

**An Analysis of Speech Acts
Classifications in The Students'
English Textbook for Senior High
School**

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Abstrak

Penelitian ini bertujuan untuk menganalisis tindak tutur instruksi dan dialog yang terdapat dalam buku teks bahasa Inggris siswa kelas sepuluh SMA; diterbitkan oleh Kementerian Pendidikan dan Kebudayaan Republik Indonesia serta menjelaskan struktur dari tiap jenis tindak tutur. Penelitian ini tergolong penelitian kualitatif analisis isi. Data dikumpulkan dari arahan dan dialog dalam buku teks bahasa Inggris; diterbitkan oleh Kementerian Pendidikan dan Kebudayaan. Observasi digunakan untuk mengumpulkan data karena pertanyaan penelitiannya adalah menganalisis jenis tindak tutur yang digunakan dalam pengajaran dan dialog dalam buku teks bahasa Inggris dan untuk mengidentifikasi struktur tindak tutur berdasarkan konteksnya. Instrumen yang digunakan dalam penelitian ini adalah buku “Bahasa Inggris untuk SMA/MA/SMK/MAK kelas X”, peneliti sebagai instrumen manusia, dan tabulasi data. Analisis data dilakukan dengan mereduksi data, menampilkan data berdasarkan klasifikasi tindak tutur dan menarik kesimpulan. Hasil penelitian ini adalah bahwa tindak tutur yang ditemukan dalam instruksi dan dialog buku teks bahasa Inggris siswa kelas sepuluh SMA adalah direktif sebagai tindak tutur frekuensi tertinggi (68,23%), asertif (16,27%), ekspresif (13,92%), komisif (0,78%), dan deklaratif (0,78%).

Kata Kunci: *Tindak Tutur, Buku Paket, Kelas 10*

Abstract

This research is aimed to analyze the speech acts of the instruction and dialogue found in the tenth-grade of senior high school student's English textbook; published by the Indonesia Ministry of Education and Culture and to explain out the function of the speech acts. The research is classified into qualitative content analysis research. The data were collected from the directions and dialogues in the English textbook; published by Ministry of Education and Culture. Observation are used to collect the data since the research question was to analyze the types of speech acts used in the instruction and the dialogue of the English textbook and to identify the functions of the speech act base on the context. The instruments used in this research are book “Bahasa Inggris untuk SMA/MA/SMK/MAK kelas X”, the researcher as the human instrument, and the data tabulations. The data were analyzed by reducing the data, displaying the data based on the classifications of speech acts and drawing a conclusion. The result of this research was that speech acts found in the instruction and the dialogue of tenth-grade of senior high school

student's English textbook were directives as the highest frequency of speech acts (68.23%), assertive (16.27%), expressive (13.92%), commissive (0.78%), and declarative (0.78%).

Keywords: *Speech Acts, Textbook, Tenth-grade of senior high school*

Introduction

Language as the media of people to express feeling and intention (Lunenburg, 2010) has an important role in communication. People use language to communicate and connect with their social surroundings. They collaborate and share their feelings and opinions with others through language. Language are not only communicated in oral communication, but also written communication. As a result, understanding what other people are saying/writing is critical in communicating. It means that people must be able to communicate effectively in their own language in order to avoid misunderstandings. Thus, to maintain the flow of the communication, the interlocutor have to understand what the other interlocutor is saying/writing. That is why the role of language is important (Huang, 2005).

The concept also applied in English teaching-learning activity in the class. Both the teacher and the students have to understand the intention of each other. Meanwhile, other than teacher and students, the other part of a classroom is the written learning material. Teacher and students also have to understand about the message in the learning material. The aim is to know the meaning or the intention of the sentence written, as the purpose of learning language is to understand the speech not just of the other people who use the language but also written language. Also the source of language teaching must be taken into consideration. The learning resource of the EFL students are not coming only from the orally produced by teacher, but also literary produced from the book and other learning media. The students are obligated to understand the instruction and other written resources, for example textbook.

The intention of a communication that manifested into sentence is called Speech acts (Austin, 1962, as cited in Swandewi et al., 2021). Speech act also exist in the instruction and the dialogues in the textbook. It can be seen on the directions or instructions and

conversation from the textbook. The use of the speech act are based on the function of each speech act. Various types of actions such as apologizing, thanking, promising, requesting, and so on can be done through speech act (Nunan, 1993). Thus, the research of speech act in the English textbook is important to do.

