Speech Acts In The Students' English Textbook For Junior High School

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Abstrak

Tujuan penelitian ini adalah menganalisis buku teks siswa kelas IX SMP terbitan Kemendiknas RI berdasarkan Kurikulum 2013. Masalah penelitian difokuskan pada fungsi sosial tindak tutur, ciri linguistik, dan unsur kebahasaan. Penelitian ini dirancang dengan pendekatan kualitatif. Data dianalisis secara deskriptif dengan mengklasifikasikan fungsi sosial tindak tutur, ciri kebahasaan, dan unsur kebahasaan. Temuan penelitian ini adalah, pertama, fungsi sosial tindak tutur menyatakan, mendeskripsikan, menjelaskan, memerintah, meminta, menasihati, berdoa, meminta, memuji, berterima kasih, menyombongkan diri, memberi selamat, meminta maaf, menyambut, turut berduka cita, menolak, menawarkan, menjamin, dan tindakan yang menjanjikan. Kedua, ciri kebahasaan tindak tutur yang dirancang adalah kalimat imperatif, interogatif, dan deklaratif. Ketiga, unsur bahasa tindak tutur yang digunakan adalah simple present tense, present continuous tense, present perfect tense, simple past tense, past continuous tense, past perfect tense, dan simple future tense.

Kata Kunci: Tindak tutur, ciri linguistik, unsur bahasa.

Abstract

The current research objective was to analyse the ninth grade students' textbook in the Junior High School publishes by the Indonesia Ministry of National Education based on the 2013 Curriculum. The research problems were focused on the speech acts' social functions, linguistic features, and language elements. The research was designed in a qualitative approach. Data were analysed descriptively by classifying the speech acts' social functions, linguistic features, and language elements. The research findings were, **firstly**, the speech acts' social functions were stating, describing, explaining, ordering, asking, advising, praying, requesting, complimenting, thanking, boasting, congratulating, apologizing, welcoming, condoling, refusing, offering, guaranteeing, and promising acts. **Secondly**, the speech acts' linguistic features designed were imperative, interrogative, and declarative sentences. **Thirdly**, the speech acts' language elements used were simple present tense, present continuous tense, present perfect tense, simple past tense, past continuous tense, past perfect tense, and simple future tense.

Keywords: Encouragement, Class Magnitude, Student Triumph, Erudition, English Language

1. INTRODUCTION

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.

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. Students may find some difficulties when learning the English 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. 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.

2. METHOD

The design applied for this research was a descriptive qualitative research where the data were analysed descriptively by classifying the speech acts' social functions, linguistic features, and language elements. According to Lambert (2012), qualitative descriptive studies tend to draw from naturalistic inquiry, which purports a commitment to studying something in its natural state to the extent that is possible within the context of the research arena. This research focused on categorizing the speech acts' social functions, linguistics features, and language elements covered in the students' English textbook. The method used a contextual method. Those speech acts were then classified into speech acts' social function, linguistic features and language elements.

3.   RESULT AND DISCUSSION

Result

Textbook is one of the source in English teaching-learning process. According to Nemati (2009), textbook means a book which the teacher and each students has a copy and which is in principle to be followed systematically as the basis for a language course. Talk about students' English textbook, there are speech acts' social functions, languistic features, and language elements. The researcher choose "**Think Globally Acts Locally**" because this book is published by Indonesian Ministry of Education. The researcher found 19 speech acts' social functions, 3 speech acts' linguistic features, and 7 speech acts' language elements.

a. Speech acts' social functions

In the students' English textbook entitled "**Think Globally Act Locally**", there were 449 speech acts. Out of five speech acts classification in Searle's (1979) theory, the declarative acts was not developed in the students textbook *Think Globally Act Locally* for the ninth grade students of junior high school. Since, the textbook do not develop any special institutional role to make institutional statements. The absence of declarative acts confirm a study conducted by Ali and Javad (2017). They saw the absence of declarative acts as an important weakness in the textbook. As Cutting (2002) explains declarative acts are used frequently in everyday communication. They are words and expressions that change the world by their utterance. For example "I declare," "I announce", "I pronounce," and other speech which are used in different contexts. Therefore, the lack of the declarative speech act will surely mars the students' communicative competence.

The speech acts designed in the students' textbook are analyzed in the following section. In general, the speech acts designed in the students' textbook consist of 1) Assertive acts (188 or 41.87%); 2) Directive acts (166 or 36.98%); 3) Expressive acts (75 or 16.70%); and 4) Commissive acts (20 or 4.45%). Assertive acts are the most frequently designed in the textbook for the ninth grade students at the Junior High School. The assertive acts are functioned as stating acts (143 or 31.84%), explaining acts (27 or 6.01%), describing acts (18 or 4.00%).

