A Comparative Study of Speech Acts in EFL Textbook Life Today and Train of Thoughts For Student Grade XII of Curriculum Merdeka

by Maguna Eliastuti

A Comparative Study of Speech Acts in EFL Textbook *Life Today* and *Train of Thoughts* For Student Grade XII of Curriculum Merdeka

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Abstract : *Since it turns out the textbook's value as the primary focus of the curriculum, particularly in EFL environments cannot be understated. According to recent studies, even the most-latest textbooks provide insufficient amounts of pragmatic material to help learners enhance their pragmatic competence. Much more research regarding the extent and level of speaking acts must be conducted before future textbooks, specifically for EFL purposes. They are must able to deliver reliable and suitable examples of pragmatic information. Train for Thoughts and Life Today EFL Textbook are not yet comparable. To establish which of the two has more varieties of speech act categories, as well as the percentage and content of each. The study analyzes dialogue speech acts in two Indonesian EFL textbooks created by Kemendikbud and based on the Merdeka Curriculum. In this study, the descriptive qualitative method is applied. To examine each chapter of the dialogue section, the researcher implemented a table of checklists from Searle's (1979) Speech-Act Classification. Then, multiply the total number of speech acts categorised in each chapter by the percentage of the EFL Textbook. The two results were then compared.*

INTRODUCTION

Another discipline of linguistics dealing with meaning is pragmatics. The primary focus of pragmatics, according to (Kreidler, 1998. p.18), is the capacity of an individual to gather meanings from particular kinds of speech situations—to understand what the speaker means and refers to, connecting new information to what has come previously to decode what is said considering previous knowledge about the speaker and the subject of discourse, and to determine or 'line in' information that the speaker takes for granted and does not bother to say. According to (Leech, 1983), pragmatics is the study of meaning in relation to speech settings. From a practical standpoint, language is employed to attain goals. To put it another way, we act by speaking things. People conduct speech actions, according to Yule (1996); they do not utter anything out of the blue. Instead, they speak with meaning and impact, and their words may influence the listener's manners. Another quote from Yule's The Study of Language (2010). We can identify the type of "action" performed by a speaker with the utterance in broad terms. Speech acts include things like "requesting", "commanding", "questioning", and

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"performing". Speech-Act is defined as the action taken by a speaker with an utterance. The theory of speech acts, which is based on (John R. Searle, 1980), holds that the smallest unit of human communication is the performance of specific acts such as making statements, asking questions, giving orders, describing, explaining, apologizing, thanking, congratulating, and so on.

In addition compared to earlier, the crucial role of pragmatics in language acquisition, including course content development, has been tense. Rose and Kasper (2001, p. 3) claim that "in most subsequent teaching towards foreign languages circumstances, curriculum and resources produced in recent decades incorporate substantial pragmatic aspects and occasionally adopt the concept of pragmatics as their structuring principal" (Rahim Vaezi, 2014). Textbooks, having been one of the key instruments in language instruction, among EFL learners, embody the course material and curriculum in the process of learning beyond restriction. Textbooks seem of the utmost significance since they manage inside as well as outside of the classroom learning for learners.

In terms of issues related with schoolbooks that academics are still looking into is that their contents do not correspond to the curriculum as a reference for effective and efficient learning. The number of textbook content researchers has grown dramatically in recent years. They discovered that unauthentic materials continue to predominate in most textbooks. According to (McGrath, 2013), a textbook can put meat on the bones of a syllabus. D. Nunan (2009). More broadly, textbooks assist learning, encourage interest, and provide as a source of language information Cunningsworth, A. (1995). According to Richard (McGrath, 2013), while the responsibilities of teachers and learners have been the focus of a large body of discussion and research over the years, textbooks have received far less attention. Lazaraton and Skuder (1997) state that "even the most recent texts come out low on the quality of the criterion applied (formality, role acquiring, quality of talk, and so on)." Grant and Starks (2001) see that" not only is a number of this textbook material out-of-date, it could also be criticized for not being an accurate reflection of the language that learners hear being spoken outside of the classroom". This distortion can also be seen in many textbook interactions or discussion spaces.

