ANALISIS PRAGMATIS TINDAK TUTUR PADA DIALOG DALAM BUKU *BAHASA INGGRIS* UNTUK SEKOLAH MENENGAH ATAS KELAS X

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Abstrak

Penelitian deskriptiv kualitativ ini bertujuan untuk mengidentifikasi illocutionary acts dan illocutionary functions yang terdapat di dialog di dalam buku pelajaran yang berjudul Bahasa Inggris untuk siswa sekolah menengah atas kelas x. Sumber data dari penelitian ini merupakan dialog yg mengandung speech acts. Instrumen penelitian dari penelitian iniadalah penelitisendiri dan tabel data. Penelitianini dilakukan dalam beberapa tahap, yaitu: mengidentifikasi data, mengelompokkan data, menganalisa data yg telah dikelompokkan, menginterpretasikan data, dan menampilkan data di babpembahasan. Data penelitian dianalisa menggunakan teori speech acts dari Searle yg dikuti oleh Cutting (2002). Untuk memperoleh data yang valid, peneliti melakukan triangulasi. Hasil penelitian ini mengungkapkan bahwa ada empat illocutionary acts yang terdapat di bukupelajaran yang berjudul Bahasa Inggris. Keempat illocutionary acts tersebut yaitu representative, commisive, directive, dan expressive. Expressive merupaan speech acts yang paling dominan dengan jumlah 104 dari total 230 data (45.217%). Sedangkan di illocutionary function, terdapat 29 macam illocutionary function yaitu introducing, informing, stating, confirming, agreeing, stating an opinion, explaining, predicting, promising, offering, declining, threatening, questioning, requesting, commanding, suggesting, greeting, thanking, complimenting, responding to compliment, wishing, stating sympathy, expressing dislike, stating a happiness, congratulating, stating a surprise, apologizing, stating a doubt, leave-taking. Questioning merupakan function terbanyak dengan jumlah 41 atau (17.391%). Lebih dari itu, terdapat banyak teks dialog yang tidak natural dan dialog tersebut kurang tepat untuk dijadikan contoh di bukupelajaran. Para guru bahasa inggris harus lebih memperhatikan kelayakan dari isibuku yang merekagunakan. Belajar menggunakan bahan ajar yang tepatakan berdampak lebih baik bagi siswa karena ilmu bahasa yang mereka pelajari dari buku pelajaran akan mereka gunakan dalam kehidupan sehari-hari.

Kata kunci: bukupelajaran, illocutionary acts, bahasa inggris, dialog

A PRAGMATIC ANALYSIS OF SPEECH ACTS OF THE DIALOGUES IN AN ENGLISH COURSEBOOK ENTITLED *BAHASA INGGRIS* FOR GRADE X STUDENTS OF SENIOR HIGH SCHOOL

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ABSTRACT

This descriptive qualitative study was aimed at identifying the illocutionary acts and the illocutionary functions performed in the dialogue texts of an English coursebook entitled *Bahasa Inggris* for Grade X Students of Senior High School. The data source was an English coursebook provided by the Ministry of Culture and Education. This study was conducted through some steps, including: identifying the data, classifying the data based on the formulation of the problem, analyzing the classified data, interpreting the data, and presenting the data in the discussion. The data were analyzed using the speech acts theory proposed by Searle in Cutting (2002). Triangulation was done to get the data trustworthiness. The results of this study show that there are four types of illocutionary acts used in *Bahasa Inggris*. They are representatives, commisives, directives, and expressive. Expressives are the most dominant act with 104 data out of 230 (45.217%). In terms of function, there are 29 types of illocutionary functions found in the coursebook. They are introducing, informing, stating, confirming, agreeing, stating an opinion, explaining, predicting, promising, offering, declining, threatening, questioning, requesting, commanding, suggesting, greeting, thanking, complimenting, responding to compliment, wishing, stating sympathy, expressing dislike, stating a happiness, congratulating, stating a surprise, apologizing, stating a doubt, leave-taking. Questioning is the most frequently used functions with 41 data (17.391%). Moreover,there are many unnatural dialogues and those dialogues are inappropriate for the students. The English teachers should consider the appropriateness of the materials in the coursebook that they use. Studying the appropriate materials will have better impact on the students since they will use the skills that they learned from the coursebook in their daily communication.