The textbook is a book series published by the Indonesian Ministry of Education and Culture in 2017 for Senior High School. It is designed to support the English as foreign learning students for the activities in the class. The textbook already implements Curriculum 2013 (K-13). "Bahasa Inggris untuk SMA/MA/SMK/MAK kelas X" is the title of the book. It consist of 15 chapters with each activities and exercises.

The present study was focused on the verbal act. Verbal act is the interlocution expressed by the interlocutor using a language. The verbal acts are also definite as speech act by Austin (1962) and Searle (1979). Speech act is the utterance of a sentence to state that a speaker's intention can be known by the listener. According to Searle (1979), speech act are divided into five different categories, namely directives act, assertives act, expressive acts, commissives act, and declaratives act.

Previous research had studied speech acts in various settings. The first study conducted to investigate the speech act in the text book are, first, a study by Siswantara and Ariffin (2021) conducted "Analysing the Pragmatic Content in the Conversation Sections in Indonesian ELT Textbooks". The object of the study are the series of Indonesian English textbook for Senior High School for tenth grade, eleventh grade, and twelfth grade. The researcher using Searle's (1979) speech act category to analyse the data. The result of the study are, first, from the English textbook for tenth grade, the types of speech acts as well as the sub-types found are directives (questioning), assertives (informing and describing), expressive (congratulating, thanking, praising), and commissives (planning). Meanwhile from the XI

grade students, the speech act found are directives (questioning, inviting, suggesting), assertives (informing, stating opinion, asserting), expressive (thanking), and commissives (refusing, accepting, offering). The last result from the grade XII are directives (questioning, commanding, suggesting), assertives (informing and stating opinion), expressive (thanking and stating surprise) and commissives (refusing, accepting, and offering).

Thi and Yeh (2020) conducted “Keeping it Real: Vietnamese-English Pragmatic Representations in EFL Textbook”. The subject of the study are the volume 1 and volume 2 of English textbook. Thi and Yeh examining the speech acts that found in the English textbook, and are categorized using Nguyen (2011) speech act category. The result of the study are, the volume 1 of the English textbook has 91 interlocutions of 27 different types of speech acts. Meanwhile, the volume 2 has 73 interlocutions of 25 different types of speech acts. The type of speech act that occur are opening conversation, apologizing, accepting apology, requesting, accepting request, making introduction, making excuses, agreeing, complimenting, exclaiming, giving opinion, asking opinion, suggesting, accepting suggestion, refusing suggestion, thanking, accepting refusal, disagreeing, asking direction, giving instruction, responding to thanks, asking permission, advising, wishing, closing a conversation, checking understanding, predicting, complaining, congratulating, giving order, and promising.

Namaziandost, et al (2019) conducted “Investigating Speech Acts in Iranian Junior High School English Textbooks”. There are three English textbook of Iranian Junior High School being analyzed, namely Prospect One, Prospect Two and Prospect Three. The researcher using Searle’s (1979) speech act classification to analyze the data. The researcher count all the speech acts found in the book to see the most frequent used type of speech act. The result is assertive act is the most frequent used speech act in the book, and declarative is the least frequently used speech act in the book. The percentage are assertives (f:128;50.59%), directives (f:79;31.22%), expressive

(f:41;16.20%), commissive (f:5;1.97%), and declarative (f:0;0.00%). From the study, it can be seen that the directive acts and expressive acts are not frequently thought in the textbook.

The researches mentioned above focus on the speech acts in the English textbook for teaching English as the foreign language learning. However, those previous researches only focus on the types of speech act and the distribution of speech act in the dedicated textbook. Those not paying attention on the structure of the speech acts found in the textbook, which are one of the outline of the Curriculum 2013 (K-13).

No research has found that focusing on the structure of the speech acts in the English textbook. Therefore, this research is necessary to be conducted with hope that the result could help teacher and matery make to develop better English teaching material in the future, and as the suggestion for the the Ministry of Education and Culture for the future textbook.

Research Questions

Therefore the research questions are:

1. What are types of speech acts are used in tenth grade English textbook?
2. What are the structures of the speech acts found in tenth grade English textbook?

Method

1) Desain

The proposed research will use a descriptive qualitative research. Qualitative research is a research that involve the analysis of non-numerical datas to understand a concept or experience (Cresswell,2008, as cited in Royadi et al., 2019)

2) Instrumen

The instruments used in the data collection of this research are:

1. The tenth grade English textbook “Bahasa Inggris untuk SMA/MA/SMK/MAK kelas X”
2. Human instrument. The researcher was the the primary tool for this study where the researcher did the data reading and observation.

