

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter consists of two parts. They are findings and discussions. As stated in previous chapter, the aims of this research are describing the types of speech acts performed by the characters, context of situation contained and character qualities integrated in the dialogues in *Pathway to English for Senior High School Grade X: General Programme*. The data gained are presented in the form of table in the finding section and the explanation is conveyed deeply in the discussion section.

A. Findings

1. The Types of Speech Acts of The Dialogues in *Pathway to English for Senior High School Grade X: General Programme*

From the analysis of the dialogues contained in the course book, there are four types of speech acts found in the dialogues in *Pathway to English for Senior High School Grade X: General Programme*. They are assertive, directives, expressives and commissives. The types of speech act contained in the dialogues of the course book are presented in table 4.1 as follows

Table 4.1 **The Types of Speech Acts of The Dialogues *Pathway to English for Senior High School Grade X: General Programme*.**

No	Classification of Searle's Speech Acts	Illocutionary Forces	Frequency	Percentage
1	Assertives	1. Informing	134	64.7%
		2. Stating	40	19.3%
		3. Predicting	3	1.4%
		4. Advising	1	0.5%
		5. Agreeing	2	1.0%
		6. Introducing	14	6.8%
		7. Correcting	5	2.4%
		8. Describing	1	0.5%
Total			207	100%

No	Classification of Searle's Speech Acts	Illocutionary Forces	Frequency	Percentage
2	Expressives	1. Greeting	34	17.6%
		2. Complimenting	37	19.2%
		3. Praising	6	3.1%
		4. Wishing	7	3.6%
		5. Congratulating	10	5.2%
		6. Thanking	25	13.0%
		7. Farewell	5	2.6%
		8. Apologizing	2	1.0%
		9. Stating of Like	7	3.6%
		10. Stating of Pleasure	8	4.1%
		11. Stating of Displeasure	2	1.0%
		12. Stating of Sympathy	9	4.7%
		13. Stating of Pleasure	10	5.2%
		14. Stating of Shock	9	4.7%
		15. Stating of Doubt	2	1.0%
		16. Responding to Compliment	5	2.6%
		17. Responding to Wish	1	0.5%
		18. Responding to Congratulation	4	2.1%
		19. Responding to Thanks	6	3.1%
		20. Responding to Praise	4	2.1%
Total			193	100%

No	Classification of Searle's Speech Acts	Illocutionary Forces	Frequency	Percentage
3	Directives	1. Questioning	94	70.7%
		2. Commanding	3	2.3%
		3. Requesting	14	10.5%
		4. Suggesting	13	9.8%
		5. Calming	2	1.5%
		6. Forbidding	1	0.8%
		7. Inviting	4	3.0%
		8. Ordering	1	0.8%
		9. Asking for Permission	1	0.8%
Total			133	100%

No	Classification of Searle's Speech Acts	Illocutionary Force	Frequency	Percentage
4	Commissives	Offering	8	28.6%
		Granting Request	6	21.4%
		Promising	14	50.0%
Total			28	100%

Table 4.1 shows that there are four types of speech acts employed by the characters in the dialogues. Assertives get the highest data with 207 data or 36.9%. The second highest number is occupied by expressives with 193 data or 34.4%. This type of illocutionary act is very necessary to be given to the students, because it is very common to people to express their feeling in their daily life. The third number goes to directives with 133 data or 23.7%. Directives are the kind of speech acts which get the hearer to do something. The types of directives found in the dialogues are requests something or someone to something, asks for opinion, suggests something, and asks question. Then, commissives stand in the lowest position with 28 data or 5.0%. The kinds of commissives employed by the characters in the course book are offering and granting request. However, the finding shows that the characters in the dialogues do not employ the declarations, since they do not have any special institutional role to make institutional statements.

Furthermore, regarding to the illocutionary forces of assertives, the table 4.1 shows that the characters in the textbook performed illocutionary forces of informing, stating, predicting, confirming, advising, agreeing, introducing, correcting, clarifying, describing and permitting. Based on the analysis that has been conducted, informing shares the huge number with 134 data or 64.7%. Then, the second is stating with 40 data or 19.3%. The third position is occupied by agreeing with 14 data or 6.8%. Next, both of introducing and clarifying held the fourth position with 5 data or 2.4%. Predicting comes next with 3 data or 1.4 %. The next position is confirming with 2 data or 1%.

Lastly, it is followed by advising, correcting and permitting with 1 data or 0.5%.

2. The Character Qualities of The Dialogues in Pathway to English for Senior High School Grade X: General Programme

There are five classifications of character qualities integrated in the dialogues in *Pathway to English for Senior High School Grade X: General Programme*. They are character qualities in relation of human to others, character qualities in relation of human to themselves, character qualities in relation of human to the environment, character qualities in relation of human to the nation, character qualities in relation of human to God. The frequency of character qualities found in the dialogues can be seen in table 4.2 below.

Table 4.2 **The Character Qualities of The Dialogues in Pathway to English for Senior High School Grade X: General Programme.**

No	Classification of Character Qualities	Types of Character Qualities	Frequency	Percentage
1	Character Qualities in Relation of Human to Others	Tolerant, Appreciative, Friendly, Socially Caring	64	59.3
2	Character Qualities in Relation of Human to Themselves	Fond of Reading, Creative, Curious, Hard-working, Responsible, Independent	32	29.6
3	Character Qualities in Relation of Human to the Environment	Environmentally Caring	6	5.6
4	Character Qualities in Relation of Human to the Nation	Nationalism	4	3.7
5	Character Qualities in Relation of Human to God	Religious	2	1.9
Total			108	100.0

Table 4.2 shows that there are five character qualities integrated in the dialogues in *Pathway to English for Senior High School Grade X: General Programme*. Furthermore, from the analysis of the dialogues, it is found that Character Qualities in Relation of Human to Others is the highest number with 64 data or 59.3%. Character Qualities in Relation of Human to Themselves occupies the second place with 32 data or 29.6%. Then, the third highest number is Character Qualities in Relation of Human to the Environment with 6 data or 5.6%. The next position is held by Character Qualities in Relation of Human to the Nation with 4 data or 3.7%. Lastly, Character Qualities in Relation of Human to the God is the least number of character qualities integrated in the course book with 2 data or 1.9%.

B. Discussion

1. The Types of Speech Acts of The Dialogues in Pathway to English for Senior High School Grade X: General Programme

People make utterances which have communicative purposes, such as stating, informing, inviting, requesting, etc. It is generally known as illocutionary acts. Illocutionary act is the intention behind the speaker's utterances. There are four types of illocutionary acts performed by the speakers in the dialogues. They are assertives, directives, commissives, and expressive.

1. Assertives

Assertives are the type of speech act that represent what the speaker's belief and carry the true or false qualities. There are 205 assertives contained in the dialogues out of 565 data. For these types of speech acts, the illocutionary

acts performed by the characters are informing, stating, predicting, advising, confirming, agreeing, introducing, correcting, describing.

a) Informing

The goal of informing is to tell someone about certain facts or information.

The example of informing contained in the dialogues as follows:

Louisa	:	Well, do you want to drink? (1a)
Anisah	:	Hmm... I'd like <i>es cendol</i> . What about you? (1b)
Louisa	:	Me? I'll have <i>es kolang-kaling</i> . (1c)
Anisah	:	Hey, do you like <i>kolang-kaling</i> too? (1d)
Louisa	:	Hmm... not really. Yesterday I read folktale from North Sumatera. It's about kolang-kaling. I'm curious about it, so I would like to try <i>es kolang-kaling</i> . (1e) (1/ChXI/P224/5)

This conversation happened between Louisa and Anisa. The setting of the dialogue is in a canteen. Louisa is a foreigner, and in canteen she bought *kolang-kaling*. So, Anisa was curious how Louisa can know about *kolang-kaling*. Then, Louisa told Anisa that she just read the folktale from North Sumatera which talked about *kolang-kaling*. From the example above, it can be seen that Louisa's utterance is categorized as informing because he gave Anisa information about how she can know about *kolang-kaling*.

b) Stating

People who perform stating have a purpose to assert an opinion firmly. In order to make know something what they believe. Below is the example of stating performed by the character in the course book