Keywords: coursebook, illocutionary act, *Bahasa Inggris,* dialogue

INTRODUCTION

English is a *lingua franca* which is used by most people in the world. English connects people to others in different nations and cultures so that they can communicate with people on the other side of the world. Because of its reputation as the international language, most people feel that it is important to comprehend English. The importance of learning English can be seen in our educational institutions. English becomes a compulsory subject.Most English teachers use an English coursebook when teaching their students.English coursebooks contain many dialogues. The students are obliged to understand the linguistic forms of the dialogues in the books and the meaning of each dialogue as well. In understanding the meaning, they need to consider the context of the dialogues. In the study of a language or linguistics, how the language is used in context is investigated in pragmatics.

The advantage of learning pragmatics is that people can interpret the speaker's intended meaning.Sometimes it is difficult for the students to understand a contextual meaning and this problem may lead to a misunderstanding. In English teaching and learning, this problem can be found in the implementation of language function.An English coursebook entitled *Bahasa Inggris* has the dialogues that represent speech acts. This book is recognizes by The Ministry of Education and Culture, so almost all teachers in Indonesia use this book, especially for the schools that apply Curriculum 2013. Therefore, the researcher is interested to analyze the speech acts of the dialogues in this coursebook.

THEORETICAL REVIEW

A. Theoretical Descriptions
1. Pragmatics

Pragmatics is a branch of linguistics that studies contextual meaning. It is concerned with how the speakers convey their meaning and how the listeners interpret the speakers' utterances. Bloomer *et al.* (2005: 78) define that pragmatics focuses on how speakers and writers use their knowledge to convey meanings. They add that pragmatics studies how language is used in the interpretation of actual utterances. Furthermore, Yule (1996: 3) explains that pragmatics involves the interpretation of what people mean in a particular context and how the context influences what is said. It requires a consideration of how speakers organize what they want to say in accordance with who they are talking to, where, when, and under what circumstances.

2. Speech Act
a. Definition

An utterance is not only a series of grammatical words. People expect that others will recognize their intentions by uttering something. In other words, people perform actions via those utterances. Yule (1998: 47) states that actions performed via utterances are called speech acts. Similar to Yule, Austin (1962) in Cutting (2002: 16) defines

speech acts as the actions performed in saying something.

Those theories show that people can do such things when they speak. The utterances made by the speaker can perform certain actions without conveying the exact actions verbally. Thus, speech acts can be defined as doing actions through language.

b. Classification

As cited in Cutting (2002: 16-17), Searle (1976) proposes five classifications of speech acts. They are as follows:

1) Declarative

Declaratives are the speech acts that change the world by their very utterance. Cruse (2006: 168) states that a declaration or declarative is said in order to produce a change of some sort in the world. Yule (1996: 53) adds that one who performs a declaration should have a special role in a specific context.

2) Representative

Representatives are the kinds of speech acts which state what the speaker believes to be the case or not. Examples of representatives are *describing, insisting, claiming, stating conclusion,* and also statements of facts. Furthermore, Yule (1996: 53) states that the speaker makes the word fit the world of his/her belief by using a representative.

3) Commisive

Commisives are the kinds of speech acts which commit the speaker to future actions. In other words, they express the speaker's intentions in the future. They are *promises, threats, and refusals.*

4) Directive

The speaker uses directives to make others do something. Cruse (2006: 168) adds that directives are aimed to get someone to act in a certain ways. They are *commanding, requesting, suggesting, inviting,* and *orders*.

