

Language Functions in English Language Teaching Materials: A Case Study of Indonesian Secondary School Textbooks of English

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Abstract

One of the materials discussed in local English textbooks for secondary school students is language functions. They cover speech acts such as making invitations, requests, or giving opinions. These speech acts should be performed based on meta-pragmatic information—that is when, where, and to whom it is appropriate to perform a particular speech act and what expression would or would not be appropriate in a particular context of culture and context of situation. This study aimed at examining the types and the frequencies of speech acts based on Searle's speech acts taxonomy and investigating whether or not the language functions are realized based on meta-pragmatic information. One of the findings of this research was most of the language functions discussed in the textbooks are directives and expressives. Another finding was they lacked of meta-pragmatic information. For example, there was no explicit information about the relationship between the speakers, for instance, how close they feel to one another.

Keywords: *language functions, meta-pragmatic information*

1. Introduction

1.1. Background of the Research

Being able to use a language appropriately is one of the objectives of learning a language. In other words, learners should be able to reach a certain competence called communicative competence. The term communicative competence was first introduced by Dell Hymes in 1967 and was later on developed by Canadian linguists, Canale and Swain in 1980 (Jedynak, 2011) and Bachman in 1990 (Kumaravadivelu, 2006). Canale and Swain's framework of communicative competence encompasses grammatical competence, sociolinguistic competence, and strategic competence while Bachman's includes organizational competence and pragmatic competence.

In general, as previously stated, the emphasis of communicative competence is language learners can use the language they learn appropriately. Appropriately in this context refers to all aspects of language. Thus, English

language learners, for example, should not only be knowledgeable of how to speak and write English accurately, but they should also be able to understand the culture, to whom they speak, the setting or the situation, and the topic they are discussing in order to avoid misunderstanding when communicating with speakers of English. This is in line with what Dell Hymes proposed regarding communicative competence—“appropriateness of sociocultural significance of utterance”. Therefore, it also represents Canale and Swain’s framework of communicative competence (particularly sociolinguistic competence) and Bachman’s (pragmatic competence).

In local (Indonesian) English textbooks, language functions, as part of pragmatic competence, are one of the materials included in the textbooks. According to “Kurikulum 2006” or “KTSP 2006”, the aims of English learning are to reach or to develop EFL learners’ communicative competence. Hence, the content and the assignments should be devised based on communicative approach principles implemented in the four basic skills: reading, writing, speaking, and listening.

According to Blundell, Higgens, and Middlemiss (1982), “language functions are the purposes for which people speak or write.” He further says “different languages express these functions differently.” Thus, the expressions of the function “Greeting people” are “good morning”, “hello”, “hi”, etc. The language used is determined by the situation called formal, informal, and neutral. There are four factors used to decide whether the situation is formal, informal, or neutral: setting, topic, social relationship, and psychological attitude.

Appropriate expressions are very important to learn to avoid misunderstanding when communicating with speakers of English. In other words, “it is important to know saying the right thing at the right time.” (Blundell, et.al., 1982). Let us have a look at the following example.

Situation

Debby and Jill are friends. On one informal occasion, Debbie says, “I’m sorry, Jill.” Jill replies, “Apologies are quite necessary.” In this situation, the way Jill replies Debby’s seems to be over-formal and ridiculous. Perhaps, the more

appropriate expression is “Oh, don’t worry. That’s alright.” (Blundell, et.al., 1982).

Language functions basically reflect communicative approach which aims to reach communicative competence. Therefore, all the language expressions used in the language functions should take the four factors mentioned above into account. Therefore, it is imperative to learn how English-speaking people use formal and informal language.

In Pragmatics, language functions are the practice of speech act. Yule (1996) defines speech act as “actions performed via utterances”. In other words, speech act is doing things with words. He further says that speech act can be labeled as apology, complaint, compliment, invitations, or request. Austin (as cited in Cutting, 2002) states that speech act is “the actions performed in saying something” while Griffith (2006) says that speech act is basic units of linguistic interactions, such as giving a warning to, greeting, or confirming an appointment.