Mike	:	The bus is always full at rush hour. (3a)
Nani	:	Yes, it is. But we should always give up our seats to a person with a disability, an elderly person or a pregnant woman on a crowded bus or train. (3b)

Mike	:	Last week I returned home from school by bus. The sun was shining so brightly that the weather was rather humid. (3c)
Nani	:	And then? (3d)
Mike	:	On the way home, an eight-month old pregnant lady got on the bus. Nobody offered her a seat. Nobody on the bus cared about her. (3e)
(1/ChX/P212/T2/39)		

That conversation involves two people which are Mike and Nani. They are friends and were waiting for a bus in a bus station. In **(3a)**, Mike said that utterance because they didn't get to take a bus after waiting so long. So, Mike just stated that at the rush hour the bus is always full.

c) Predicting

Predicting is an assertive which has a purpose to estimate or predict that an event or action will happen in the future. The conversation below is the example of predicting contained in dialogues

A girl	:	Bravo bravo. What a nice play. (3a)
A boy	:	Thanks. (3b)
A girl	:	I believe someday you'll be a great cello if you keep practicing. (3c)
A boy	:	I hope so. I think I'll have to practice more. (3d)
(3/ChII/P35/T2/4c)		

That conversation above happened between two friends, a girl and a boy. The girl just saw the boy playing his cello very well. Then, she was just impressed by him so she stated that the boy will be a great cello someday. Predicting is categorized as an assertive because the speaker asserts his believe or what he think is true. In this case, the girl's utterance can be categorized as a predicting because she estimated that the boy will be a great cello player in the future.

d) Advising

Advising has a purpose to give an opinion to the hearer about what he/she should do or act in a particular situation. Advising is also found in the dialogues in this course book. One of the examples can be seen below

A boss	:	Marwan, I'm satisfied with your work this month. (5a)
Marwan	:	Thank you, Sir. (5b)
		I'm glad you like it. (5c)
A boss	:	I'm thinking of raising your salary. (5d)
Marwan	:	Really? What a good boss you are, Sir. (5e)
A boss	:	Okay, but remember you must keep working hard. (5f)
(5/ChII/P36/T2/4e)		

The dialogue happened between a boss, and Marwan, the employee. This situation took place in the office. The boss praised Marwan because he worked very hard this month. So, the boss was thinking to raise his salary and he also gave Marwan an advice to keep his work hard after the boss raised his salary. The boss utterance, in **(5f)**, gave Marwan an opinion about what he should do in particular situation.

e) Confirming

The purpose of confirming is to state and prove that a belief or an opinion which was previously stated to be the case. This assertive appears in a dialogue in the course book. The example is

Woman	:	I am sorry, but do you know what they are doing? (7g) They look very busy
Man	:	Right. They are preparing to evacuate homeless residents. You know because of the floods, 350,000 people must be evacuated. (7h)
Woman	:	So you mean that monsoonal downpours and swollen rivers make them homeless? (7i)
Man	:	Correct. (7j)
(7/ChVI/P113/8)		

This conversation involves two participants who are a woman and a man. The man is a member of disaster team. It took place in a disaster team base camp. So, the woman asks the man information about disaster teams in Indonesia. They also talked about the biggest flood that have ever occurred in Indonesia. The woman asked the man whether the monsoonal downpours and swollen rivers make them homeless or not. The man employed the assertive of confirming by confirming that what the woman said is right. So, in this case, the man's utterance is classified as confirming.

f) Agreeing

The purpose of agreeing is to state the same opinion or to accept the idea or suggestion. The example of agreeing contained in the course book is shown by the example below

A woman	:	It's a beautiful day. (1a) Why don't we swim? (1b)
A man	:	If I were you, I wouldn't do it. It's very cold outside. (1c)
A woman	:	Driving in the morning? I think I would like to do that. (1e) How about driving? (1d)
A woman	:	Driving in the morning? I think I would like to do that. (1e)

(1/ChIV/P76/T2/4a)

This conversation happens between a man and a woman. They discussed about what activity they would do in a beautiful day. So, the man suggested that driving is the best thing to do in the morning. Then, the woman agreed with the man's idea. Since the woman accepted the man's idea, the woman's utterance is considered as agreeing.

g) Introducing

In the first meeting, it is very common to the speaker to introduce himself to the hearer. Introducing is one of the types of assertive. Its purpose is to make known. The example is

Jack	:	Great party, isn't it? (9a)
Rosy	:	Yes, it is. (9b)
Jack	:	By the way, my name is Jack Sommers . Please call me Jack. I am from Toronto, Canada. (9c)
Rosy	:	Nice to meet you, Jack. (9d)

(9/ChI/P9/T5)

At the party, Jack met Rosy and Budi for the first time. So, it is polite for Jack to introduce himself when he met people for the first time. The utterance *by the way, my name is Jack Sommers* indicates that Jack performed introducing by making Rosi and Budi know about his name and other personal information.

h) Correcting

The purpose of correcting is to show or tell someone that something is wrong and to make it right. The example of correcting is shown below

Todiah	:	Titi, didn't you hear? (1a)
Titi	:	About what Todiah? Tell me. (1b)
Todiah	:	The Duke and Dutches of Cambridge have just had a baby. (1c)
Titi	:	Wait, Who are they? (1d)
Todiah	:	You know, Prince Williams and Kate Middleton. (1e)
Titi	:	Oh, really? Wow, so that makes the baby, umm, fourth in line to the throne? (1f)
Todiah	:	No, third. First is prince Charles. Then prince Williams and then baby George. (1g)

(1/ChIII/P54/T1)

Titi and Todiah talked about Prince Williams and Kate Middleton's newborn baby named Prince George. They also talked about the line to the throne in United Kingdom. So, Titi concludes that prince George is the fourth in line to the throne. The, Todiah correct it by saying that baby George is the third and Prince Harry is the fourth. Hence, Todiah's utterance is considered as a correcting because he corrects Titi's statement.

i) Describing

The purpose of describing is to describe what someone or something is like. The speaker states his belief by describing what someone or something is like to the hearer. This kind of assertive is delivered by one of the characters of the dialogue. The example is

Yeni	:	Oh, hi, Rum. (11c). I went on holiday to Karimunjawa last month. (11d)
Arum	:	Really? How interesting! (11e). I heard it's really nice to go snorkeling there. And the beaches are great too. (11f)
Yeni	:	It is. I can't swim, but I could enjoy the underwater scenery thanks to the lifejacket. It was really, really nice. The beaches are pretty. Here, let me show you the pictures. (11g)

(11/ChIII/P59/T6)

The conversation involves two participants, who are Yeni and Arum. They talked about the Yeni's last holiday in Bali. From **(11g)**, it is obvious that Yeni described the beaches in Bali to Arum. In this case, Yeni gave a description of something is like, Bali, to Arum. So, Yeni's utterance is classified as describing.

2. Expressives

Expressive are those kinds of speech acts which express the speaker's feeling. The kind of expressive found in this research is varied. They include greeting, complimenting, praising, wishing, thanking, farewell, apologizing, state of liking, state of impression, state of happiness, state of disbelief, state of sadness, state of sympathy, state of shock, state of feeling relieved, state of doubt, state of loving, state of surprise, respond to compliment, respond to wish, respond to congratulation, respond to thanks.

a) Greeting

Greeting has a purpose to welcome someone with particular words such "Hi", "Hello", "Good Morning", etc. The example of greeting is

Mr. Thompson	:	Good Morning, Mrs. Mackenzi. (3a)
Mrs. Mackenzi	:	Good Morning, Mr. Thompson. (3b)
Mr. Thompson	:	Is Mr. Mackenzi at home? (3c)
Mrs. Mackenzi	:	No, he is not. He's still in the office. (3d)
(4/ChI/P6/T2/3b)		

In the example above, Mr. Thompson greets Mrs. Mackenzi. This utterance is included as expressive because it expresses the speaker's feeling. The speaker tries to fit the world with his utterance. In this case, Mr. Thompson greets Mrs. Mackenzi with the formal Good Morning instead of "Hi" or "Hello" because the situation is they are not really close. Since, Mr. Thompson is acquainted with Mr. Mackenzi not with her wife.

b) Complimenting

The speaker who performs complimenting wants to express approval, admiration or respect. This kind of expression is categorized as one of

expressives because when complimenting, the speaker expresses his feeling as well. The example of complimenting contained in the dialogue is shown below

