assertives/Representatives	96	41.4%
2.	Directives	65	28.0%
3.	Commissives	5	2.2%
4.	Expressives	65	28.0%
5.	Declarations	1	0.4%
	TOTAL	232	100.0%

Table 1 above shows that there were five types of speech acts applied by the speaker of each conversation in the textbook entitled *Bahasa Inggris (English): Think Globally Act Locally for Grade IX*. From the table, *assertives* or *representatives* took the top position and had the highest data with 96 data with the percentage was 41.4%. The second highest numbers were occupied by both *directives* and *expressives* with 65 data or 28.0%. Then, the next number went to *commissives* with 5 data or 2.2%. Lastly, *declarations* took the lowest position with 1 datum or 0.4%. To sum up, this first result shows that the speakers in the conversations of the textbook had applied the whole types of speech act: *assertives* or *representatives*, *directives*, *commissives*, *expressives*, and *declarations*.

Meanwhile, for the second result which was related to the function of speech act found in each utterance of the conversations in *Bahasa Inggris (English): Think Globally Act Locally for Grade IX*, it was presented below that revealed the function of each speech act found in the conversations contained in the Table 2 below.

Table 2. The Function of Speech Act Found in Each Utterance of the Conversations in *Bahasa Inggris (English): Think Globally Act Locally for Grade IX*

No.	Searle’s Classification of Speech Act Types	The Function of the Speech Act
1.	Assertives or Representatives	a. Stating
		b. Informing
		c. Explaining
		d. Affirming
		e. Describing
		f. Convincing
		g. Agreeing
		h. Boasting
2.	Directives	a. Ordering
		b. Commanding
		c. Requesting
		d. Advising
		e. Questioning
		f. Recommending
3.	Commissives	a. Promising
		b. Offering
		c. Refusing
4.	Expressives	a. Thanking
		b. Apologizing
		c. Congratulating
		d. Complimenting
		e. Greeting
		f. Complaining
		g. Expressing Pleasure
		h. Expressing Like
		i. Expressing Dislike
		j. Expressing

	Sorrow
k.	Expressing Concern
l.	Expressing Relief
m.	Expressing Confusion
n.	Expressing Encouragement /Expectation
5. Declarations	a. Appointing

Based on the Table 2, it shows that from the whole types of speech act, such as *assertives* or *representatives*, *directives*, *commissives*, *expressives*, and *declarations*, the researcher found that these five types of speech act with their own functions were all existed in two hundred and thirty-two utterances used by the speaker of each conversation in the textbook entitled *Bahasa Inggris (English): Think Globally Act Locally for Grade IX*. For the functions of speech act named *assertives* or *representatives* contained in the conversations of the textbook chosen by the researcher, there were stating, informing, explaining, affirming, describing, convincing, agreeing, and boasting. Meanwhile, the functions of speech act *directives* that could be found were ordering, commanding, requesting, advising, questioning, and recommending. In the speech act type *commissives*, there could be found promising, offering, and refusing for its functions. Then, the functions of type of speech act *expressives* were thanking, apologizing, congratulating, complimenting, greeting, complaining, expressing pleasure, expressing like, expressing dislike, expressing sorrow, expressing concern, expressing relief, expressing confusion, and expressing encouragement/expectation as this kind of speech act really related with the interpersonal function and included every psychological expression. Last but not least, the function of *declarations* that could be found was only appointing someone (her student) for a responsibility because the speaker was a teacher, then she used the speech act *declaration* which relied upon the status of her as the speaker and the factual circumstances surrounding the event.

DISCUSSION

The researcher stated that the results of the research were already fulfilled and the same as the standard of the speech act theory proposed by Searle in the book of *An Introductory Course in Linguistics Pragmatics* composed by Valeika and Verikaitė (2010) who had also set up the classification of *illocutionary acts*, well-known as *speech acts* consisting of five types named *assertives* or *representatives*, *directives*, *commissives*, *expressives*, and *declarations* since all of the

utterances delivered by the speakers in the textbook also employed those five types of speech act. Therefore, each utterance of every conversation in the English textbook chosen by the researcher entitled *Bahasa Inggris (English): Think Globally Act Locally for Grade IX* had been qualified to the Searle’s classification in Valeika and Verikaitė (2010).