3. Data tabulation. The sampel was putted to the data tabulation.

3) Teknik Analisis Data

According to Miles et al. (2014) the data analysis in qualitative research are starting from exploring the data, transcribing the data, ordering the data, analysing the data, and drawing conclusion. The proses of the data analysis are :

1. Data collection. The researcher reads the English textbook “Bahasa Inggris untuk SMA/MA/SMK/MAK kelas X”
2. Data reduction. The researcher transcribe the data to the data tabulation. The researcher input the data into the table in order to make it easier to classifying the data in the next step.
3. The research categorize the data based on Searle’s (1979) speech act categories.
4. Data analysis. The interlocution furthermore is being analyzed to answer the research questions number one and number two about the type speech acts being used in the English textbook for the tenth grade students and the structure of each speech acts found in the tenth grade English textbook.
5. Drawing conclusion. Finally, the researcher drawing the conclusion of the findings

Among those 51 sentences, after being analyzed, it was found that 43 sentences were included in the directive speech act category, and the other 8 sentences were assertive speech act category. From the table above, it is also found that the most frequent speech act type found in tenth grade English textbook is Declarative act, with the percentage of 68.23%. The second one is Assertive act in the percentage of 16.27%.

Findings and Discussions

After the whole text of the English textbook for tenth grade student was processed in terms of dialogues in the book and the instuctions, there were 510 dialogues and instructions were chosed from 14,040 speech acts. The 510 dialogues were then classified according to the speech act types as well as the structures. The speech act types found in tenth grade English textbook are:

- 1) Directive acts (68.23%) with their respective locutionary act sub-types and their illocutionary acts, namely ordering, requesting, advising, telling, asking, praying, and inviting;
- 2) Assertive acts (16.27%) with their respective locutionary act sub-types and their illocutionary acts, namely stating, describing, explaining, classifying, and agreeing;
- 3) Expressive acts (13.92%) with their respective locutionary act sub-types and their illocutionary acts, namely congratulating, thanking, complimenting, greeting, and welcoming;
- 4) Commissive acts (0.78%) with their respective locutionary act sub-types and their illocutionary acts, namely promising, refusing, accepting, guaranteeing;
- 5) Declarative acts (0.78%) with their respective speech act sub-type, namely approving.

Expressive speech act category in 13.92%. Finally, the smallest percentage are Commissive acts

The Structures of the Speech Acts found in Tenth Grade English Textbook

The structure being discussed are the structure of the direct and the indirect speech acts found the in tenth grade students’ English textbook.

Table 4.2

Structure of Speech Acts

No	SETTING	INTERLOCUTORS	DIRECT	INDIRECT	#
1	Narrator to the book reader	Narrator	227	0	227
2	Stranger in a party	Man A - Man B	10	1	11
3	Congratulating Colleagues	New Director - The colleagues	15	10	25
4	Congratulating Friend	Student A - Student B	12	1	13
5	Talking with friend after holiday	Student C - Student D	37	3	40
6	Concert	Woman - Man	2	0	2
7	Fishing	Kid - Fisherman	1	1	2
8	Party	Girl - Woman	2	0	2
9	Wedding	Woman - The Bride	2	0	2
10	Painting	Man - Painter	2	0	2
11	Long Weekend Plan	Student 1 - Student 2 - Student 3	65	1	66
12	Making plan to do together	Student 1 - Student 2	2	0	2
13	Biology Project	Student 4 - Student 5	4	1	5
14	Interview with the Wright brother	Host - Orville - Wilbur	44	0	44
15	Meet an idol	Girl A - Girl B	19	1	20
16	Heroic Monument	Student E - Student F	13	0	13
17	Talking about BJ Habibie	Girl C - Girl D	16	0	16
18	Looking for honest answer	Girl - Sister - Youngest	18	0	18
f			491	19	510
%			96.27%	3.72%	100%

Source: Data analysis per May 2022

Setting 1, Narrator to the reader.

The structure of the speech acts found in the narrator are direct speech act. The sentences are telling the actual meaning, without second meaning. The instructions in the book are

written with the clear and direct meaning. The example sentences for each of the type of speech acts found as follows.

“Listen to your teacher’s explanation and do the activity as quickly as possible.”

The instruction are written clearly that it is an order. The narrator give an order to the reader of the book to listen to their teacher's explanation and do the activity. There is no nonliteral meaning of the sentence.