Dialogue is frequently used as a step toward liberating conversation from imitative repetition. McCready (1967) defines a dialogue as any oral exchange between two or more people. Dialogue is frequently acknowledged as a primary coherent component of most teaching texts since it is the foremost genuine form of discourse that typically occurs among language speakers. Non-native speakers, or L2 learners, frequently seek to learn a native-like

second or foreign language, and as a result, they make every effort to generate spoken words in the style used by native speakers of that language. The importance of authenticity in language teaching materials, according to (Rahim Vaezi, 2014) (Boxer and Pickering (1995, p. 56), is that "only through materials that reflect how we really speak, rather than how we think we speak, will language learners receive an accurate account of the rules of speaking in a second or foreign language." Despite the need for authentic resources, most conversations in English as a Foreign Language (EFL) or English as a Second Language (ESL) textbooks depart from native speakers' real-life speech. Even textbooks that incorporate genuine debates designed to achieve communicative goals are thought to be insufficient.

In broad terms, the majority of textbooks tend to deliver sufficient and suitable input in speech actions, and the contents they do present frequently diverge towards the style of speech employed by native speakers in real-life settings. According to the results of the study, Indonesian course materials are unsuitable for this generalization and lack actual spontaneous speaking exercises.

Speech act study proves essential for evaluating a dialogue since speech actions communicate the speaker's intentions through utterances. Oral skills training at all levels, according to (Rahim Vaezi, 2014) (and Lazaraton (2001, p. 105), is becoming more focused on practical usage of words. She also says (2001, p. 112) that knowing about speech acts and different types of English, for example, will allow us to teach more effectively and create materials based on actual language and communication patterns.

 Learning has been shown to be important in developing students' pragmatic competence. As a consequence, the significance of the handbook as the main component of the school's curriculum, especially in EFL contexts, should not be neglected. According to recent research, even the most modern educational materials present insufficient amounts of pragmatic material to strengthen learners' pragmatic competence. Numerous studies on both the standard and number of speech acts is needed before future textbooks, mostly for EFL objectives, have the ability to provide accurate and appropriate examples of pragmatic information. Life Today EFL Textbook and Train for Thoughts are nevertheless comparable as well. In order to identify which of the two has a broad range of speech act categories, as well as the percentage and material of all. The research investigation compares the speech acts used in dialogues in two Indonesian EFL textbooks published by Kemendikbud and based on the Merdeka Curriculum.

METHOD

The qualitative descriptive approach is implemented in this research. The descriptive qualitative method was applied along with a checklist based on John Searle's taxonomy of speech acts to investigate the diversity of speech acts in the EFL textbooks Life Today and Train of Thoughts with the purpose to find which textbook is more relevant. This research's data collection is based on EFL Textbook Bahasa Inggris Grade 12, which has 5 chapters in each book. Using a table of checklists, the researcher evaluated each chapter of the dialogue parts. Then, measure the total number of speech acts classified in each chapter and multiply by the % of the EFL Textbook. Furthermore, the two outcomes were compared. Searle's (1979) methodology for identifying acts of speech was used to examine the materials in this study. Statements, Commissary words, Expressive words, Instructions, and Assertions are all types of speech. Each of these classifications is further subdivided. The category of Directives, as shown in Figure 1, consists of various sub-categories such as request, inviting and placing orders demanding, advice, suggest indicating courageous, refusing, and addressing.

FINDINGS AND DISCUSSIONS

According to Searle's (1979) classification of speech acts, there are five categories: Assertives, Directives, Expressives, Comissives, and Declarations. On each category followed by sub-categories for example Assertives, the sub-categories are stating, boasting, complaining, claiming, reporting, asserting, describing, announcing, insisting, guessing, etc. Directives contain requesting, warning, inviting, questioning, ordering, commanding, advising, reassuring, summoning, entreating, asking, and so on.

Expressives include greeting, thanking, apologizing, regretting, commiserating, congratulating, condoling, and others. Commissions conceive of promising, vowing, offering, threatening, refusing, pledging, and so forth. The last category is Declarations involving declaring, firing from employment, resigning, dismissing, etc. The researcher analyzes the five categories of speech-act through the dialogue in the chapters and classifies the two EFL textbooks that are *Life Today* and *Train of Thoughts* developed by the Indonesian government.

Table 2.

