Speech Acts in EFL Textbook: A Pragmatic Analysis

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Abstract. This content analysis study aimed to identify speech act in Indonesian EFL Textbook entitled Think Globally Act Locally published by the Ministry of Education and Culture (MONEC) in 2018. The procedure of analyzing the data are, read and reread the textbook, identifying the forms of speech acts in EFL textbook, coding, the researcher classifying relevant data representing illocutionary, tabulating the frequency and percentage of each speech act, describing and interpreting the data in order to address the statement of problem. Drawing upon the Searle's (1977) categories, I found 52 kinds of speech act categorized as Illocutionary act; representative, commissive, directive, expressive, and declarative. Based on the research findings, it can be concluded that textbook represented various speech acts that could help learners in their EFL learning.

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INTRODUCTION

Learners used textbook for their study even not all of learners understand what is the purpose of the textbook. They frequently got difficulties to understand the messages and utterances served intextbooks. In order for them to understand those utterances, they are highly requiredto have communicative competence (Canale& Swain, 1980) as it can demonstrate their ability of language usage properly.

There are pragmatic elements thatcan be found in textbook that can help the students understand the text, speech acts in particular. Speech act itself is one of pragmatic study that is crucially important in daily conversation. In recent years, speech act issues in language textbook have been documented in many different countries; e.g., Turkey (Müge 2010; Ulum and Arş. 2015), Jordan (S. F. Altikriti 2011), Iraq (Abbas and Darweesh 2016),

India (Vaezi, Tabatabaei, and Bakhtiarvand 2014), Iran (Afzali and Rezapoorian 2014; Kohandani, Farzaneh, and Kazemi 2014; Vakilifard 2015), and Indonesia (Rahmania 2018; Santosa et al. 2016). However, there were only a few recent studies analyzing speech act in textbooks, particularly in Indonesia. Therefore, drawing upon Searle's (1977) categories of speech acts, the researcher is interested in investigating speech act of illocutionary act in the textbook. This textbook was published by the Indonesian Minister of Education and culture (MONEC) in 2018 and written by the team writers: Wachidah, Guniawan, &Diyantari.

As mentioned earlier, this present study aims to identify speech act focusing only on illocutionary acts represented in Indonesian EFL Textbook entitled "Think Globally Act Locally" published by the Ministry of Education and Culture (MONEC) in 2018.This present study is therefore to answer this following research question "What are Searle's categories of Illocutionary act represented in Indonesian EFL textbook entitled Think Globally Act Locally?

Speech Acts Theory

Austin (in Amirreza & Saman Ebadi, 2015:2) states that a speech act can be defined as a function of the language within which an utterance serve a purpose in any exchange of communication. Still in the same views, the theory proposed by Searle (in Amirreza & Saman Ebadi, 2015:2) clearly states that the action is conveyed by means of speech act. Speech acts are actions speaker perform when they produce sentences in a given context including promising, betting, greeting, blessing, swearing etc. People perform various actions through the use of words and when utterances are made.

Searle's Categorizes of Illocutionary Acts

According to one of language philosopher Searle a language is performing speech act such as making request, statement-giving comments etc. Searle (in Koutchadé 2017)classified illocutionary acts into five basic senses, they are representative, directive, commissive, expressive, and declarative. The first category refers to a kind of speech acts that commits the speaker to state his/her belief about something. This includes acts of asserting, describing, explaining, inform, swear, assure, concluding and making a statement are the examples of the speaker's intention in uttering his/her belief. The second term, directive, a kind of speech act that is intended to make someone do something. in this case, the speaker utters directive in order to get the prospective action. Acts of requesting, telling, ordering, commanding, and persuading can be classified into directive.Commissive is kind of speech act committing the speaker to some future action. For instance, acts of promising, refusing, threatening and pledging can be classified into commisive. Acts of apologizing, promising, congratulating and thanking can be classified into expressive, the forth term. Lastly, declarative, it is kind of speech act that is used by the speaker to change the reality in accordance with proposition content of the declaration. Act of naming and pronouncing are example of declarative.