Teacher	:	By the way, Iwan, could you help your friends to make a good composition? (6m)
Iwan	:	Yes, ma'am. It's my pleasure. (6n)
Teacher	:	Good student! (6o)
(6/ChII/P38/T2/7)		

This conversation involves three participants in a classroom. They are a teacher, Iwan and other students. The teacher announced that Iwan got A in doing his composition. So, the teacher asked Iwan to help his friend, if his friend found some difficulties and Iwan granted his teacher's will. Then, the teacher complimented Iwan that he is a good student. That utterance shows that the teacher expresses her feeling of admiration or approval toward Iwan by complimenting him.

c) Praising

The purpose of praising is to express admiration or approval about the achievement or characteristic of a person or a thing. The example of praising existed in the dialogue is shown below

Freddy	:	Hey, guys, can you believe it? Our team won the game at last. (9a)
John	:	Really? (9b)
	:	Hey, Jim, a great goal last night. You did it very well. (9c)
Jack	:	Yeah, Jim, you deserve a lot of credit for all the work you've done. (9d)
Jim	:	Okay, okay, guys but I can't take all the credit. You guys did most of the work. (9e)
(9/II/41/2/12c/iii)		

From the example above, it is obvious that John's utterance is categorized as praising. It talks about a football team who won last night. Jim was the player who contributed the most in the match. Then, John praised him because he makes a great goal last night. So, it can be concluded that by praising Jim, John expressed admiration about Jim's achievement in the football match last night.

d) Wishing

Wishing is one of an expressive which has a purpose to express hope for another person's success, happiness, or pleasure on particular occasion. There are some wishing expressions found in the dialogues. One of the expressions is explained below

Caroline	:	Hallo, Dominique. (5b) Dominique, I just want to say happy birthday to you. (5c)
Dominique	:	Oh, thank you. (5d)
(6/ChI/P6/T2/3d)		

Caroline's utterance shows that it is considered as a wishing. She wished Dominique, her, a happy birthday. So, it can be said that Caroline's utterance has a purpose to express hope for Dominique's happiness in her birthday.

e) Congratulating

It has a purpose to praise someone in a special achievement. The example of congratulating is exposed below

David	:	I heard you won the speech contest. (7a) Well, congratulations, my friend! (7b) That is fantastic! (7c)
Ken	:	Thank you very much for saying so. (7d)
David	:	I wish you success in the next year's contest. (7e)
Ken	:	I hope so. I have to work hard for it. (7f)

(7/ChV/P99/T2/7a)

That conversation happened between David and Ken. Ken just won the speech contest. Then, David congratulated him after he heard the news. What David said to Ken above is categorized as a congratulating because David expresses his feeling by praising and congratulating him.

f) Thanking

Thanking has a necessary function in a communication. People thank other when they are pleased or grateful for something other people have done to them. In order to be polite, they express it by saying thank you. There are some thanking expressions found in the dialogues. One of the examples is

Woman	:	This situation reminds me the 2007 floods which caused half a billion dollars worth of damage. (7o)
Man	:	Yes. The 2007 floods also made hundreds of thousands of people homeless. (7p)
Woman	:	I think it's also my fault. I should take care of the environment better. (7q)
		Well, sir, thank you for sharing the information. (7r)
Man	:	You're welcome. Bye. (7s)

(7/ChVI/P113/8)

This conversation happened between a woman and a disaster team member. The woman asks the man the information about Indonesia disaster teams. The man gave her the information not only the disaster teams but also the biggest flood happened in Indonesia. So, after getting all the information she need, she said thanks to the man.

g) Farewell

To end a conversation, it is common to people to say a farewell to the interlocutors. Farewell deals with expressing goodbye. The words "goodbye",

“good night”, and “see you” are used to express goodbye. The example of farewell contained in the dialogues is illustrated below

Kukuh	:	I might be coming back on Friday. (14h) I'll visit you and your mum as soon as I'm back. (14i)
Lilis	:	Thanks very much. (14j) So, I'll see you on Friday. (14k)
Kukuh	:	See you. (14l)

(14/ChIII/P63/12c)

The conversation is about Kukuh who sent his condolences by phone after hearing that Lilis' father passed away. Then, he promised to visit her after he was back. When he was about to end his call with Lilis, he ended it by saying ‘*see you*’. So, Kukuh's utterance above is categorized as farewell.

h) Apologizing

Apologizing has a purpose to tell someone that you are sorry for having done something that caused trouble, problem or unhappiness. Apologizing belongs to the expressive since it has a function to express the speaker's feeling. Also, it is marked with word “sorry”.

A boy	:	Don't you remember that it's my birthday? (1n)
Mila	:	Oh, sorry. (1o) Well, happy birthday! (1p)

(1/ChVI/P108/T1/1)

The conversation above shows that Mila forgot about the boy's birthday. Since it is her friend's birthday, she must regret not remembering it. So, she expressed her feeling by saying sorry to the boy.

i) Stating of Like

Stating of like has a purpose to express the feeling of approving something. This expression sometimes is marked by the word like, love, etc.

The example is discussed below

Girl	:	This is very delicious. I like it. (8a)
Young man	:	Do you think so? A friend told me that the price was not reasonable. He said that the environment can't recycle this material easily. (8b)
Girl	:	Your friend was right. I must admit that this is not environmentally friendly. (8c)
Young man	:	Yes. I need to stop buying this. (8d)
(8/ChVI/P117/T2/12a)		

The girl's utterance belongs to state of liking. It is marked by the word "delicious" and "like". She loved the food by saying that it is delicious and she also said that she liked it. The girl expressed the feeling by saying that utterance.

j) Stating of Pleasure

Stating of happiness is expressed when the speaker feels happy about something. It is used to express the feeling of satisfaction.

Girl	:	What a lovely place. I like it (7a)
Young man	:	Do you think so? (7b)
		A friend recommended it to me last week. He says that the atmosphere is very romantic. (7c)
Girl	:	Your friend is right. I must admit your friend has a great taste in choosing a romantic place. (7d)
Young man	:	I'm glad you like this place. (7e)
(7/ChII/P41/T2/12a)		

The young man shows his satisfaction and happiness by uttering that sentence. He expressed the state of happiness after knowing that his girlfriend told him that she loved the restaurant recommended by his friend.

k) Stating of Displeasure

It is used to express the feeling of sad, unhappiness or sorry. It is exemplified below

Louisa : Right after she finished praying, heavy storm attacked and slowly Beru Sibou changed into a tree. It was just not an ordinary tree. All parts of tree were useful. Her tears changed into sweet water. Her hair changed into very strong leaves. People can use them as roof of their houses. The fruits of the tree, named Kolang-kaling, are very delicious. People name it as sugar palm tree or pohon enau. People in other villages name it as pohon aren. (1r)

Anisa : So, that's the story. **What a tragic ending!**
(1/ChXI/P224/5)

Anisa and Louisa talked about the folktale from North Sumatra. Louisa just read about it and told Anisa the story. The story did not end with a good ending. So, Anisa expressed it by saying "What a tragic ending!". It shows that Anisa expresses her unhappiness through that utterance.

l) Stating of Sympathy

A speaker showed the stating of sympathy when he/she is in concerned situation. He/she will show support and care by expressing the sympathy. The example is represented below

A woman : My mum has just called me to say that granny passed away.
(4b)

A woman : **My condolences honey. May she rest in peace. (4b)**
(4/ChIII/P56/2c)

The example above shows that the woman supported her friend after she knew that his friend's grandmother passed away. She supported and showed her care by expressing the sympathy.

m) Stating of Shock

Stating of shock is a feeling caused by something very unpleasant happening. It is expressed by the speaker when s/he found something. The example is shown below.