The other example is "*Do you know these places?*" base on the sentence structure, this is a question. The narrator asks the reader about some places in the textbook. There is no nonliteral meaning of the sentence.

The third example is "*The new identities make you unfamiliar with each other because that is the first time you meet.*" The sentence is clearly telling information to the reader about the function of using new identities in the game. There is no nonliteral meaning in the sentence.

The fourth example is "*The answer for the number 1 is wonderful.*" The sentence is clearly a statement about the right answer of the question. There is no nonliteral meaning that refering to something else in the sentence.

The last example is "*After that, do the scissors, rock, and paper again.*" The narrator explaining the rules of the game. There is no nonliteral meaning of the sentence.

Setting 2, stranger in a party

In the dialogue of stranger in a party, among 11 sentences, there are 10 direct speech acts and 1 indirect speech found as follow.

One of the direct speech act example is "*May I know your name please?*" Student 1 use the sentence to ask Student 2 about his name. There is no other intention of the use of the sentence by the Student 1. Meanwhile, the sentence of indirect speech act is "*Yes, and I want to know more about that.*" Student 1 using a statement to request futher information about the Ukir Jepara. It can be seen, as the feedback of the request, Student 2 giving the requested information by saying "*It's a specific carving pattern created in Jepara.*"

Setting 3, congratulating colleague.

In the dialogue of congratulating colleague, there are 10 sentences that are identified as indirect speech act and 15 sentences are identified as direct speech act. The explanation as follow. One example of the sentence that are identified as direct speech act

is "*Alif, congratulations.*" The function of the sentence is to congratulate the new director and there is no nonliteral meaning of it.

The first indirect speech act is "*You deserve it, Man.*" The literal meaning is a statement, meanwhile the nonliteral meaning is a congratulation. Colleague 1 use this sentence to congratulate the new director. As the feedback, the new director thank him. Second indirect speech act is "*This is because you always help me.*" The director using a statement senece to thank Colleague 1. The literal meaning is statement and the nonliteral meaning is thanking. The last type of indirect speech act is "*Now, that you are the director of the company, I believe the company will develop even faster.*" The literal meaning is statement and the nonliteral meaning is complimenting. Colleague 2 use statement ot compliment the new director.

Setting 4, congratulating friend.

In the dialogue of congratulating friend, between 13 sentences, there are 12 direct speech act and 1 indirect speech act. The example sentence of direct speech act in the dialogue is "*Cita, congratulation for being the first winner of the school story telling competition!*" the literal meaning of the sentence is to congratulate Cita for the achievement. There is no nonliteral meaning. Meanwhile, the sentence that idetified as indirect speech act is "*Wish me luck.*" The literal act is statement and the nonliteral act is requesting. Cita use the statement to request Ditto to wish her luck.

Setting 5, talking with friend after holiday.

The are 3 indirect speech acts and 37 direct speech acts in 40 sentence of the dialogue about talking with friend after holiday. One of the sentence of direct speech act in the dialogue is "*How was your weekend with your family in Batu?*" the literal act is asking and there is no other intention or nonliteral meaning of the sentence. Student 5 ask the question only to ask Student 6 about her holiday. Student 6 responded the question by saying "*Excellent!*". The indirect speech act in the dialogue is "*It matches your blouse*" the statement use to compliment the skirt of student 6. The literal act is statement, meanwhile the nonliteral act is

compliment. The other indirect speech act in dialogue is *"You've inspired me to do this."* Student 5 use a statement to thank Student 6. The literal meaning is statement and the nonliteral meaning is thanking.

Setting 6, concert.

In the dialogue about concert, both of the sentences are direct speech act. The sentence *"What a wonderful performance!"* is sentence with literal meaning to compliment the Man and there is no nonliteral meaning of it.

Setting 7, fishing

In the dialogue about fishing, the are direct speech act and indirect speech act between the two sentence. The direct sentence is *"Thanks a lot for your appreciation."* The literal meaning is thanking and there is no nonliteral meaning. Meanwhile the indirect speech act is *"I must express my admiration to you!"* the literal meaning is statement and the noliteral meaning is thanking. The fisher use this sentence to thank the kid for the his compliment.

Setting 8, party.

In the dialogue about party, both of the sentences are direct speech act. The sentence *"What a nice dress!"* is sentence with literal meaning to compliment the woman and there is no nonliteral meaning of it. The woman then responded *"Thank you very much."*

Setting 9, wedding.

