

CHAPTER I

INTRODUCTION

A. Background of the Study

Pragmatics is a branch of linguistics, which investigates the language use in communication. According to Leech (1983: 1), people cannot really understand the nature of language itself unless we understand pragmatics. From pragmatic perspective, language is used to accomplish tasks. In other words, we do things by uttering words. According to Yule (1996: 47), speech act performs action via utterances, and in English, are commonly given more specific labels, such as apology, complaint, compliment, invitation, and promise or request. In addition, Nunan (1999 :131) state that speech acts are simply things people do through language. There are five types or categories of speech acts, namely: declaration, representative, directive, commissive, and expressive. Due to limited space and time the analysis will only focus on the directive speech act.

Actually directive speech act is frequently used in daily social interactions around us. Directive speech act is a common acts that people round the world usually use. It is easier to study and understand something that always happens rather than something unusual. It is even more interesting because it happens in real life. The above mentioned reasons give a strong motivation to conduct a study about directive speech act. It will be interesting to learn and explore the importance of directive speech act by means of analyzing textbook as a sample for data collection.

The consideration of pragmatics is recently very important aspect of language teaching and course content development in particular. According to Rose and Kasper as cited in Vaezi at all (2014: 167), in many second and foreign language teaching contexts, curricula and materials developed in recent years include strong pragmatic components or even adopt a pragmatic approach as their organizing principle.

Learning English is not essay. People need learning sources to master English appropriately. One of the sources is textbooks. Although

people said that the weakness of textbooks are old or outdated, people still use textbooks as one of learning resources. Textbooks play an important role in English Language Teaching (ELT), particularly in the English as a Foreign Language (EFL) classroom where they cover linguistic aspects of a language, but when they come to language use, not all of them may operate efficiently. That is perhaps due to incorporating inadequate materials in terms of the communicative aspect of language, at the center of which is pragmatics.

Textbooks as a center of curriculum and syllabus in most classrooms are not excluded from such considerations. The importance of textbooks cannot be underestimated because they determine the students' both in-class and out-of-class learning activities. Textbooks have always been thought of as the main sources of input for the learners. As a result, there has been a crucial need for the textbooks and course books to be appropriately designed in order to provide learners adequately with what they need to learn.

One of the main problems of language teaching textbooks is artificiality of their contents. While, over the years, research on the problems in textbooks and course content has increased somewhat, the unauthentic materials in most textbooks continue to remain dominant. In a textbook consists of many materials. The material to be covered and the design of each lesson are carefully spelled out in detail. One of the materials is to comprehend dialogue.

Dialogue is often considered as a central and more consistent part of most teaching textbooks because it is the most natural type of language that usually occurs among speakers of a language. Dialogue is a real form of language use. It is an exchange of words sentences and many other expressions among people in a certain situation and a certain topic. In conversation consist of many dialogues.

Textbooks including authentic conversations designed for communicative purposes are claimed to be inadequate. As a result, language teachers, materials developers and authors of textbooks have to

investigate the type of speech used by non-native speakers in real life situations or analyze the textbooks authored by non-native speakers to explore appropriate materials required for their language teaching program. The study of the conversation is to be related to the study of speech act. Speech acts have their roots in communicative competence proposed by Hymes (1972).

An English textbook entitled “Be Smart in English” for grade XI of senior high schools: language major by Ira Wijayanti has dialogues that represent speech acts. It is published by PT. Tiga Serangkai Pustaka Mandiri in 2013 and complied to provide the learning materials for the students in accordance with The Standard of Contents and Standard of Graduate Competence as written in the Degrees of Minister of National Education No.22 and 23 Year 2006. Below is the example of dialogues in “Be Smart in English” :

Dita : Hi, Tom. Where are you going?

Tomi : I’m going to the post office to post this letter.

Dita : **Can you post this letter for me too, please?**

Tomi : Okay.

Through this utterance, the illocutionary force can be relieved. Dita requests Tomi to post her letter too since she knew he wants to go to the post office. Speech act analysis is essential to understand a dialogue because speech acts are in fact speaker's intentions conveyed by utterances. Consequently, learners get difficulty to understand the intended meanings carried by speech acts. They may also find it hard to produce appropriate speech acts in certain contexts.

Therefore, the researcher assumes that it is very necessary to hold this research in order to avoid the misunderstanding and improve the students’ language skill. Moreover, teachers would also acknowledge the content that covered in the dialogues of the textbook. Therefore, they can explain the material clearly to their students.

These phenomena lead the researcher to conduct a research entitled: “DIRECTIVE UTTERANCES IN *BE SMART IN ENGLISH FOR GRADE XI OF SENIOR HIGH SCHOOLS: LANGUAGE MAJOR*”. The researcher investigates the types of directive utterances used in the textbook. The book is chosen because it consists of a number of utterances that represent various functions and it is published in 2013. The textbook is designed for the purpose to improve the students’ skill both in oral cycle (listening and speaking skill) and writing cycle (reading and writing). The activities in this book encourage the students to develop their competence in using English as well as students’ discourse and cultural level. Therefore, the research determined what are the types of directive speech act given in the textbook. The context will also be the main concern of this study. The context is identified to show how it affects the presentation of speech acts in textbook.

B. Problem Limitation

In this research, the researcher limits the data is the dialogues in form of directive speech act uttered by the characters in English course book in titled “Be Smart in English for grade XI of senior high schools: language major” by Ira Wijayanti. The data will be analyzed based on speech acts theory by Austin and Searle.

C. Problem Statements

Based on the background, the researcher emphasizes the way the speakers express their psychological state by focusing on the following problem:

1. What are the types of directive acts mostly used in the English textbook entitled “Be Smart in English for Grade XI of Senior High Schools: Language Major”?
2. What are the strategies of expressing directive acts in the English textbook entitled “Be Smart in English for Grade XI of Senior High Schools: Language Major”?

D. Objectives of the Study

In concord with the formulation of the problems, the objectives of the study are elaborated as the following:

1. To identify the types of directive acts mostly used in the English textbook entitled “Be Smart in English for Grade XI of Senior High Schools: Language Major”.
2. To identify the strategies of expressing directive acts in the textbook “Be Smart in English for Grade XI of Senior High Schools: Language Major”.

E. Benefits of the Study

This research is expected to be useful both theoretically and practically.

1. Theoretically

This research can enrich the study in linguistics research, especially in the field of pragmatics. Moreover, it gives supplementary contribution to students who study speech acts.

2. Practically

- a. Teachers

The research is expected to help teachers understand speech acts produced by the characters in the dialogues, and content used in the dialogues of the textbook. From understanding speech acts and content, teachers can explain English to their students easier and more clearly. Thus they can also teach speech acts explicitly in terms of how language is used in real situations. Therefore, it can help students to understand deeper in studying speech acts and avoiding misunderstanding

- b. Students

The research is expected to give awareness to the students of senior high schools that there are phenomena of speech acts are used by characters in dialogues of textbook and they could understand the context of situation.

c. The students majoring linguistics in English Department

This research hopefully will be useful for the readers who are interested in the study of pragmatics especially in the speech act.