In fact, it could be declared that all of the examples from the 232 data (utterances) as the findings collected by the researcher reflected to the theory of speech acts which was further developed by John Searle, who introduced the concept of an *indirect speech act* after the theory of *speech act* was first linked to John Austin whose book *How to Do Things with Words*, and this book was published posthumously (after his death) in 1962. In this book, it was argued that the function of language is to state the facts and to act an action using language. As a result, it was similar to the findings delivered by the researcher because each utterance in the examples had the function as an *indirect speech act* applied by the speaker to communicate more about the implicit intention or action from the speaker to the addressee.

However, there were several functions of each type of speech act (such as *assertives* or *representatives*, *directives*, *commissives*, *expressives*, and *declarations*) which were not found in each utterance of every conversation contained in *Bahasa Inggris (English): Think Globally Act Locally for Grade IX*. In *assertives* or *representatives*, there was not ‘claiming’ because the speakers of the textbook did not apply their utterance for stating or asserting that something was the case typically without providing any evidence or proof to their addressee. For *directives*, the function ‘inviting’ was not included in the textbook since the speakers did not utilize their utterance to ask someone else or their addressee in a polite, formal, or friendly way to come somewhere or to go to an event or to formally ask someone to do something.

In *commissives*, the only function could not be found was ‘vowing’ as the speakers of the textbook did not employ their utterance to make a promise or decision to do something tending to be firm. In *expressives*, even though the functions found varied, but there were still not ‘blaming’ and ‘condoling’ because based on the situation of every conversation, the speakers did not applied it in the situation in which the speakers said or thought that their addressee did something wrong or needed to be responsible for something bad happening (blaming someone else), and they also did not either express sympathy and sadness for their addressee or grieve with the family or friends of a person who had

recently died (condoling someone). For the last type, *declarations*, there were not the functions, such as *dismissing a worker*, *performing a marriage*, *sentencing a criminal*, and *naming something* since there was only one person or speaker whose the most powerful position in a specific circumstance who could appoint the addressee for a responsibility (Lina's teacher) and this type of speech act really depended on the speaker's status or position and the factual circumstances surrounding the event.

CONCLUSION

Based on the results and discussion of the research compiled by the researcher, there are several conclusions could be drawn by the researcher. According to 232 data (utterances) in the conversations contained in the textbook, *assertives/representative* got the highest percentage which was up to 41.4%. Therefore, it makes this type of speech act turn out to be the most appeared speech act type because of 96 data out of 232 data. For the types of speech act named *directives* and *expressives*, both of them had the same number and percentage, which were 65 data and 28.0% for their percentage. Meanwhile, in *commissive*, the researcher found there were 5 data or if it is interpreted into the percentage, it was only up to 2.2%. However, the least appeared type of speech act in the textbook chosen by the researcher is *declarations* so that it makes it take the lowest position with only 1 datum or 0.4%. The second result of the research found by the researcher showed that the whole types of speech act (*assertives* or *representatives*, *directives*, *commissives*, *expressives*, and *declarations*) with their own functions were all existed in 232 data or utterances used by the speaker of each conversation in the textbook chosen by the researcher.

However, to evaluate whether the textbook entitled *Bahasa Inggris (English): Think Globally Act Locally for Grade IX* that had been chosen by the researcher was good or not to be employed in the English teaching-learning process, especially in the junior high school level, by considering the whole data collected and analyzed by the researcher using the Searle's classification, it could be concluded that this textbook was decent enough to be used because this textbook implicitly applied the whole types of speech act which was indirectly becoming the developing process of pragmatics knowledge since the early stage even though there were not several other functions for each type of speech act which could not be found in all conversations. Therefore, the theory reference used by the researcher from Searle in Valeika and Verikaitė (2010) could be

claimed that it was supporting this research which was related to the implementation of speech act in an English textbook.

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