Directive acts are the second frequently designed in the textbook for the ninth grade students at the Junior High School. The directive acts are functioned as ordering acts (61 or 13.58%), asking acts (57 or 12.70%), advising acts (31 or 6.90%), praying acts (12 or 2.67%, requesting acts (7 or 1.55%). Expressive acts are the third next frequently designed in the textbook for the ninth grade students at the Junior High School. The assertive acts are functioned as complimenting acts (36 or 8.02%), thanking acts (13 or 2.89%), boasting acts (7 or 1.56%), congratulating acts s(6 or 1.39%), apologizing acts (6 or 1.39%), welcoming acts (4 or 0.89%), and condoling acts (3 or 0.67%).

b. Speech acts' linguistic features

Linguistic structure focuses on a structured system of a formal units such as sentences and syntax (Leech, 1983)**.** Regarding the linguistic features of speech acts designed in the textbook, the findings showed that the linguistics feature applied in assertive acts are positive declarative sentence and negative declarative sentence. The linguistic features applied in the directive acts are positive declarative sentence, positive interrogative sentence, negative interrogative sentence, positive imperative sentence, and negative imperative sentence. The linguistic features rules applied in the expressive act are positive declarative sentence and negative declarative sentence. The linguistic features applied in the commissive acts are positive declarative sentence, negative declarative sentence, and positive interrogative sentence. According to Sadock & Zwicky (1985) an alternative way of classifying speech acts is to take their structure as a point of departure. They writte down three basic types of

sentence, namely declarative, interrogative, and imperative. The declarative sentence is used to state an announcement, declaration, stating, etc. The interrogative sentence is used to gain information, asking, and etc. the imperative sentence is used to making request, giving oders, advice and etc. On the other words, the types of sentence determined the speech acts' social functions. It was in line with Haryanto & Mubarok (2018). They found that directive acts are formed by declarative sentence, interrogative sentence and imperative sentence. They conclude that there was a direct relationship between the form of the sentence and the speech acts' functions. For example, the function of asking acts is to ask information and it showed by the interrogative sentence.

c. Speech acts' language elements

Language elements refer to the four main language features, namely: phonology, grammar, semantics, and pragmatics (Saussure, 1915). In the present research the language feature of a speech act defined language elements as grammatical rules focuses on tenses. Grammatical rules refer to the use of tenses in making sentence. Regarding to the language element, the findings showed that there were seven tenses out of twelve tenses designed in the students' English textbook. They were simple present tense, present continuous tense, present perfect tense, simple past tense, past continuous tense, past perfect tense, and simple future tense. The simple present tense was designed in assertive acts, directive acts, expressive acts, and commissive acts. Next, the present continuous tense was found in assertive acts, directive acts, and expressive acts. Then, the present perfect was designed in assertive acts, directive acts, and expressive acts. The simple past was developed in the assertive acts, directive acts, and commissive acts. The past continuous tense was designed in assertive acts. The past perfect continuous was developed in the assertive acts. And the last, the simple future tense was designed in assertive acts, directive acts, and commissive acts.

The tenses was the most important part of English language. When people wanted to express something, they need to use appropriate form or tenses. Tenses form backbone of English language. The appropriate tense helped people express their idea correctly to the hearer. The correct use of tenses will imply the use of correct form of verb with proper auxiliary.

4. CONCLUSION

Based on the finding it could be concluded that, The speech acts' social functions designed in the textbook for the eleventh grade students at the Junior High School consisted of (1) assertive acts functioned as stating acts, describing acts, and explaining acts (2) directive acts functioned as ordering acts, asking acts, advising acts, inviting acts, praying acts, and requesting acts, (3) expressive acts functioned as complimenting acts, thanking acts, boasting acts, congratulating acts, apologizing acts, welcoming acts, and condoling acts, and (4) commissive acts functioned as refusing acts, offering acts, guaranteeing acts, and promising acts. The speech acts' linguistic features or sentence patterns designed in the students' textbook for the eleventh grade of the Junior High School are: 1) imperative sentences, 2) interrogative sentences, and 3) declarative sentences. The speech acts' language elements used in the textbook for the ninth grade students at the Junior High School are 1) simple present tense, 2) present continuous tense, 3) present perfect tense, 4) simple past tense, 5) past continuous tense, 6) past perfect tense, 7) simple future tense.

5. REFERENCES

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