According to Yule (1996), there are five types of general functions performed by speech acts namely declarations, representatives, expressives, directives, and commissives. Declarations refer to speech acts which change the world via their utterances; Representatives are the speech acts stating what speakers believe regarding whether a statement is a case or not; Expressives are those speech acts describing speakers’ feeling about something; Directives function to get someone to do something. The last classification, commissives, are the speech acts containing promises to do an action in the future. In other words, the speakers intend to do something some time in the future.

As learning language functions is imperative in order to be able to communicate appropriately with speakers of English, they should be presented properly in the textbooks so that English learners understand how to use the language functions. However, problems reveal because they are not realized without meta-pragmatic information. That means pragmatic information such as when, where, and to whom the speech acts are used is not found. (Nguyen, 2011)

The study on language functions in English textbooks conducted by Nguyen (2011) shows that the textbooks lack of an accurate and adequate source of pragmatic information. This is line with some other studies on pragmatic

competence (e.g., Boxer & Pickering, 1995; Bouton, 1994; Kasper 1997; Bardovi-Harlig, 2001 as cited in Salemi, Rabiee, and Ketabi, 2012) have reported that EFL learners with high grammatical competence are not necessarily competent in pragmatic aspects of the foreign language.

Kasper and Bardovi-Harlig (1997, 2001 as cited in Salemi, Rabiee, and Ketabi, 2012) emphasize the need for teaching pragmatics in both second and foreign language classrooms. They state that “appropriate and adequate input from teaching materials, especially ESL textbooks, becomes crucial in the development of ESL learners pragmatic competence.” With regard to English Language Teaching (ELT) materials, Richards (2001) underlines that teaching materials are “a key component in most language programs.” They function as the language input the learners receive. Cunningsworth (1995 as cited in Richards, 2001) state that teaching materials (particularly course books) have some roles:

“a resource for presentation materials (spoken and written), a resource of activities for learner practice and communicative interaction, a reference source for learners on grammar, vocabulary, pronunciation, and so on, a source of stimulation and ideas for classroom activities, a syllabus (where they reflect learning objectives that have already been determined), and a support for less experienced teachers who have yet to gain in confidence.”

To sum up, if the materials are not written and designed properly, then it might result in poor achievement in language learning as they function as language input.

Another research on language functions was done by Vellenga (2004). Findings show that the textbooks she observed lacks of explicit metapragmatic information, and teachers’ manuals rarely supplement adequately. In addition, the survey she conducted in the classroom indicates that teachers seldom make use of outside materials related to pragmatics. As a result, learning pragmatics from textbooks is highly unlikely.

To conclude, all of the studies on textbook evaluation of speech acts or language functions indicate that both ESL/EFL and local English textbooks do not always constitute adequate pragmatic information as they do not provide authentic samples of speech acts and thus, learners can not gain pragmatic competence from the textbooks.

In this study, I shall investigate how language functions in two different curriculums—“KTSP 2006” and “Kurikulum 2013”—are realized in secondary school textbooks of English. Therefore, my investigation will be entitled “Language Functions in English Language Teaching Materials: A Case Study of Indonesian Secondary School Textbooks of English.”

1.2. Research Questions

In this research, I propose two research questions:

1. What is the range of language functions represented in the textbooks?
2. How are the language functions realized in the textbooks?

1.3. Research Objectives

This research aimed to find out the range of language functions represented in local English textbooks. In addition, it investigated how the language functions are realized in the textbooks.

1.4. Significance of the Study

This study hopefully can give significance contribution on the development of local English textbooks, particularly on which language functions should be represented and how they should be presented and realized in the textbooks.

1.5. Scope and Limitation

This research only focused on the investigation of language functions in local English textbooks for secondary schools or “Sekolah Menengah Atas (SMA)”.