In the dialogue about wedding, both of the sentences are direct speech act. The sentence *"You look gorgeous!"* are used by the woman to compiment the bride, there is no nonliteral meaning of it. The bride then responded *"It's very kind of you to say that."*

Setting 10, painting

In the dialogue about painting, both of the sentences are direct speech act. The sentence *"Great job!"* are used by the man to compiment the painter, there is no nonliteral meaning of it. The painter then responded *"I'm glad you like it."*

Setting 11, long weekend plan

In the dialogue of long weekend plan, there are 66 sentences with 65 direct speech acts and 1 indirect speech act. One of the direct speech act is *"Do you have any plans?"* that is used by Student 8 to ask Student 9 about his plan, there is no noliteral meaning. Meanwhile the only indirect speech act is *"But I would rather stay at home than go fishing."* The sentence is used by the speaker to refuse the offer. Therefore the literal meaning is statement and the nonliteral meaning is refusing.

Setting 12, making plan to do together

In the dialogue about making plan to do together, both of the sentences are direct speech act. The sentence *"Let's do something together this long weekend."* are used by the student 7 invite Santi to do an activity during the weekend, there is no nonliteral meaning of it. Santi then responded *"It's a great deal!"*

Settting 13, biology project

In the dialogue of Biology project that consist of 5 sentences, there are 4 direct speech acts and 1 indirect speech act. One of the direct speech act is *"Rina, are you going to do that today, too?"* Student A use the sentence to ask Rina, and there is no nonliteral meaning. Meawhile the indirect speech act is *"We can go to the library together."* The sentence use by Rina to advise Student A to go together. The literal meaning is statement and the nonliteral meaning is advise.

Setting 14, interview with the Wright brother.

In the dialogue about interview with the Wright brother that consist of 44 sentences , there are 44 direct speech acts and 0 indirect speech act. One of the direct speech act is *"We are going to ask them about their revolutionary inventions."* The host use the sentence to state the activity in the interview, and there is no nonliteral meaning.

Setting 15, meet an idol

In the dialogue of meet an idol that consist of 20 sentences, there are 19 direct speech acts and 1 indirect speech act. One of the direct speech act is *"Did you meet her in a*

concert?” Dika use the sentence to ask Mida, and there is no nonliteral meaning. Meanwhile the indirect speech act is *“It must be a memorable experience for you.”* The sentence use by Dika to compliment Mida and her experience. The literal meaning is statement and the nonliteral meaning is compliment.

Setting 16, heroic monument.

In the dialogue about heroic moment that consist of 13 sentences , there are 13 direct speech acts and 0 indirect speech act. One of the direct speech act is *“That’s a very good program.”* The literal meaning of the sentence is to compliment the program, and there is no nonliteral meaning.

Setting 17, talking about BJ Habibie

In the dialogue that talking about BJ Habibie that consist of 16 sentences , there are 16 direct speech acts and 0 indirect speech act. One of the direct speech act is *“You’re right.”* The literal meaning of the sentence is to approving the sentence of the other speaker, and there is no nonliteral meaning.

Setting 18, looking for honest answer.

In the dialogue about looking for honest answer that consist of 18 sentences , there are 18 direct speech acts and 0 indirect speech act. One of the direct speech act is *“Yes, now, I do see him.”* The literal meaning of the sentence is to tell the information about her ability to see him, and there is no nonliteral meaning.

Conclusion

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After analyzing the whole text of the tenth grade English textbook, it could be concluded as in the following.

- 5.1.1 The type of speech acts used in the tenth grade of English textbook were consist of directive, assertive, expressive, commissive, and declarative. Whereas, the speech act sub-types expressed were ordering acts, requesting acts, advising acts, telling acts, asking acts, praying acts, inviting acts, stating acts, explaining acts, clarifying acts, congratulating acts, thanking acts, complimenting acts, greeting acts, promising act, refusing acts, accepting acts, and approving acts.
- 5.1.2 The structure of the speech acts are divided into two, which are direct and indirect speech act. Those two types of speech act are used to identify the five types of speech act presented above. The result is most of the sentences being analyzed are direct speech act. The indirect speech act are found mostly in the dialogue.

6. Implication

The spread of all the speech acts are not equally destributed in the textbook. The speech acts are domiated with directives, assertives, and expressive, but little part of commissive and declaratives. Menwhile all five of the speech acts are really important for the communication competence of the students. The future textbook must be applying all the types of speech act to the textbook, so that students are exposed to the all types of speech act, as well as practicing the speech act in the class, and in daily basis.

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