

# CHAPTER I

## INTRODUCTION

### **A. Background of the Research**

Language is a crucial thing we need as a social human-being. We cannot deny that 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. Hence, in communication, it is very important for someone to understand what other people say. It means that he has to understand their language in order to avoid misunderstandings. That is why understanding someone's language becomes an important part in communication.

This phenomenon also happens in English teaching and learning in classrooms. Students are obliged to understand not only the teacher's utterances and explanations but also the language in textbooks. In order to understand the materials contained in the textbooks, they need to understand what directions and explanations in the book. In the English textbooks, there are some dialogues that represent the language expressions in their real-life that they have to understand before they practice the language. That is why, understanding the dialogues in the English textbooks is important for the students in order to improve their language skills.

The dialogues provided in the English textbooks represent the acts that varied and depended on the context. The understanding of the utterances depends on the actual contexts and the pragmatic knowledge, especially speech acts. Through speech acts, various types of actions can be done such as apologizing, thanking, promising, requesting and the like. In fact, students are frequently not given the background of the pragmatic knowledge to recognize and understand the language and the acts in particular contexts. Thus, learners tend to have difficulty to understand the intended meanings carried by speech acts. Thus, misconceptions or misunderstanding in interpreting the intended meaning may occur.

In addition, since this knowledge not only studies the acts uttered by the speakers but also studies the meaning of words in context, such as analyzing the parts of meaning that can be explained by knowledge of the physical and social world as well as the knowledge of the time and place in which the words are uttered or written, analyzing a language contained in the dialogues of English textbooks through pragmatics is comprehensive in this case. Therefore, pragmatic analysis of linguistic does not only involve the analysis of linguistic form, but also the interpretation of what people mean in a particular context and how the context influences what is said.

People use a different language in a different situation. There are some factors influencing how people use language. It depends on what circumstances they are talking to. Moreover, the context cannot be

separated for understanding the meaning of an utterance. The context covers where the communication is taking place and what is going on.

As mentioned earlier, speech acts are not only found in the direct spoken language, but also manifested in the written spoken language, such as dialogues in the English textbook. Even though the dialogues that performed speech acts are not directly spoken but it has conversations that indicate a communication. The writer uses different language in a different situation uttered by each character. The context affects the language the writer use in each dialogue. Also, the social status between characters will make a different language use in the dialogue as well. Besides, there are also character qualities implemented in the textbook.

Then, it is also important for the material in the textbook to conform to the core competencies and basic competencies that already meet with the students' needs. Hence, when the students learn the dialogues in the textbook, they can accomplish the language skill standardized by the government.

It is important to combine the materials in the textbook with the character qualities because the textbook contains character qualities can help the students to develop their personality and character. In communicating, people are obliged to say something in a polite way. When he says something in a polite way, then he is regarded as an educated people. That's why the implementation of character qualities in a textbook is highly needed. Additionally, the character qualities

integrated in the textbook aim to make the students get the good message. Thus, they are able to decode the message and practice it in their real life.

However, not all the textbooks integrated with the character qualities are good for students. The teachers have to select the textbook in which its character qualities are appropriate for the Indonesian cultures and moral qualities. In addition, the writers should integrate the materials with the character qualities by considering The Ministry of National Education (*Kemendiknas*) eighteen character qualities.

Therefore, it is assumed that it is very necessary to hold this research in order to avoid the misunderstandings and improve the students' language skill. The teachers will also acknowledge the context that covered in the dialogues of the textbook. So, they can explain the materials more clearly to their students. Besides, the character qualities found in the textbook will help the teachers to give their students the example of good characters inserted in the book as well.

As people know that the way people use the language reflects the personality or character they have. That is why it is very important to integrate the character qualities into the textbook in order to not only improve their language skill but also enhance their character.

An English textbook entitled *Pathway to English for Senior High School Grade X: General Programme* has the dialogues that represent speech acts. This book is written by Th. M. Sudarwati, and Eudia Grace. It is also published by *Penerbit Erlangga* in 2014. This book allows the

learners to practice the four-skills; listening, speaking, reading, and writing which eventually help them develop their discourse competence.

Below is the example of dialogues in *Pathway to English for Senior High School Grade X: General Programme*

Old woman : Excuse me, young lady, but could you help me fill this form, please? I forgot to bring my glasses.  
 Girl : Of course, ma'am. Let me fill it for you.

Through this utterance, the illocutionary force can be revealed. The old woman asks the girl for helps to fill the form because she forgot to bring her glasses. Also, there are character qualities implied in that dialogue which is helping people. By relating the dialogues, context and using the *Kemendiknas'* eighteen character qualities, this research tries to analyze the relation between the dialogues, the context and character qualities integrated in the textbook.