2. Literature Review

2.1 Language Functions

“Asking for and giving directions”, “giving opinions”, “agreeing or disagreeing”, and “making invitations” are some examples of language functions in English. In pragmatics, language functions are the practice of speech act. Yule

(1996) defines speech act as “actions performed via utterances”. In other words, speech act is doing things with words. He further says that speech act can be labeled as apology, complaint, compliment, invitations, or request.

Austin (as cited in Cutting, 2002) states that speech act is “the actions performed in saying something” while Griffith (2006) says that speech act is basic units of linguistic interactions, such as “giving a warning to”, “greeting”, or “confirming an appointment”. According to Searle (1969, as cited in Mey, 2001), speech acts are defined as “the basic or minimal units of linguistic communication”. Searle (1977, as cited in Mey, 2001) classifies the speech acts into five categories: declarations, representatives, commissives, directives, and expressives. The following are the explanations and the examples of each category (Cutting, 2002).

a) Declarations

Declarations are “words and expressions that change the world by their very utterance, such as ‘I bet’, ‘I declare’, and ‘I resign’.”

b) Assertives

This category deals with “the words state what the speaker believes to be the case, such as ‘describing’, ‘claiming’, ‘hypothesising’, ‘insisting’, and ‘predicting’.”.

c) Commissives

This category is related to “an act in which the words commit the speaker to future action, such as ‘promising’, ‘offering’, ‘threatening’, ‘refusing’, ‘vowing’, and ‘volunteering’.”

d) Directives

Directives include acts “in which the words are aimed at making the hearer do something, such as ‘commanding’, ‘requesting’, ‘inviting’, ‘forbidding’, ‘suggesting’, and so on.”

e) Expressives

This category includes acts “in which the words state what the speaker feels, such as ‘apologizing’, ‘praising’, ‘congratulating’, ‘deploring’, and ‘regretting’.”

The following is Searle's Classifications of Speech Acts. (Vaezi, Tabatabaei, and Bakhtiarvand, 2014).

TABLE 1.
SEARLE'S (1979) CLASSIFICATION OF SPEECH ACTS.

Category	Sub-categories
Assertives	stating, boasting, complaining, claiming, reporting, asserting, describing, announcing, insisting, guessing, forecasting, predicting, introducing, calling, complimenting, concluding, reasoning, hypothesizing, telling, insisting, or swearing
Directives	requesting, warning, inviting, questioning, ordering, commanding, advising, reassuring, summoning, entreating, asking, directing, bidding, forbidding, instructing, begging, recommending, suggesting, daring, defying, and challenging
Expressives	Greeting, thanking, apologizing, regretting, commiserating, congratulating, condoling, deploring, welcoming, surprising, blaming, praising
Commissives	Promising, vowing, offering, threatening, refusing, pledging, intending, vowing to do or to refrain from doing something
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Blundel, Higgens, and Middlemiss (1982) categorized 140 language functions with over 3000 language expressions. Each function is equipped with four factors used to decide whether the situation is formal, informal, or neutral: setting (where you are and when), topic (what you are talking about), social relationship (who you are talking to), and psychological attitude (what you feel about the topic or the other person). These four factors combine to influence the way you speak. In other words, they help you say the right thing at the right time.

The table below shows some typical aspects of neutral, formal, and informal situations:

SETTING	Pub ↓	bus stop; shop ↓	boardroom; ceremonial reception ↓
TOPIC	the latest football match; a TV comedy program ↓	weather; travel ↓	important business deal ↓
SOCIAL RELATIONSHIP	friend; child; close colleague ↓	stranger in street; taxi-driver; customs officer ↓	senior colleague ↓
PSYCHOLOGICAL ATTITUDE	relaxed; light- hearted ↓	no strong feelings either way ↓	very serious ↓

PROBABLE LANGUAGE	INFORMAL LANGUAGE	NEUTRAL LANGUAGE	FORMAL LANGUAGE
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Blundel, et al (1982) further says that using language appropriately helps to improve communication; however; if we use it inappropriately, it will have the opposite effect. The following situation shows us the effect of appropriate and inappropriate language.