A boy	:	I forgot that I have a final paper due tomorrow. (7a)
A boy	:	Oh my God. (7b)
		Is there anything I can help today? (7c)
		(7/ChIII/P56/2e)

The boy and his friend is having lunch together, then his friend told him that he forgot to bring the final paper. The boy was shocked because the final paper must be submitted. It is included into expressive because the boy performed the utterance to express his feeling toward the bad news.

n) Stating of Doubt

Stating of doubt is a feeling of not being certain about something especially about how good or true it is. It is used when the speaker faces some uncertainty and he is doubt whether it is true or not. The example is

Cahyo	:	Ris, how much is a dollar today? (13a)
Aris	:	About 10,700 rupiahs. Isn't it?
		(13/ChIII/P62/T12b)

The speaker, Aris, was doubt about his own statement to his friend, Cahyo. He was not certain whether or not rupiah in dollar is 10,700 rupiahs. Aris' utterance belongs to state of doubt of assertive because in that utterance, the speaker's express his feeling of doubt to his friend.

o) Stating of Surprise

Stating of surprise has a purpose to show a feeling caused by something pleasant unexpectedly. One of the examples of state of surprise contained in the dialogues of the course book is

A man	:	Have you found something interesting in the new mall? I found everything cheaper there. (2a)
A woman	:	You kidding! (2b)
(2/ChVI/P110/T2/5a)		

The woman's utterance shows that she was surprised after being told that the man found everything cheaper in the new mall. The woman's utterance is categorized as an assertive because the speaker states what the speaker feels.

p) Responding to Compliment

After getting a compliment, it is polite to respond the compliment. This kind of expressive is usually indicated by "thank you". Responding to compliment is categorized as an expressive because while the speaker responds to the compliment, he expresses his feeling as well. The example of respond to compliment is described below

Old woman	:	Excuse me, young lady, but could you help me fill this form, please? (8a)
		I forgot to bring my glasses (8b)
Girl	:	Of course, ma'am. Let me fill it for you. (8c)
		What's your name, ma'am? (8d)
Old woman	:	Gretta Jones. (8e)
		Your handwriting is very good. (8f)
Girl	:	Oh, thank you ma'am. (8g)
(8/ChII/P41/T2/12b)		

The conversation above involves two interlocutors. They are an old woman and a young girl. The girl helped the old woman to fill the form because the old woman forgot to bring her glasses. When the woman saw the girl's

handwritten, she compliments her that hers is very good. Then, the girl responded it by saying thank you.

q) Responding to Wish

Responding to wish has a role as a feedback to the wishing expression. In addition, it is also used to please the hearer and make the conversation polite.

The example is

A man	:	Let me congratulate you on your wedding day! (2a) Wish both of you a great happy life. (2b)
A woman	:	Thank you very much. (2c)
(2/ChV/P96/T2/3b)		

The utterance above shows that the woman gave a respond to the man after being congratulated and wished in her wedding ceremony. She expressed the feeling of thank you to respond the man. Hence, respond to wish is considered as an expressive as well.

r) Responding to Congratulation

Responding to congratulation is a feedback to the expression of congratulating. One of the examples of respond to congratulation is exemplified below

A man	:	Wonderful! What a great house. Please accept my warmest congratulations from moving into a new house. (4a)
A woman	:	Thanks (4b)
(4/ChV/P96/T2/3d)		

The conversation above involves two interlocutors. They are the woman and the man. The woman moved into the new house which is very good and ambient. Then, her friend, the man, congratulate her. In order to please her friend and make it polite, the woman uttered “thanks” as a respond to the man’s utterance.

s) Responding to Thanks

People usually give a response to someone thanks. Responding to apology is an act that functions as a response to thanks. There are many ways for people to express it, such as “you’re welcome”, “okay”, “it’s my pleasure”, etc. The example is shown below

Old woman	:	Nita, help me read this email, please? (9a)
Girl	:	Of course, Mom. Let me read it for you. (9b)
		Mrs. Nita said you can send the email on the company’s email. (9c)
Old woman	:	Right, I have just done it. (9d)
		Thank you, dear. (9e)
Girl	:	You’re welcome, Mom. (9f)
(9/ChVI/P117/T2/12b)		

In this case, the girl helped her mother to read the email. Then, after his daughter read the email, the mum said thanks to her daughter. As a respond, the girl uttered “you’re welcome”.

3. Directives

Directives are illocutionary acts that performed by the speaker to get the addressee to do something. There are some types of directives found in the dialogues in the course book. They are questioning, commanding, requesting, promising, suggesting, calming, forbidding, inviting, asking for permission, summoning, and ordering. The further explanations of each types of directives are shown below

a) Questioning

Questioning is a kind of directives which has a function to ask the hearer to give information. One of the examples of questioning contained in the course book is shown below

Mr. Thompson	:	Is Mr. Mackenzi at home? (3c)
Mrs. Mackenzi	:	No, he is not. He's still in the office. (3d) (4/ChI/P6/T2/3b)

From the example above, it is seen that Mr. Thompson performed questioning of directives. He asked Mrs. Thompson whether or not Mr. Mackenzi is at home. So, it is obvious that Mr. Thompson used questioning because he wanted to get the information from the hearer, Mrs. Mackenzi.

b) Commanding

Commanding has a function to make the addressee to do something but the addressee is not given any option to do it or not. The example is shown below

A woman	:	Mind to state dear? (2a)
A man	:	Okay, honey. (2b)
A woman	:	and don't walk so fast! (2c) I can't keep up with you. (2d) (2/ChIV/P76/T2/4b)

The woman's utterance shows that she performed a commanding. The utterance "and don't walk so fast!" exposes that the hearer, the husband, was required to do what her wife asked. Hence, the woman's utterance above is classified as commanding.

c) Requesting

Requesting is a kind of directives which has a role to ask someone to do something or express a desire for something. In addition, requesting is more polite compared to the commanding because the speaker who performs requesting gives an option to the addressee to do it or not. The example of requesting is exemplified below

Teacher	:	By the way, Iwan, could you help your friends to make a good composition? (6m)
Iwan	:	Yes, ma'am. It's my pleasure. (6n)
Teacher	:	Good student! (6o) Students, if you have any difficulty with your composition you can ask Iwan for a help. He will certainly be pleased to help you. (6p)
Students	:	Okay, ma'am. (6q)
(6/ChII/3P8/T2/7/)		

The teacher's utterance in **(6m)** shows that the speaker, the teacher, performed requesting. She requested Iwan to help her friends to make a good composition. Furthermore, it can be seen that she gave an option to Iwan from the word "could you".

d) Suggesting

Suggesting is an act of making the hearer to do something by giving idea or opinion. The example of suggesting described below

A man	:	Look at you! You are coughing all the time. (4a) Why don't you consult your doctor? (4b)
A woman	:	Don't worry. (4c) It seems that I am suffering form the bad cold. I just need a little rest. (4d)
(4/IV/77/2/4d/ii)		

The example above shows that the man suggested his friend who had a bad cold to consult to the doctor. He tried to make the hearer do something by giving an idea to go to the doctor.

e) Calming

Calming is a kind of directive which has a function to stop someone feeling angry, sad or excited. The example of calming found in the dialogue is explained below

Nindy	:	Do you know about the recent volcanic activity of Mount Merapi? (12g)
Rafi	:	Yes, I heard about the news this morning. (12h) Is she fine? (12i)
Nindy	:	I'm not sure because she doesn't answer my call. (12j)
Rafi	:	Let's hope she's okay. Let's try calling her again. (12k) (12/ChIII/P62/10a)

In this case, Nindy worried about her sister's condition in Jogja due to Merapi Mountain's eruption. Then, Rafi calmed Nindy in order to make her feel better. The example above shows that Rafi tried to stop Nindy feeling sad. Hence, Rafi's utterance above is classified as a calming.

f) Forbidding

Forbidding is an act of preventing someone to do a particular plan or action. Forbidding of directive was delivered by one of the characters in the course book in the example below

A girl	:	Is it alright if I put my mobile phone over here? (3a)
A man	:	You mean on the cupboard? (3b) Please don't. It's not safe here. (3c) (3/ChIV/P76/T2/4c)

From the example above, it can be seen that the man prevented the girl to put her mobile phone on the cupboard. The girl wanted to put her mobile phone on the cupboard when she gave a speech, but the man suggested her to not put it there because it was not safe. So, it can be concluded that the man performed forbidding of directive on that conversation.

g) Inviting

Inviting is a kind of directive which has a function to ask or request someone to go on an event. The example of inviting is shown below

A boy	:	How is your hobby? Are you still interesting in painting? (3e)
A woman	:	Right. (3f) And I've just returned from Lombok. (3g)
A boy	:	Really? I don't believe it. (3h)
A woman	:	Come on. I'll show you something (3i) (3/ChVI/P110/T2/5b)