The choice of the textbook is also based on some consideration. First, this book is published by a well-known publisher in Indonesia, which is Erlangga. It means that before published, this book has to go through a strict selection. So the materials served in this textbook must be reliable to use in a class. Second, this book consists of a number of utterances that represent various functions. Hence, the kinds of speech acts provided in the textbook determined. Furthermore, the variation of the topic and the context provide the learners with a lot of examples so they can understand better towards the use of speech acts in different situations.

## **B. Research Focus**

There are many ways in producing language. It means that people may say something in oral or written way. Some kinds of language can also be defined as an “oral to written” language such as presentation, speech, etc; and “written to oral” language such as conversation or dialogues in the English textbook. Students may find some difficulties when learning the English textbook. It happens because of many factors.

The first problem found is the difficulties to identify speech acts. Speech act is an action that can be performed via utterances. Speech act is the basic unit of a language level that can give an effective communication since it is covered with the specific labels such as apology, complaint, compliment, invitation, promise or request. The phenomenon of speech acts happen everywhere, including in the English textbook. The dialogues contained in the textbook can be defined as speech acts as well. However, sometimes the students find it difficult to understand the dialogues uttered by the characters and it often causes misleading interpretation.

The second problem deals with the context of situation covered in the dialogues in the textbook. Every communication happened needs a context as a background. They need to understand the context in order to achieve the purpose of the communication and avoid misunderstandings. Context affects how people use and understand the language. Therefore, understanding the context of situation of the dialogues in the English textbook is very important as well. When learning the dialogues, the

students need to apprehend the context of the dialogues first in order to understand its meaning. Moreover, the contexts contained in the dialogues need to relate to the students' everyday life, whether it is the topic, the function, etc. Hence, they can understand the language easily.

The third problem is the quality of the material of the textbook especially the dialogues. The government has formulated two competencies which have to be accomplished by the students. They are core competencies and basic competencies. The textbooks in Indonesia are developed based on these two competencies. Unfortunately, not all the material provided in the textbook is qualified with the consideration of those two competencies.

Lastly, the fourth problem is the character qualities. It is important to teach character qualities to the students whether it is implicitly or explicitly implemented in teaching and learning activities. Hence, the students can learn and subconsciously apply it well in their real life activities. The teacher can use many ways to teach character qualities to the students. One of them is by using the dialogues of the textbook integrated with the character qualities. Thus, the teacher needs to evaluate whether the character qualities integrated in the materials of the textbook is appropriate for the students or not. He needs also to relate it to the students' social background, needs and cultures.

Based on the research focus, three problems are formulated as follows.

1. What types of speech acts proposed by Searle are performed by the characters in the dialogues contained in *Pathway to English for Senior High School Grade X: General Programme*?
2. What are the contexts of situations of speech acts in *Pathway to English for Senior High School Grade X: General Programme*?
3. How do the illocutionary forces found in the dialogues in *Pathway to English for Senior High School Grade X: General Programme* reveal the two competencies formulated by The Ministry of National Education?
4. What are the character qualities integrated in the dialogues in *Pathway to English for Senior High School Grade X: General Programme*?

### **C. Objectives of the Research**

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

1. to identify the types of speech acts proposed by Searle performed by the characters in the dialogues contained in *Pathway to English for Senior High School Grade X: General Programme*
2. to explore the context of situations of the dialogues in *Pathway to English for Senior High School Grade X: General Programme*
3. to reveal the relation between the illocutionary forces found in the dialogues in *Pathway to English for Senior High School Grade X: General Programme* and the two competencies formulated by The Ministry of National Education



4. to find out the character qualities integrated in the dialogues in *Pathway to English for Senior High School Grade X: General Programme*

#### **D. Significance of the Research**

This research is expected to give some benefits both theoretically and practically as follows

1. Theoretically, the findings of this research can enrich the study in linguistics. Also, it can help the development of the material used in language learning in the classroom
2. Practically, the findings may be useful for the following parties

- a. The Textbook Developers

For the textbook developers, this study will provide consideration to which degree the textbook developers should include pragmatic dimension in the textbook. Also, the context of situation and the character qualities related to the students' real life, so that they can put it into practice.

- b. The English Teachers

The English teachers will understand the presentation of speech acts in the textbook. Hence, the teachers can teach the students implicitly about the use of speech acts by giving the example of how they use it in the real practice and it will help them to practice the speech act and minimize the misunderstandings. Then, they will understand the context of situations happen in the

dialogues so that they can explain to their students more clearly since the context can help the students to learn the language by relating it to their everyday life, and then the character qualities exposed in this research can ease the teachers to teach the character implicitly.

c. The Students Majoring Linguistics in English Language Education Department

This study is expected to give some contributions to the pragmatics study. The students will be inspired to develop another research focused on the relation between pragmatic study and education.