Superior : Would you give us a report on your department's work over the last three months, Mr. Jones?

Subordinate : Yeah, sure.

Here, Mr. Jones's very informal reply, in a formal situation, will probably cause the chairman not to think well of him. But:

Superior : And now, could we go on to your report, Mr. Jenkins?

Subordinate : Certainly.

Mr. Jenkins uses the right formal language for the situation, and has no problems.

2.2. Pragmatic Competence

Pragmatics is often defined as “the science of language use, the study of context-dependent meaning and the study of speaker-intended meaning, presupposing the existence of language, language user and context on the one hand, and context-independent meaning on the other.” (Fetzer, 2011) Hence, pragmatics deals with the interpretation of utterances produced by language users which is based on contexts.

In second language learning, the objectives of the teaching and learning pragmatics are to help learners use and understand appropriate language in the situations they encounter (Harlig and Taylor, 2003). In other words, the teaching of pragmatics aims to reach pragmatic competence. Moreover, knowledge about pragmatics would be useful for language teachers to enable them to explain why in a given cultural setting, for instance, we should understand certain conversation strategy (Gunarwan, 1999). Harlig and Taylor (2003) further say that in regard to second language learning and teaching, pragmatics include

speech acts, conversational implicature, conversational management, discourse organization, and sociolinguistic aspects of language use, such as choice of address forms.

According to Saville-Troike (2006, as cited in Wichien and Aksornjarung 2011), pragmatic competence can be defined as “what a speaker must know in order to interpret and convey meaning in communication.” Kasper (1997, as cited in Wichien and Aksornjarung 2011) defines pragmatic competence as “the knowledge of communicative action and the way to carry it out, and the ability to use language appropriately according to the context.”

Having pragmatic knowledge is important to help L2 learners successfully communicate with English speaking people. Thus, pragmatic competence should be one of the objectives of English language teaching and learning. However, Harlig and Dornyei (1998) reported that L2 learners often develop grammatical competence rather than pragmatics competence. Meanwhile, Harlig and Taylor (2003) point out that pragmatic competence has not been integrated in language teaching curricula and language teacher education programs pay less attention on the teaching of pragmatics whereas Blanche (2009) says that teachers could and should include pragmatic components in the language curriculum.

2.3. Previous studies on pragmatic knowledge in English textbooks

Numerous studies on EFL learners’ pragmatic competence have been conducted for years, some of which discuss the presentation and the teaching of language functions or speech acts in ESL/EFL and local English textbooks. One of them was carried out by Boxer and Pickering (1995). The findings show that the speech act was realized differently from the natural or authentic use of speech act and many ELT textbooks pay more attention to the linguistic competence, yet they give insufficient attention to the other parts of communicative competence, e.g sociolinguistic and pragmatic competence.

Another research was done by Vellenga (2004). Findings show that the textbooks she observed lacks of explicit metapragmatic information, and teachers’ manuals rarely supplement adequately. In addition, the survey she conducted in the classroom indicates that teachers seldom make use of outside

materials related to pragmatics. As a result, learning pragmatics from textbooks is highly unlikely.

Wichien and Aksornjarung (2011) did a similar research on pragmatic features investigation covering speech act information, usage, politeness, register, style, and cultural information contained in English commercial course materials (books) used in communication courses at a Thai university. The results indicated that not every pragmatic feature was presented in each book. Furthermore, the result shows that there is a difference in number of pragmatic features between teacher's books and student's books and the quantity and quality of pragmatic information in the books is insufficient as a source to gain pragmatic competence for EFL learners.