The woman performed inviting by uttering “come on”. She invited the man to come to the place where she put her drawing. As it has been said that inviting is a kind of directive which has a function to ask or request someone to go on event. So, it is obvious that the woman invited the man.

h) Asking for permission

Asking for permission is an act of asking for someone's allowance before he or she does something. The speaker also said this to the addressee in order to be polite. Asking for permission of directive is found in the dialogues in the course book as well. The explanation is shown below

Mr. Sunton	:	Oh, would you excuse me for a moment, please? (6l)
Mr. Sunton	:	Yes, of course. (6m)
(6/ChV/P98T/2/5)		

In this case, Mr. Sunton came to the Mr. Jackson's opening new branch office. After he congratulated Mr. Jackson, he wanted to go. So, to make it polite, he asked for permission to Mr. Jackson.

i) Ordering

Ordering is asking or telling someone to do something and its nature is a must. The example of ordering is exemplified below

Teacher	:	By the way, Iwan, could you help your friends to make a good composition? (6m)
Iwan	:	Yes, ma'am. It's my pleasure. (6n)
Teacher	:	Good student! (6o)

	Students, if you have any difficulty with your composition you can ask Iwan for a help. He will certainly be pleased to help you. (6p)
Students	: Okay, ma'am. (6q)
Teacher	: Alright! Now, let's start our lesson today. (6r) (6/ChII/P38/T2/7)

The utterance above is the example of ordering. This belongs to ordering because the teacher uttered "let's start our lesson" to her students and the students must do that. So, the teacher's utterance belongs to ordering.

4. Commisives

Commisives are the kind of illocutionary acts that the speakers use to commit themselves to the future actions. There are three types of commisives found in the dialogues in the course book. They are offering, granting request and promising. The explanation of each type is exposed below

a) Offering

Offering is an act of asking someone whether they would like to do or have something. The example of offering contained in the dialogues of the course book is described as follows

Librarian	: How can I help you? (1c)
Selena	: I'd like to borrow a book. (1d) What should I do first? (1e)
Librarian	: Well, you 1 st have to fill out this form. (1f) (1/ChI/P4/T1)

In this case, the librarian uttered "How can I help you?" Selena when she had to fill the personal information. He asked her whether or not she would like to have helps from him or not. That is why; the librarian's utterance is classified as offering.

b) Granting request

The purpose of granting is to accept, allow or giving something. The example of granting request is described below

Old woman	:	Excuse me, young lady, but could you help me fill this form, please? (8a)
		I forgot to bring my glasses (8b)
Girl	:	Of course, ma'am. Let me fill it for you. (8c) (8/ChII/P41/T2/12b)

The situation happened in that dialogue is the old woman asked the girl helps to fill the form because she forgot to bring the glasses. Then, she granted it by saying “of course, ma’am”. Since she committed to do something for the old woman in the future, the girl’s utterance is classified as granting request of commissives.

c) Promising

Promising is used by people to tell someone that they surely will do something. This kind of commissives usually marked by word “promise”, “will”, “swear”, etc. One of the examples of promising is illustrated below

Kukuh	:	I’m so sorry to hear that. He was such a nice uncle. (14e)
Lilis	:	Thank you. (14f)
		By the way, when will you comeback? (14g)
Kukuh	:	I might be coming back on Friday. (14h)
		I’ll visit you and your mum as soon as I’m back. (14i) (14/ChIIIP/63/12c)

In this case, Kukuh heard news that Lilis’ dad passed away, but he went out of the city so he couldn’t meet her. Then, he told and promised her that he would visit her mom and her as soon as he’s back. It belongs to commissives because Kukuh’s utterance shows that he committed himself in future action.

2. Context of Situation Contained in the Dialogues in *Pathway to English for Senior High School Grade X: General Programme*

Context plays an important role in communication. An utterance will be only an utterance when there is no context on it. Hence, it is also very important to define context involved in the textbook. Context determines the interpretation of the data, whether it is the setting, the participant, etc. It influences the meaning of the conversations happened in the textbook. The analysis has been conducted shows that the context contained in the textbook is varied.

As it is used the context of situation proposed by Holmes, the participants involved in the dialogues are varied. It is mostly between friends and students. The physical settings contained in the dialogues are varied as well. It is usually in the school, house, and office. The psychological settings are majorly friendly, warm and pleasant since the most participants involved are between friends. The topics discussed in the dialogues are generally about the problems found in the daily life. Then, the functions expressed in the conversations are expressions needed to be learned by the students in order to be practiced in their daily life. The examples of context of situation contained in the dialogues in *Pathway to English for Senior High School Grade X: General Programme* are explained below

a. Dialogue 1

The dialogue involves Jack, Rosi and Budi.

Jack : Great party, isn't it? (9a)
 Rosy : Yes, it is. (9b)
 Jack : By the way, my name is Jack Sommers. Please call me Jack. I am from Toronto, Canada. (9c)
 Rosy : Nice to meet you, Jack. (9d)
 I'm Rosiana Simatupang. Just call me Rosy. (9e)
 Jack : What do you do, Rosy? (9f)
 Rosy : Well, I'm a TV presenter. (9g)
 Jack : Oh, are you? What TV are you working for? (9h)
 Rosy : TV three. (9i)
 And what about you, Jack? (9j)
 Jack : I work for the United Bank. In the marketing section.(9k)
 Rosy : Hmm... That sounds interesting. (9l)
 Jack : It's not bad. (9m)
 Rosy : Oh, Jack, I don't think you've meet my cameraman. This is Budi Handoyo. Budi, this Jack Sommers. (9n)
 Jack : How do you do, Mr. Handoyo? (9o)
 Budi : How do you do, Mr. Sommers? Pleased to meet you. (9p)
 Rosy : Okay gentlemen. I have something important to do. So please enjoy yourselves. (9q)

(9/ChI/P9/T5)

Explanation

1) Participants

The participants of the dialogue above are Jack, Rosy and Budi. They met for the first time and introduced themselves at the party.

2) Setting

a) Psychological Setting

The place where the conversation happened is at the party.

b) Physical Setting

The environment surrounded when the conversation happened is friendly, warm, and pleasant because all of them were very cooperative in answering the interlocutors' question.

3) Topic

The topic they discussed is about their personal information. In this case, they met each other for the first time. First, they introduced their name. Then, they asked about each other's work.

4) Function

The function is about why they are speaking. It also means the speaker's intention when uttering words. There are some speaker's intention in this conversation. They are (9a): expression of happiness, (9b): agreeing, (9c): introducing, (9d): greeting, (9e): introducing, (9f): questioning, (9g): giving information, (9h): questioning, (9i): giving information, (9j): asking, (9k): giving information.

b) Dialogue 2

The dialogue below is participated by Dona and Rita

Dona	:	Rita! (6a)
Rita	:	Hi Dona! (6b) Fancy meeting you here.
Dona	:	Yes, what a surprise! (6c)
Rita	:	Nice to see you here! (6d) Are you staying in Nusa Dua Hotel too? (6e)
Dona	:	Yes, I am. I am staying on the 12 th floor, room number 1214. (6f) What about you, Rita? (6g)
Rita	:	Hey, we are staying on the same floor! My room number is 1223. (6h)
Dona	:	That's wonderful! (6i) Why don't you come to my room if you have time? (6j)
Rita	:	Well, that's a good idea. (6k) Let's make a plan to explore Bali, shall we? (6l)
Dona	:	Yes, I agree with you. (6m) I am going to swim along the Sanur Beach. (6n)
Rita	:	That's a good idea. (6o) Let's go there in the morning. (6p)

(6/ChIV/P80/T2/6)

Explanation

1) Participants

The characters involved in the dialogue above are Dona and Rita. They are friends who accidentally met in the Nusa Dua Hotel. Then, they both planned to spend their holiday together in Bali.

2) Setting

a) Physical Setting

The dialogue above took place in Bali, particularly in Nusa Dua Hotel. They spend their holiday there.

b) Psychological Setting

The atmosphere surrounded in the conversation is friendly, warm and pleasant. Since both of them are friend and didn't meet for a long time, they must feel happy and excited to meet each other.

3) Topic

They discussed the best place to spend their holiday together in Bali. Then, they decided to swim along the Sanur Beach.