EFL Coursebook

Textbookare still regarded as crucial tools for teachers in many aspects of language learning. It is also still the pivotal elements in the educational systems. In EFL setting, many academic literature report that textbooks are the key factor in many EFL courses(Kohandani, Farzaneh, & Kazemi, 2014:1010). Parish in Wen-Cheng, Chien-Hung, and Chung-Chieh (2011:91) describes the benefits of using a textbook that can meet a learner's needs or expectations of having something concrete to work from and take home for further study. It is essential to use the results of textbook to justify choosing a particular textbook over another.It is also designed to comprehending a specific academic course, or one specified by the writers of the course to be read by the students.

METHODS

This content analysis study was an effort to evaluate the illocutionary act represented in EFL textbook entitled Think Globally Act Locally. The data of this study are in the form of words, phrases, clauses, and sentences which are contains of Illocutionary Act. In this current study, the researcher herself as the key instrument in planning, collecting, analyzing, and reporting the all-necessary data. Lincoln and Guba(as Cited in Ary et al,. 2010, p.424) introduced the concept of human as instrument in qualitative research.

The most common data collecting method use in qualitative research are observation, interviewing, and document or artifact analysis (Ary, et al, 2010:431). In collecting the data, I used document analysis as this study analyzes written material. In so doing, the writer observes the data by reading intensively every single passages of EFL textbook to achieve the deep understanding about speech act. Then, the writer gatheredall-important data with regard to the theory of speech act.

The following were the procedure of how the researcher analyzed the data. The writer firstly read and reread intensively every single passages of EFL textbook. Secondly, I identified the forms of speech acts in EFL textbook.The writer then made up code and classified the illocutionary act found in the EFL textbooks. Tabulating the frequency and calculating the percentage of each speech act were the next procedures. Finally I described and interpreted data in order to answer the formulatedresearch question.

FINDINGS AND DISCUSSIONS

This data findings are related to type of Searle's (1977) categorization of speech act found in EFL textbook. In this study the researcher found that there were 52 of Searle's categories of speech act in thistextbook. Those all speech acts found in textbookwereillustrated in this following figure.
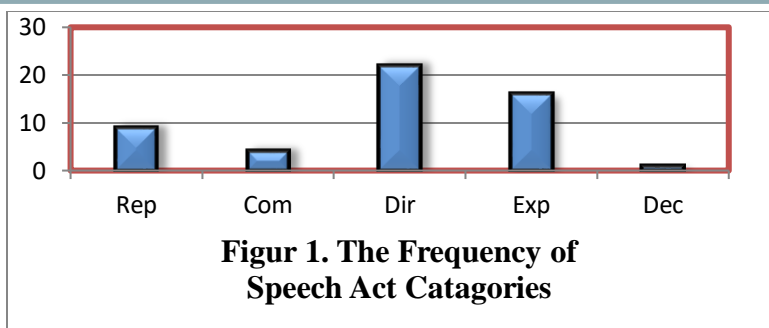
Figur 1. The Frequency of Speech Act Catagories

Figure 1shows the type of Illocutionary Act represented in EFL textbook. There are 52 utterances include of illocutionary act found in EFL textbook. The highest frequency was directive consisting of 22 (42,30%) acts.The second was Expressive which consisted of 16 (30,76%) acts. Third wasrepresentative which consisted of 9 (17,30%) acts. The fourth wasCommissive consisted of 4 (7,69%) act frequency. The lowest frequency Declarative which are consist of 1 (1,92%) act frequency.

As for the first research question that what are Searle's categories of Illocutionary act in EFL textbook. The researcher found several speech act in *Think Globally Act Locally*textbook. Concerning to the frequency of each speech act found in the textbook, the analysis of the data indicated that the frequency of the Directive acts is considerably higher than other one which are consist of 42,30%. 30,76% of the acts fall into this category while the frequency of expressive and representative acts consist of 17,30% and 7,69% of commissive acts and the lower is Declarative which is consist of 1,92% acts frequency.