Nguyen (2011) analyzed and evaluated pragmatic content of a recently developed series of text books for Vietnam's upper-secondary schools. In this study, he also examined how speech acts are linguistically presented in the textbooks and whether or not they contain sufficient context and meta-pragmatic information to facilitate the learning of the speech acts. The findings show that textbooks do not always include adequate source of pragmatic information and therefore they need explanation of rules of use of language in order to facilitate learners' development of pragmatic competence in the target language.

Similar investigation on a textbook evaluation of speech acts was carried out by Soozandehfar (2011). His research aims at analyzing the pragmatic dimension of language functions and speech acts in the conversations in the textbooks. The findings of this study are the conversations are not pragmatically effective and functional.

Another study conducted by Shams (2015) aiming at finding out what speech acts and language functions are found in the conversation models of Iranian local English textbook. The results indicated that the most frequent speech acts were those of representatives while no declaratives were observed. The pragmatic factors were distributed unequally throughout the conversation models.

3. Research Methodology

3.1 Theoretical Framework

This research focused on the investigation on language functions in local English textbooks for secondary schools. It was formulated into two research questions:

1. What is the range of language functions represented in the textbooks?
2. How are the language functions realized in the textbooks?

To answer the first research question, Searle's theories and classification of speech acts (1976) were investigated. To answer the second research question, studies on pragmatic knowledge on textbooks by Boxer and Pickering (1995), Vellenga (2004), and Nguyen (2011) were deployed.

3.2. Sources of Data

The data were taken from local English textbooks for secondary school students. There were two books investigated: one from "KTSP 2006" and the other one from "Kurikulum 2013". Both of the books are written for the eleventh graders of secondary schools.

3.3. Data Collection Procedures

The data collected were language functions used in conversations/dialogues in the textbooks. They were analyzed by using Searle's (1976) theories of Speech Acts and related studies on pragmatic knowledge in English textbooks by Boxer and Pickering (1995), Vellenga (2004), and Nguyen (2015).

3.4. Data Analysis Procedures

Below are some steps conducted to analyze the data.

- 1) Selecting the conversations in the textbooks which contain language functions/speech acts.
- 2) Categorize or classify the speech acts found in the conversations based on Searle's classification of speech acts.

- 3) Find the percentage or the frequencies of speech acts revealed in all of the conversations/language functions. (This is to answer the first research question)
- 4) Analyse the use of language expressions (how they are realized in dialogues/conversations) for each language function using studies conducted by Nguyen (2011) and Vellenga (2004).

4. Findings and Discussion

As described in chapter three, the data analyzed for this research are taken from English textbooks written for eleventh graders of secondary schools. The following are some language functions taught through the textbooks.

4.1. Findings

4.1.1. English Textbook from “Kurikulum 2006”

Some of the language functions or speech acts discussed in the English textbook from “Kurikulum 2006” are “Granting Request”, “Expressing Satisfaction and Dissatisfaction”, “Asking for and Giving Opinions”, and “Giving Advice”. According to Searle’s taxonomy of speech acts, these four language functions are categorized as directives (granting request, giving advice/advising, and asking for and giving opinions), and expressives (expressing satisfaction and dissatisfaction).

TABLE 1.
SEARLE’S (1979) CLASSIFICATION OF SPEECH ACTS.

Category	Sub-categories
Assertives	stating, boasting, complaining, claiming, reporting, asserting, describing, announcing, insisting, guessing, forecasting, predicting, introducing, calling, complimenting, concluding, reasoning, hypothesizing, telling, insisting, or swearing
Directives	requesting, warning, inviting, questioning, ordering, commanding, advising, reassuring, summoning, entreating, asking, directing, bidding, forbidding, instructing, begging, recommending, suggesting, daring, defying, and challenging
Expressives	Greeting, thanking, apologizing, regretting, commiserating, congratulating, condoling, deploring, welcoming, surprising, blaming, praising
Commissives	Promising, vowing, offering, threatening, refusing, pledging, intending, vowing to do or to refrain from doing something
Declarations	Declaring, christening, firing from employment, resigning, dismissing, naming, excommunicating, appointing, sentencing, blessing, firing, baptizing, and bidding

a. Granting Request

Below are the language expressions taught in “Granting Request.”