4) Function

The functions of the utterance uttered by Dona and Rita are (6a): greeting, (6b): greeting, (6c): expression of getting surprised,(6d): expression of happiness, (6e): asking (6f): giving information, (6g): asking, (6h): giving information, (6i): expression of happiness, (6j): suggesting, (6k): agreeing,(6l): asking, (6m): agreeing, (6n): giving information, (6o): agreeing, (6p): asking

c) Dialogue 3

The dialogue below involves two interlocutors. They are David and Ken.

David	:	I heard you won the speech contest. (7a)
		Well, congratulations, my friend! (7b)
		That is fantastic! (7c)
Ken	:	Thank you very much for saying so. (7d)
David	:	I wish you success in the next year's contest. (7e)
Ken	:	I hope so. I have to work hard for it. (7f)
		(7/ChV/P99/T2/7a)

Explanation

1) Participants

There are two characters involved in the dialogue above. Their name is David and Ken. They are friends.

2) Setting

a) Physical Situation

The conversation above happens in the school. Since David congratulates Ken for winning the speech contest.

b) Psychological Situation

The psychological situation when the conversation happened is friendly, pleasant, warm and supportive. It can be seen from the positive words both Ken and David use. Ken, as David's friend, congratulates him for winning the speech contest. So, Ken is very supportive to his friend.

3) Topic

Ken won the speech contest, and David congratulates him.

4) Function

The utterances uttered aims to express the speaker's intention. The functions are (7a) informing, (7b) congratulating, (7c) complimenting, (7d) respond to compliment, (7e) wishing, (7f) stating

3. The Relation between the Illocutionary Forces and the Core Competencies of The Dialogues in *Pathway to English for Senior High School Grade X: General Programme*

It is very important for the teachers to consider the basic and core competence when they select the learning materials. There are six points of core competencies used in this research in order to reveal the relation between the illocutionary forces used in the dialogues and the core competencies. Those points are selected because it is relevant with the language functions the dialogues contained in the textbook. The analysis shows that there are relations between illocutionary forces and the core competences of the dialogues.

a. Self-introductions

The dialogue below involves two interlocutors Jack and Rosy.

Jack	:	Great party, isn't it?
Rosy	:	Yes, it is.
Jack	:	By the way, my name is Jack Sommers. Please call me Jack. I am from Toronto, Canada.
Rosy	:	Nice to meet you, Jack I'm Rosiana Simatupang. Just call me Rosy. (6/ChI/P9/T5)

From the dialogue above, it can be seen that the existence of illocutionary force of introducing can reveal the core competence of self-introduction. Jack

and Rosy's utterance by stating their name and introduce themselves also indicate that the book developers wanted to put the core competence of self-introduction in the material of the book, especially the dialogues.

b. Expressing and Responding to Compliment

The dialogue below involves two people. They are a man and Rini

A man	:	Hi, Rini You look great today.
Rini	:	Thank you! (1/ChII/P34/T2)

The man's utterance has an illocutionary force of complimenting and Rini's utterance has an illocutionary force of responding to compliment. That is why, there is a relation between the illocutionary forces contained in the dialogues and the basic competencies has been formulated by The Ministry of National Education.

c. Expressing and Responding to Care

The participants of the dialogue below are a woman and Pedro.

Hero	:	Hi Indi. Are you injured? What happened?
Indi	:	Oh, hi Hero. I wrenched my arm falling of my bike a week ago.
Hero	:	Oh, that's terrible! I hope you'll soon recover.
Indi	:	Thanks.

(5/ChIII/P56/T3c)

Hero's two utterances above indicate that he cares about Indi's condition. In the first utterance, by questioning Indi's condition, Hero showed that he worried about Indi's arm. Then, in the second utterance, Hero showed his care by wishing Indi will soon recover. Furthermore, Indi's utterance "thanks" has a illocutionary

forces of responding to care. Hence, their utterances have a illocutionary forces that relate to the basic competence of expressing and responding to care.

d. Expressing and asking about planning

The dialogue above involves two participants.

A man	:	Look at you! You are coughing all the time. Why don't you consult your doctor?
A woman	:	Don't worry. It seems that I am suffering form the bad cold. I just need a little rest.
A man	:	But you're not a doctor. How can you be so sure that it's only a bad cold?
A woman	:	Oh dear, it isn't the first the time. Well, I'm going to visit my doctor after this afternoon
A man	:	That's good.

(4/ChIV/P77/T2/4d)

The man's bold utterance above has an illocutionary force of suggesting. He suggested his friend to consult her doctor about her illness. This illocutionary force indicate the relation between the illocutionary force and the core competence of asking about planning because by suggesting her to consult, the man indirectly asked about her plan to consult. Then, the woman's bold utterance has an illocutionary force of informing. She informed his friend that she had a plan to visit her doctor this afternoon. So, the woman's bold utterance shows the relation between the illocutionary force of informing and the basic competence of expressing planning.

e. Expressing and Responding to Congratulating

This dialogue involves a mother and a son.

A mom	:	Son, I am so proud of you. Finally you've graduated from university. Congratulations, Son.
A son	:	Thanks, Mom. I couldn't do anything without your support and prayers. I love you, Mom.
(5/ChV/P96/T2/3e)		

The mother's utterance shows that it has an illocutionary force of congratulating. Hence, it indicates that the mother's bold utterance reveal the existence of basic competence of expressing of congratulating in the dialogues. Then, the son's bold utterance has an illocutionary force of responding to congratulation. It indicates the existence of basic competence of responding to congratulation in the dialogues as well.

f. Telling and Asking about Past Experiences, Activities or Events

This dialogue below has two participants

A woman	:	How is your sister? I've missed her so much.
A man	:	She is okay. She's just finished her master degree.
A woman	:	That's great. I always remember when she played volley ball.
A man	:	Right! She's really a good captain.
A woman	:	She'll be glad to see you again.
(4/ChVI/P111/T2/5c)		

The woman's bold utterance has an illocutionary force of stating. She talked about her friend's sister and remembered when she played the football. Then, this illocutionary force reveals the existence of basic competence of telling and asking about past experiences, activities, or events.

4. The Character Qualities of The Dialogues in *Pathway to English for Senior High School Grade X: General Programme*

There are five classifications of character qualities found in both dialogues and contexts in the textbook. Character qualities in relation of human to others are majorly found in the textbook. It is followed by character qualities in relation of human to themselves, character qualities in relation of human to the environment, character qualities in relation of human to the nation, then character qualities in relation of human to God.

a. Character Qualities in Relation of Human to Others

It is related to how the person treats other people in his or her social environment. The kinds of this character qualities found in the textbook are

1) Tolerant

The person is being tolerant when he respects the differences of religion, race, ethnicity, opinions, attitudes, and actions of others who are different from themselves. It is also about the person can deal with another people's situation.

Datum 5/III/5/2d

Dialogue

Jane:	I heard about your accident and came here as soon as possible. (5a) How are you feeling? (5b)
A boy:	Thank you for coming Jane. That's so sweet of you. (5c) I'm feeling better now. (5d)

Context of Situation

P: Jane and a boy S ₁ : hospital S ₂ : caring, warm

T: Jane asks the boy how he is feeling after the accident.

F:

(5a): informing

(5b): questioning, (5c): complimenting, (5d): stating

From the analysis has been conducted, it can be seen that datum **5/III/5/2d** has a purpose to educate the learners to be tolerant through its dialogue and context. It implicitly shows that Jane was being tolerant through the boy's condition by visiting and checking the boy's condition after the accident happened to him.

2) Appreciative

Appreciative is indicated when the person encourages himself to produce something useful for society, and respects others' success.

Datum 3/II/35/2/4c

Dialogue

A girl: Bravo bravo. What a nice play. (3a)

A boy: Thanks (3b)

A girl: I believe someday you'll be a great cello if you keep practicing. (3c)

A boy: I hope so. I think I'll have to practice more. (3d)

Context of Situation

P: A girl and a boy. Friends

S₁:-

S₂: warm, supportive, friendly, appreciative

T: the boy plays the cello very well and the girl praises him.

F:

(3a): praising

(3b): thanking

(3c): convincing

(3d): giving opinion

In this case, the dialogue and the context are about the girls who appreciated the boy in playing his cello. Datum 3/II/35/2/4c implicitly provides the

appreciative of human to others character qualities to the learners in order they can infer and practice it in their real life.