For the second research question is "What are the function of illocutionary acts found in EFL textbook?" The researcher described every single passage of the speech acts that was found in textbook and found several function from each speech act. First, the function of representative are some of the acts was explain in how the utterances included to the acts of assert, assure, inform, and conjecture. Second, the function of commissive are explain the utterance included as acts pledge, refuse, and offers. Third, is directive which was explain op the utterance of an acts called as acts require, tell, request, dare, insist, ask, and beg. Fourth, the function of expressive are explain the utterance that included as the acts congratulate, thanking, praise, proud, apologize, and affair. Fifth, function of declarative explains that utterance that included as acts of change.

Austin (in Gasparatou 2016) proposes that, when we say something about the world, we also do something in the word. In this study, the researcher used Searle theory for classified speech act. Searle (in Koutchadé, 2017) classifies speech act into five categories. Those are representative, directive, commissive, expressive, and declarative. From the research finding, the researcher found several type of speech act in EFL textbook. First is representative, those are asserted, assure, and inform. This finding are also found in other research (Afzali and Rezapoorian 2014; Akinwotu 2013; S. Altikriti 2016; S. F. Altikriti 2011; Kohandani, Farzaneh, and Kazemi 2014; Koutchadé 2017; Rahmania 2018; Santosa et al. 2016; Ulum and Arş. 2015; Vaezi, Tabatabaei, and Bakhtiarvand 2014; Vakilifard 2015). Second act is Commissive, those are refuse, and offers. This finding are also found in other research (Afzali and Rezapoorian 2014; Akinwotu 2013; S. Altikriti 2016; S. F. Altikriti 2011; Kohandani, Farzaneh, and Kazemi 2014; Koutchadé 2017;

Rahmania 2018; Santosa et al. 2016; Ulum and Arş. 2015; Vaezi, Tabatabaei, and Bakhtiarvand 2014; Vakilifard 2015). Third is directive. Those acts are required, tell, request. This finding are also found in other research (Abbas and Darweesh 2016; Afzali and Rezapoorian 2014; Akinwotu 2013; S. Altikriti 2016; S. F. Altikriti 2011; Fu 2014; Kohandani, Farzaneh, and Kazemi 2014; Koutchadé 2017; Rahmania 2018; Ulum and Arş. 2015; Vaezi, Tabatabaei, and Bakhtiarvand 2014; Vakilifard 2015). Fourth is expressive. Those acts are congratulate, thanking, and apologize. This finding are also found in other research (Afzali and Rezapoorian 2014; Akinwotu 2013; Al-Ghazalli and Al-Shammary 2014; S. F. Altikriti 2011; Dylgjeri 2017; Kohandani, Farzaneh, and Kazemi 2014; Koutchadé 2017; Rahmania 2018; Ulum and Arş. 2015; Vaezi, Tabatabaei, and Bakhtiarvand 2014; Vakilifard 2015). Fifth is Declarative. This act is change. (Afzali & Rezapoorian 2014; Akinwotu 2013; Ulum and Arş. 2015).

CONCLUSIONS

This study is concerned with speech act used in textbookThink globally acts locally which included of Searle's (1977) categories of illocutionary act. The objective of this research is to find out Searle's categories of Illocutionary act found in thistextbook. The result of this research can be concluded as follow.

Based on the research findings, the researcher found several speech act according to Searle's (1977) category in the textbook "Think globally act locally."52 utterances can be categorized as Illocutionary act in that textbook. Directive was relatively dominant represented in this textbook. There were 22 acts (42,30%). The second dominant used in this textbook wasexpressive. There were 16 frequencies which consist of 30,76% percentage. The representative was included categories as medium use in the textbook. There were 9 act frequencies which consist of 17,76% percentage. Commissive also found in textbook. There were 7,69% acts categorized ascommissive. Lastly, declarative was found to be the lowestfrequency which can only one act frequency or 1,92% percentage.

To answer second research question, the researcher describes and explains each act that was found in textbook. First, the function of representative are some of the acts was explain in how the utterances included to the acts of assert, assure, inform, and conjecture. Second, the function of commissive are explain the utterance included as acts pledge, refuse, and offers. Third, is directive which was explain op the utterance of an acts called as acts require, tell, request, dare, insist, ask, and beg. Fourth, the function of expressive are explain the utterance that included as the acts congratulate, thanking, praise, proud, apologize, and affair. Fifth, function of declarative explains that utterance that included as acts of change.

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