Study the following expressions.

Granting Request

In the dialogue between Ayu and Palupi you find the following expressions:

Ayu : Will you tell me about it?

Palupi : *Sure, I will.*

Ayu : Let's try to make *lepat* sometimes.

Palupi : *OK.*

Sure, I will and *OK* are expressions to grant a request.

Here are other expressions that you can use:

- Alright.
- Certainly.
- Right away.
- Of course.

Source: Interlanguage: English for Senior High School Students XI

b. Expressing Satisfaction and Dissatisfaction

The language expressions taught in expressing satisfaction and dissatisfaction are

<i>Formal Situations</i>	
<i>Satisfaction</i>	<i>Dissatisfaction</i>
..... very pleased with displeased with
..... content with discontented with
..... satisfied with dissatisfied with
..... very delighted with..... disappointed with.....

<i>Informal Situations</i>	
<i>Satisfaction</i>	<i>Dissatisfaction</i>
Super!	Horrible!
Great!	Very sad!
Terrific!	Annoying!
Fantastic!	Disappointing!
Smashing!	Frustrating!

The examples of how the language expressions used are presented in the following dialogues.

1. Andi : Retno, I thought you were on vacation.
Retno : Well, I got back early.
Andi : Why?
Retno : Well, I didn't really enjoy being there.
Andi : What happened?
Retno : Well, the beach was very dirty, and when I got there it was raining heavily. What made it worse was the hotel where I stayed had a bad service.
Andi : You seem to be unhappy with your vacation.
Retno : Yes, I'm quite displeased about it.

2. Denias : Ian, where have you been? I've been looking for you for the past six days.
Ian : I just got back from Maluku.
Denias : Really? So you had your vacation there?
Ian : Well, actually I was visiting my grandparents. But, I also visited some beaches and a museum there.
Denias : Did you have fun?
Ian : Absolutely. The beaches are great and the sea is full of beautiful coral reefs.
Denias : Don't tell me you went snorkeling!
Ian : Yes, I did. It was awesome. I'm really content with my trip.
Denias : Oh, I wished I had been there too.
Ian : You should go there sometime.
Denias : Yes, I know.

3. Retno : How's your vacation in Bali?
Ayu : It was terrific! The beaches are beautiful and the sun set from Tanah Lot is magnificent.
Retno : Really? What else did you do there?
Ayu : Oh, I went parasailing! It was the most breath-taking thing that I've ever done.
Retno : Wow, it must be a very fun trip for you.
Ayu : Yes, I'm very satisfied with my vacation there. You must go there.
Retno : Yes, I think I'll do that.

Source: Interlanguage: English for Senior High School Students XI

c. Asking for and Giving Opinions

Asking for Opinion	Giving Opinion
What is your opinion? What do you think of...? How do you feel about...? How do you see ...?	I think ... I believe ... I feel ... It seems to me ...

The expressions above are the ones discussed in the textbook. How they are used can be seen in the following activity.

Complete the following dialogues.

- | | | |
|----|--|--|
| 1. | What do you think we should do to save energy? | _____ reduce the use of it. |
| 2. | What do you think will happen if we don't stop global warming? | _____ sooner or later the world will be destroyed. |
| 3. | _____ of the carbon credits? | I think that is an unnecessary action. |
| 4. | What is your opinion on the tree-planting action? | _____ is a brilliant idea and we all should do it. |
| 5. | _____ of unplugging electronic devices when they are not being used? | In my opinion, that does make sense. |

Source: Interlanguage: English for Senior High School Students XI

d. Giving advice / Advising

Advising		Warning
To Do Something	Not to Do Something	
▪ I think you should ...	▪ I don't think you should ...	▪ Look out!
▪ If I were you, I'd ...	▪ I wouldn't ..., if I were you.	▪ Be careful of
▪ You'd better ...	▪ You'd better not ...	▪ Make sure you
▪ Take my advice and ...	▪ I wouldn't advice ...	▪ Watch out for

Match the sentences with the suitable expressions to complete them.