3) Friendly/Communicative

The person shows pleasure to speak, associate and cooperate with others.

Datum 4/6/I/2/3c

Dialogue

A man:	Are you a student, Ms. Peggy? (4a)
Peggy:	Yes, I am. I am studying at Oxford University right now. (4b)
A man:	Do you know Mr. Conrad? (4c)
Peggy:	Yes, I am. I know him very well. (4d) He is the mathematic professor in the university.
A man:	Oh, good. (4e) Can you tell me how old he is? (4f)
Peggy:	I think he's about 50 years old. (4g)

Context of Situation

P:	A man and Peggy.
S ₁ :	-
S ₂ :	friendly
T:	a man asks Peggy if she knows Mr. Conrad. Then, Peggy answers that she knows him very well.
F:	
(4a):	questioning
(4b):	informing
(4c):	clarifying
(4d):	complimenting
(4e):	informing
(4f):	stating
(4g):	complimenting
(4h):	predicting

The dialogue is about Peggy who is being communicative with the man and answered every question given to her. From datum 4/6/I/2/3c, it can be seen that the dialogue and the context show the existence of friendly or communicative character qualities. The textbook integrates this character quality into the dialogue in order to make the students imitate it.

4) Socially caring

The person is always helpful for other people and society in need.

Datum 10/III/56/3c

Dialogue

Hero:	Hi Indi. (10a) Are you injured? What happened?(10b)
Indi:	Oh, hi Hero. (10c) I wrenched my arm falling of my bike a week ago. (10d)
Hero:	Oh, that's terrible! I hope you'll soon recover. (10e)
Indi:	Thanks. (10f) The doctor said I can take off the cast in eight weeks. (10g)
Hero:	Oh, that's good to hear. (10h)

Context of Situation

P:	Hero and Indi. They are friends
S ₁ :	-
S ₂ :	warm, caring
T:	Indi wrenched her arm because of failing of his bike. Then, Hero shows his care to her.
F:	
(10a):	greeting
(10b):	questioning
(10c):	greeting
(10d):	informing
(10e):	wishing
(10f):	thanking
(10g):	informing
(10h):	state of pleasure

Datum 10/III/56/3c shows that Hero and Indi's conversation reflects the socially caring of human to others character qualities. In this case, Indi wrenched her arm because of failing of his bike. Then, Hero asks Indi about her condition. It is obvious that Hero shows that he socially cares about Indi's condition. Hence, the dialogue and context above aims to give an example to the students about the socially caring character qualities.

b. Character Qualities in Relation of Human to Themselves

This classification is about how one individual deals with himself. The types of this character qualities integrated in the textbook are

1) Fond of reading

The person habituates himself to always take time to read the various readings.

Datum 1/I/4/1

Dialogue

Selena	:	Hi. Good morning. (1a)
Librarian	:	Oh, Hi. Good morning too. (1b)
		How can I help you? (1c)
Selena	:	I'd like to borrow a book. (1d)
		What should I do first? (1e)
Librarian	:	Well, you 1 st have to fill out this form. (1f)
Selena	:	Oh, that's good. (1g)
Librarian	:	What's your name? (1h) Selena: Selena Whitmann (1i)
Librarian	:	How do you spell your last name? (1j)
Selena	:	W-H-I-T-M-A-N-N (1k)
Librarian	:	What's your address? (1l)
Selena	:	I live at 26 Mailbox Street. (1m)
Librarian	:	Are you a student? (1n)
Selena	:	Yes, I am. I'm studying at Holy Nine Senior High School. (1o)
Librarian	:	Where is it? (1p)
Selena	:	It's on General Washington Street. (1q)
Librarian	:	Oh, I see. (1r)
		Will you sign here, please? (1s)
Selena	:	Sure. Here you are. (1t)
Librarian	:	Good. (1u)
		Now, what kind of book are you going to borrow? (1v)
Selena	:	The latest novel of Stephanie Mayer. (1w)
		Do you have it? (1x)
Librarian	:	Of course, we do. (1y)
		Just go to the shelf behind that cupboard. There you'll find Stephanie Mayer's collection. (1z)
Selena	:	Thanks a lot. (1aa)
Librarian	:	You're welcome. (1ab)

Context of Situation

P: Selena and a librarian
S ₁ : Library

S₂: Colaborative, warm, friendly

T: Selena asks the librarian helps to register her name and show the location of the Stephanie Mayer's latest novel.

F:

(1h): questioning

(1a): greeting

(1b): greeting

(1c): offering helps

(1d): informing

(1e): questioning

(1f): informing

(1g): state of like

(1h): questioning

(1i): informing

(1j): questioning

(1k): informing

(1l): questioning

(1m): informing

(1n): questioning

(1o): informing

(1p): questioning

(1q): informing

(1r): stating

(1s): commanding

(1t): stating

(1u): complimenting

(1v): questioning

(1w): informing

(1x): questioning

(1y): informing

(1z): clarify

(1aa): thanking

(1ab): respond to thanks

From the datum 1/I/4/1, it can be seen that there is a fond of reading character qualities integrated in dialogue and the context. It tells about Selena who had to be a member of the library if she wanted to borrow a book there. It shows that the example above exposes the students' understanding on how to borrow a book in a library. Then, it also implicitly has a purpose to make the students imitate the character, Selena.

2) Creative

The person thinks and does something in order to generate new method or result of something that has been created.

Datum 4/II/35/2/4d

Dialogue

A man	:	This is a vey nice place. (4a) Does it belong to you? (4b)
A woman	:	Yes, I bought it a year ago. (4c)
A man	:	What a spacious room. You can see the scenery from the window. (4d)
A woman	:	Yes, and look the garden is quite relaxing. (4e)
A man	:	Yes, you're right. I must admit you've a great taste in furniture. (4f)

Context of Situation

P: A girl and a boy. Friends
S ₁ : in a classroom
S ₂ : warm, supportive, friendly, appreciative
T: the boy plays the cello very well and the girl praises him.
F:
(3a): praising
(3b): respond to praise
(3c): predicting
(3d): stating

Datum 4/II/35/2/4d shows that the dialogue and its context have a purpose to make the students learn creative character qualities. It implicitly aims to make the students inspired to be creative like a woman. It tells that the woman's house is very relaxing because she is creative and has a great taste in furniture.

3) Curious

The person's behavior indicates an earnest effort to overcome barriers to learning and assignments as well as completing the task.

Datum 1/III/54/1

Dialogue

Todiah	: Titi, didn't you hear? (1a)
Titi	: About what Todiah? Tell me. (1b)
Todiah	: The Duke and Dutches of Cambridge have just had a baby. (1c)
Titi	: Wait, Who are they? (1d)
Todiah	: You know, Prince Williams and Kate Middleton. (1e)
Titi	: Oh, really? Wow, so that makes the baby, umm, fourth in line to the throne? (1f)
Todiah	: No, third. First is prince Charles. Then prince Williams and then baby George. (1g)
Titi	: How about prince Harry? (1h)
Todiah	: Well, since Prince George's birth, he falls in the fourth place after the baby prince. (1i)
Titi	: So, George is the name of the baby. Tell me more about him (1j)
Todiah	: Well, rumor says, he was named after his great grandfather, the queen's father, King George the 6 th . He was the same king portrayed in the award winning film, The King Speech. (1k)
Titi	: No kidding. Wow. (1l)

Context of Situation

P:	Todiah and Titi. They are friends
S ₁ :	-
S ₂ :	friendly, warm
T:	they talk about the newborn baby, Prince George. Titi is curious about it.
F:	
(1a):	questioning
(1b):	requesting
(1c):	informing
(1d):	questioning
(1e):	informing
(1f):	correcting
(1g):	informing
(1h):	questioning, (1i): informing, (1j): confirming, (1k): requesting, (1l): informing, (1m): state of surprise

Datum 1/III/54/1 shows that it has an implicit purpose to show the learners the curious character qualities. One of the characters, Titi, is curious about Prince George, the newborn baby, in UK. She is also curious about the line of the throne in United Kingdom.

4) Hard-working

The person's behavior indicates an earnest effort to overcome barriers to learning and assignments as well as completing the task.