5) Expressive

Expressives are the kinds of speech acts that express the speaker's feeling. Leech (1989: 106) explains that expressives are used to express the speaker's psychological attitudes towards a state of affair that the illocution presupposes. In line with Leech's explanation, Yule (1996: 54) adds that expressives reveal the speaker's psychological states and they are based on the speaker's experiences such as apologizing, praising, congratulating, regretting, statements of pleasure, statements of joy, and statements of sorrow.

3. Context

Leech (1983: 13) considers a context to be any background knowledge assumed to be shared by speakers and listeners and it contributes to listeners' interpretation of what speakers mean by the given utterances. A context plays an important role in a pragmatic analysis. A context defines the meaning of the language and influences people in determining the words they will use.

Holmes (2013: 9) proposes four social factors that can influence the variety of speech. They are the participants, the setting, the topic, and the function. Those social factors are commonly shortened as 5W

(Who, Whom, Where, What, and Why). They are the factors of why people speak differently in a certain situation.

a. The participants

'Who is speaking?' and 'To whom are they speaking?' refer to the participants of the conversation, the speaker and the listener.

b. The setting

'Where are they speaking?' refers to the setting, the physical setting or psychological setting.

c. The topic

'What is being talked about' refers to the topic being discussed in the conversation.

d. The function

'Why are they speaking?' refers to the function or purpose of the conversation.

4. Coursebook

Various kinds of textbooks or coursebooks are created to support learning and teaching activities. According to Brown (2001: 141) textbooks are one type of text, a book for use in an educational curriculum. The coursebooks contain teaching materials that are needed by the students. Richardand Rodgers (1986: 79) view materials as a way of influencing the quality of classroom interaction and language use.

Coursebooks play an important role in teaching and learning activities. There are many kinds of media in teaching and learning activities such as magazines, journals, videos, and newspapers, but textbooks still remain as the most popular media in teaching and learning activities. Further, Sheldon (1988: 237) states that a coursebook is the visible heart of any English language teaching (ELT) program. Brown (2001: 136) adds that the most obvious and common form of material support for language instruction come through textbooks. It shows that textbooks are the primary teaching aid in ELT.

Pragmatics is found in the spoken language. An English coursebook also provide speaking materials. According to Bailey in Nunan (1999: 47), speaking a new language is harder than reading, writing or listening. It shows that the speaking materials in the coursebook should be appropriate so that the students can train themselves to comprehend the speaking skills.

The English coursebook entitled *Bahasa Inggris* for grade X of senior high school is an English coursebook that is written based on the 2013 Curriculum and is used by the schools that apply the Curriculum 2013. This coursebook plays a very important role since it becomes the main source of English teaching and learning materials.

B. Conceptual Framework

In this study, for the notion of pragmatics, the researcher used Searle's classification of illocutionary acts in identifying the dialogues in the coursebook that was being studied.Speech act is one of pragmatics' aspects. A Speech acts have three main components. The

three components of speech acts are locutionary acts, illocutionary acts, and perlocutionary acts. This study focuses on the illocutionary acts proposed by Searle (1979) that consists of five acts: declaratives, representatives, commisives, directives, and expressive. Each of illocutionary the acts consists of an illocutionary function or an illocutionary force. An illocutionary function is also a factor that influences the context of a dialogue. Moreover, context affects the real meaning of an utterance. In other words, illocutionary functions as parts of illocutionary acts which are performed in a dialogue really affect the intended meaning.

RESEARCH METHOD

In this study, the researcher uses the descriptive qualitative method. This study also employed quantitative method to find out the percentage of occurrence to support the analysis. Furthermore, the researcher can get the detailed results from the percentage of the analyzed data. They add that the goal of the qualitative research is to get a deeper understanding of the research participants' point of view.