- | | |
|---|--------------------------------|
| 1. ... to the talk show tomorrow. You won't regret it, I guarantee. | a. You'd better not ... |
| 2. ... that person. I think he's a drug dealer. | b. Watch out for ... |
| 3. ... touch any of those dangerous drugs. | c. Take my advice and come ... |
| 4. ... tell your friend the truth about drugs. | d. I think you should ... |
| 5. ... any of addictive drugs because they are really bad for you. | e. Make sure you don't try... |

Source: Interlanguage: English for Senior High School Students XI

4.1.2. English Textbook from “Kurikulum 2013”

Some of the language functions or speech acts discussed in the English textbook from “Kurikulum 2013” are “Suggestions and Offers”, “Agreeing and Disagreeing with an opinion, and “Expressing Hope and Congratulating”.

TABLE 1.
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Declarations	Declaring, christening, firing from employment, resigning, dismissing, naming, excommunicating, appointing, sentencing, blessing, firing, baptizing, and bidding.

If we look at Searle’s classification of speech acts, “Suggestions and Offers” is categorized as directives, “Agreeing and Disagreeing with an opinion” is categorized as assertives while “Expressing Hope and Congratulating” is classified as expressives.

a. Suggestions and Offers

Making Suggestions	Accepting Suggestions	Declining Suggestions
Let's go to movies.	Yes, let's go.	No, thank you. I do not feel like going.
Why don't you do your homework before going out?	Ok, I will.	Sorry, I think I will go out first and then do my homework.
How about going to Sam's place first and then to the supermarket?	Yes, let's go. It is a good idea.	No, Let's just go to the supermarket.
I think you should go and meet her.	Ok, if you say so.	Sorry, I can't. I have previous engagement.
Let's call it a day.	Let's.	No, let's stay for a while.

b. Agreeing and Disagreeing with an opinion

Statement	Agree	Disagree
Smoking should be banned in public places.	I totally agree that smoking should be banned in public places.	I am sorry but I tend to disagree with you on this.
Children below 16 should be given right to drive a car.	I couldn't agree more with you.	I think it would be wrong to allow children below age of 16 to drive.
Woman should not work.	I think so too. Women should stay at home and take care of their children.	I am afraid I have to disagree with you on this.
Harry Potter series is much better than Twilight series.	Yes, I agree. Harry Potter series has a much better and well-developed story line.	It's not justified to say because both have different plots.
Online gaming should be banned.	Absolutely right, it should be as it distracts the students from studying.	I don't agree with you. It is a venue for students to develop their skills.

The use of language expressions for “Agreeing and Disagreeing” can be seen in the following activity.

A. Read the opinions below. Based on the context of the statements given below, try to figure out what is being talked about. Match the category in the box with the opinions given in the table below. The first one has been done for you.

movie book hotel museum monorail restaurant

Now fill the information in the table given below:

Opinion	About
The graphics were absolutely awesome. Don't you agree with me?	movie
Even though the cover didn't look interesting, the story seems good so far.	
The space was very cramped and people kept on pushing, I think they should ask people to queue up.	