Datum 7/V/99/2/7a

Dialogue

David	:	I heard you won the speech contest. (7a)
		Well, congratulations, my friend! (7b)
		That is fantastic! (7c)
Ken	:	Thank you very much for saying so. (7d)
David	:	I wish you success in the next year's contest. (7e)
Ken	:	I hope so. I have to work hard for it. (7f)

Context of Situation

P:	David and Ken. They are friends.
S ₁ :	at school
S ₂ :	pleasant, friendly, warm.
T:	David congratulates Ken for winning the speech contest because of his hard work
F:	
(7a):	giving information
(7b):	congratulating
(7c):	expression of getting amazed
(7d):	thanking
(7e):	wishing
(7f):	committing

From the example of the dialogue and its context above, it can be seen that it has a purpose to implicitly educate the learner hard-working character qualities. David congratulated Ken on winning the speech contest because of his hard work. It hopes that the students can be inspired to imitate Ken based on the topic discussed in the dialogue above.

5) Responsible

A person will be regarded as a responsible person if his attitude carries out the duties and the obligations that he should do to himself, society, environment (natural, social, and cultural), the state and the Almighty God.

Datum 8/III/56/3a

Dialogue

A woman	:	I'm afraid I've got bad news. (8a)
Pedro	:	Oh, no. (8b)
A woman	:	I think I've damaged Bruto's car. (8c)
Pedro	:	Oh my god. (8d)
		How did that happen? (8e)
A woman	:	Well, I hit the gate as I was leaving the office. (8f)
Pedro	:	I know what you mean. That gate is just too narrow. (8g)

Context of Situation

P: Pedro and a woman. They are friends
S ₁ : -
S ₂ : unpleasant, anxious
T: Pedro's friend damaged Bruto's car
F:
(8a): informing
(8b): state of shock
(8c): informing
(8d): state of shock
(8e): questioning
(8f): informing
(8g): stating

Datum 8/III/56/3a shows that it has a purpose to expose the character qualities of human to others of responsible in the textbook through its dialogue. The topic discussed in the dialogue above is about Pedro's friend who damaged their friend's car, Bruto. It implicitly educates the students to be responsible by learning that the woman's act is irresponsible and disadvantage other people.

6) Independent

The person's behavior shows that he is not easy to depend on others to complete tasks.

Datum 6/II/38/2/7

Dialogue

Teacher	:	Good morning, everybody! (6a) How are you today? (6b)
Students	:	Good morning, ma'am! (6c) We're fine.(6d) And you? (6e)
Teacher	:	I'm very well, (6f) Thank you (6g) Listen, students. I've got good news for you. Your classmate, Iwan, is doing great. He's got A in his composition. (6h) Did you make it by yourself Iwan? (6i)
Iwan	:	I certainly did, ma'am.(6j)
Teacher	:	Wow, how clever you are! (6k)
Iwan	:	Thank you, ma'am. (6l)
Teacher	:	By the way, Iwan, could you help your friends to make a good composition? (6m)
Iwan	:	Yes, ma'am. It's my pleasure. (6n)
Teacher	:	Good student! (6o) Students, if you have any difficulty with your composition you can ask Iwan for a help. He will certainly be pleased to help you. (6p)
Students	:	Okay, ma'am. (6q)
Teacher	:	Alright! Now, let's start our lesson today. (6r)

Context of Situation

P:	teacher, Iwan and other students
S ₁ :	in the classroom
S ₂ :	pleasant, friendly, collaborative
T:	the teacher praises Iwan for doing great in his composition and asks him to help his friends in doing the composition
F:	
(6a):	greeting
6b):	questioning
(6c):	greeting
(6d):	informing
(6e):	questioning
(6f):	informing
(6g):	thanking
(6h):	informing
(6i):	questioning
(6j):	informing
(6k):	complimenting
(6l):	respond to compliment
(6m):	requesting
(6n):	granting request
(6o):	complimenting

(6p): informing
 (6q): granting
 (6r): ordering

Datum 6/II/38/2/7 has a purpose to show the learners independent character qualities. It is indicated by the teacher who asked him whether or not Iwan did the composition by himself. Then, he answered that he did it by himself. Hence, the dialogue and its context above implicitly delivered the character qualities of independent to the learners.

c. Character Qualities in Relation of Human to The Environment

This is about how one individual is aware of the environment. This classification is an indicator how the individual acts and cares of the environment. Then, environmentally caring is a type of this classification found in the course book.

1) Environmentally caring

The person has an effort to prevent damage to the surrounding environment.

Datum 8/VI/117/2/12a

Dialogue

Girl	:	This is very delicious. I like it. (8a)
Young man	:	Do you think so? A friend told me that the price was not reasonable. He said that the environment can't recycle this material easily. (8b)
Girl	:	Your friend was right. I must admit that this is not environmentally friendly. (8c)
Young man	:	Yes. I need to stop buying this. (8d)

Context of Situation

P: Girl and young man. They are friends.
 S₁: school canteen.
 S₂: pleasant, relax
 T: they talk about a food packed by plastic material.
 F:
 (8a): state of like

(8b): informing
 (8c): agreeing
 (8d): promising

The conversation above is about two friends who discussed about a food packed by plastic material which is not environmentally friendly. In addition from the example above, it can be seen that the dialogue and its context aims to aims to exemplify the environmentally caring character qualities to students. So, they can absorb it and practice it in their real life.

d. Character Qualities in Relation of Human to The Nation

This tells how one person shows their nationality and love to his country and nation. This is also about he respects the diversity in his country. From the analysis that has been conducted, nationalist is a kind of the character qualities found in the dialogues and context of the course book.

1) Nationalist

The person puts the interests of the nation above the self-interest and group interest.

Datum 13/III/62/12b

Dialogue

Cahyo	:	Ris, how much is a dollar today? (13a)
Aris	:	About 10,700 rupiahs. Isn't it? (13b)
Cahyo	:	Wow! I thought it was still around 9,000. (13c)
Aris	:	Well, the rupiah has been slipping for a few weeks now. (13d)
Cahyo	:	Really? (13e)
		What's the reason? (13f)
Aris	:	Some say it'd due to energy subsidy cost, oil trade deficit. (13g)
Cahyo	:	Tell me more about it. (13h)
Aris	:	That means it that imported books will get even more expensive. (13i)
Cahyo	:	Oh no! and I really need some of those books. (13j)

Aris	:	Well, I guess you have to start looking into good secondhand books as an alternative. (13k)
Cahyo	:	I guess I should. (13l)

Context of Situation

P: Cahyo and Aris S ₁ : - S ₂ : shocked T: they talk about how much a dollar in rupiah is F: (13a): questioning (13b): state of doubt (13c): state of shock (13d): informing (13e): state of shock (13f): questioning (13g): informing (13h): requesting (13i): informing (13j): state of shock (13k): suggesting (13l): stating
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Datum 13/III/62/12b shows that the textbook implicitly integrated nationalist character qualities into its dialogue. It is considered as a nationalist character qualities because Cahyo and Aris talked about how Rupiahs in a dollar. It shows that they care about their country's condition by discussing such a topic.

e. Character Qualities in Relation of Human to The God

It is the character qualities that indicate about how a person acts based on the religion's rules and how he is being tolerant with another's religion. The kind of this character qualities contained in the textbook is religious.

1) Religious

The person obeys all the religion's rules and norms but not necessarily means to be intolerant in regard to the other's religion believer.

Datum 1/V/95/2/3a

Dialogue

A man	:	May I congratulate you on having your first baby boy? (1a)
A woman	:	Oh, thank you very much. We've been longing to have a baby and now God have blessed us with one. (1b)
A man	:	By the way, have you named the baby? (1c)

Context of Situation

<p>P: A man and Peggy. S₁: - S₂: friendly T: a man asks Peggy if she knows Mr. Conrad. Then, Peggy answers that she knows him very well. F: (4a): questioning (4b): informing (4c): questioning (4d): informing (4e): clarifying (4f): state of like (4g): requesting (4h): informing</p>

Datum 1/V/95/2/3a shows that it implicitly integrates the religious character qualities into its dialogue above. The sentence "God have blessed us" indicates that the woman is grateful to God on having a baby. So, it can be concluded that it has a purpose to inspire the students that if a person gets a blessing from the almighty God, then he has to be grateful.