The source of the data in this study is in the form of dialogues in the English coursebook entitled *Bahasa Inggris* for grade X senior high school. This coursebook is supervised by the Ministry of Education and Culture and is based on Curriculum 2013. The data of the study are collected from the utterances that are performed in the dialogues in the English coursebook

entitled *Bahasa Inggris* for senior high school grade X. The technique used by the researcher is note-taking. This technique is used by the researcher to record the linguistic phenomena that are found in the dialogue texts of the course book.The processes of collecting the data are reading the dialogues in the coursebook carefully, selecting the data/dialogues, and recording the data into the data sheets. The data were analyzed qualitatively.In this case, the researcher analyzed the types of illocutionary acts and the illocutionary functions. To know the validity of the data, the researcher employed triangulation investigators where the researcher asked two reviewers (peer review).

FINDINGS AND DISCUSSIONS

Based on the data analyses, there are four types of speech acts found in the coursebook. They are representatives, commisives, declaratives, and expressives. There are also 30 illocutionary functions. The following are the results of the analyses of speech acts and the illocutionary of the coursebook.

No	Classification of Searle's speech acts	Illocutionary Function	Frequency	Percentage
1	Representatives	Introducing	2	0.870
		Informing	37	16.087
		Stating	4	1.739
		Confirming	4	1.739
		Agreeing	2	0.870
		Stating an opinion	5	2.174
		Explaining	3	1.304
		Predicting	1	0.435
	Total		58	25.217
2	Commisives	Promising	12	5.219
		Offering	5	2.174
		Declining	1	0.435
		Threatening	1	0.435
	Total		19	8.261
3	Directives	Questioning	41	17.391
		Requesting	4	2.174
		Commanding	1	0.435
		Suggesting	3	1.304
	Total		49	21.304
4	Expressives	Greeting	6	2.609
		Thanking	35	15.217
		Complimenting	31	13.478
		Responding to compliment	1	0.435
		Wishing	5	2.174
		Stating sympathy	9	3.913
		Expressing dislike	1	0.435
		Stating a happiness	1	0.435
		Congratulating	8	3.478
		Stating a surprise	1	0.435
		Apologizing	1	0.435
		Stating of a doubt	1	0.435
		Leave-taking	4	1.739
	Total		104	45.217
	Total Illocutionary acts occurrence		230	100%

The table above shows that there are four types of speech acts and also there are 29 types of illocutionary functions. They are directives, representatives, commisives, directives, and expressive. There are totally 230 speech acts found in the data. Expressives get the highest frequency of occurrence in the speech acts with 104 or 45.217% out of the whole data. Furthermore, questioning has the highest frequency of occurrence in the illocutionary function with 41 data or 17.39%. There are also many unnatural dialogues. As for examples, a conversation between close friends seems too formal and too long. This shows that there are many inappropriate dialogues found in the coursebook

CONCLUSION, IMPLICATION, AND SUGGESTION

There are four types of illocutionary acts found in the dialogues. They are representatives, commisives, directives, and expressives. These dialogues are designed to help the students to practice the speaking skills, but there are many inappropriate dialogues. After analyzing the dialogues using the context of situation, there are many unnatural dialogues which make them inappropriate.

From these research findings, it could imply that the English teachers should consider the appropriateness of the materials in the coursebook that they use in the learning activity. Inappropriate contents in the coursebook will cause difficulties and misunderstanding for the students.

Some suggestions were also given to related parties. First, for the English teachers, the English teachers should consider the appropriateness of the materials before choosing a coursebook as their source in teaching and learning activities. Secondly, for the English coursebook developers, it is better for the coursebook developers to choose the authentic materials instead of making their own materials. Authentic materials are more natural and it will provide best examples for the students. Lastly for other researchers, other researchers

who intend to conduct further research on pragmatics, especially on speech acts, can use this study as one of their references. Furthermore, they can also investigate other major topics of pragmatics such as implicature, presupposition, deixis, reference, cooperation, or politeness in an English coursebook.

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