Source: Bahasa Inggris Kelas XI

c. Expressing hope and congratulating

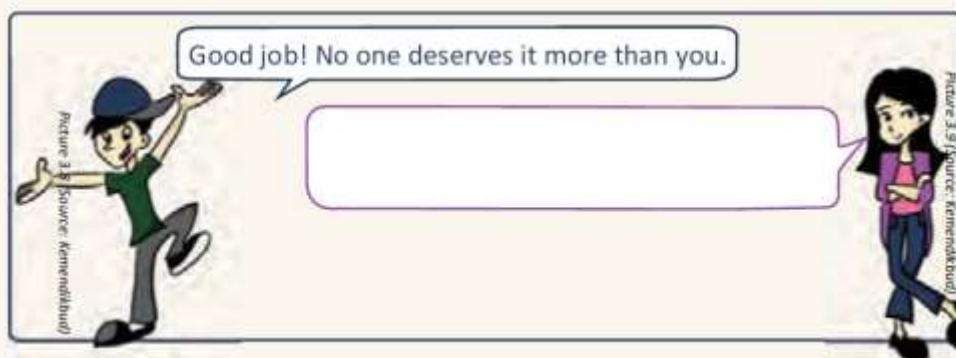
Examples to express hope:

- I want to become a doctor.
- I am hoping to finish all my work on time.
- I hope I will realize all my dreams.
- I hope that I will always be honest.
- I hope that I will never lie.
- I hope that I will never smoke.
- I want to get my homework done.

Congratulating	Responding
Very well done. Congratulations!!	Thank you.
Good job! No one deserves it more than you do.	Thank you, your saying this means a lot to me.
Fantastic! Congratulations on getting the first prize.	Thanks! I still can't believe it happened. I have been dreaming about it for a long time.
Marvelous! I am so proud of you.	Thanks! I am happy to make you proud.
Great! You did it. Your hard work paid at last.	It was nothing special. Thank you!

The use of language expressions for “Expressing hope and congratulating” can be seen in the following activity.

B. Respond to the following congratulating messages.



Source: Bahasa Inggris Kelas XI

4.2. Discussion

Based on Searle's taxonomy of speech acts, most of the language functions discussed in the textbooks are directives and expressives. The details can be seen in the following table.

Language Functions	Searle's taxonomy of Speech Acts
Granting Request	Directives
Expressing Satisfaction and Dissatisfaction	Expressives
Asking for and Giving Opinions	Directives
Giving advice/Advising	Directives
Sugesstions and offers	Directives
Agreeing and disagreeing with an opinion	Assertives
Expressing hope and congratulating	Expressives

Searles' taxonomy of speech acts	Percentage
Directives	57%
Expressives	28%
Assertives	14%

As shown on the table, the most dominant category of speech acts revealed in the textbooks is directives while the less one is expressives. The majority of speech acts were taught and practiced out of context (see above examples). That is, “there was no explicit information about the relationship between the speakers, for example, how close they feel to one another, or how likely can one impose what one wants on the other.” (Nguyen, 2011).

Indeed, the relationship between the speakers could be inferred from their roles (e.g. customer and salesperson, father and son, patient and doctor). Another finding is there is an inadequate amount of meta-pragmatic information which was included for each speech act. Meta-pragmatic information is about when, where, and to whom it is appropriate to perform a particular speech act and what expression would or would not be appropriate in a particular context of culture and context of situation. (Vellenga, 2004; Nguyen, 2011).

5. Conclusions and Suggestions

Based on the findings or the results of this small study, it can be concluded that the language functions discussed in the textbooks did not provide adequate meta pragmatic information such as when, where, and to whom it is appropriate to perform a particular speech act and what expression would or would not be appropriate in a particular context of culture and context of situation. In addition, the language expressions are used inappropriately related to the authenticity of language use. (Boxer and Pickering, 1995) Regarding the types and the frequencies of speech acts which revealed in the textbooks, directives revealed more often than the other types of speech acts.

To improve the quality of the textbooks, the authors should consider the distribution of the types of speech acts. One type of speech act should be discussed as often as the other types of speech acts. For example, the frequency of expressives may be as equal as directives or assertives. In other words, one type of speech acts should not reveal more often than the other types.

Regarding the use of language functions or language expressions, the authors may incorporate authentic materials e.g movies in the textbooks. They can select conversations from the movies containing the language expressions presented in the textbooks. Thus, the learners have more exposure to the authentic use of the language expressions and they can put them into practice in their daily life.

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