Frequency and Percentage of Speech-Act Categories Examined by the Researcher

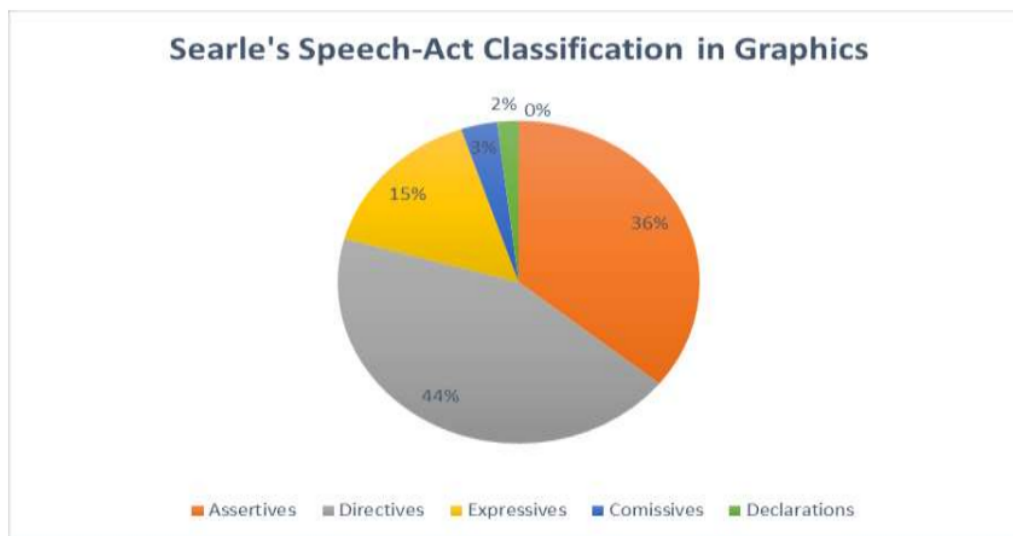| Textbook	Speech-Act Category					
	Assertive	Directives	Expressives	Commissions	Declarations	Total
1. Life Today	56 (23.14%)	68 (28.1%)	24 (10%)	5 (2.1%)	3 (1.23%)	64.57%
2. Train of Thoughts	40 (16.52%)	41 (16.94%)	1 (0.4%)	4 (1.65%)	0 (0%)	35.43%
Total Percentage	39.66%	45.04%	10.4%	3.7%	1.2%	100%

As the most fundamental level of analysis, utterance was identified as a valid data analysis criterion. As a result, the researcher chose the first 156 utterances in the English Life Today textbook, 86 utterances in the Train of Thoughts, and 242 utterances in total for the analysis. The proportion and the rate of occurrence for all of the categories, as indicated in Figure 2, were determined after ascertaining the types of speech interacts in both groups in order to figure out the percentage of each book. The results were also examined for dependability through two independent inter-raters.

In accordance with the data analysis, the most frequently encountered types of verbal acts in both textbooks associated with the two distinct categories of assertiveness and direction, as illustrated in column 2. The declarations, on the other hand, occurred with the least frequency. There were only three declaration statements in the *Life Today* English Textbook. This figure represented around 1.2% of all utterances in this series. Besides, in the *Train of Thoughts* textbook there were no declarations of speech-act category on the contrary the ratio delivers 0 or 0 percent. The identical category was not discovered at all in two textbooks. Temporary, the category of commissives accounted for barely 3.7 percent of the total data.

The number of directives in Life Today was higher than the number of directives in Train of Thoughts. Life Today, on the other hand, outnumbered Train of Thoughts in the other categories. For example, Life Today has 68 directions, but Train of Thoughts has 41 in the same category. The category of declarations was not discovered in the Train of Thoughts series. Furthermore, the Life Today series content includes Searle's speech-act classification. Considering the fact that the declarations category has a minor proportion that is only 1.2%.

As seen in table 2, the terms used in directives appear the most frequently, accounting for 45.04 percent of all total data, followed by assertives at 39.66%. Meanwhile, with a total percentage of 10.4%, the Expressives category is in third position. At the same time, Comissives and Declarations account for 3.7% and 1.2% of the overall data, as well. Both textbook series distribute three categories of main parts of speech acts by Searle: assertives, directives, and expressives. There are a total of 230 speech acts that are classified into these categories. This represents 95 percent of the total 242 utterances.

Figure 3.

The Total Percentage in Speech-Acts categories in two EFL Textbooks.

The graphic in figure 3 shows the total number of Searle's classification categories in two EFL textbooks. Through the graph, the highest speech-act from 242 utterances was directives that was 44% or resembled 109 utterances from both English Life Today and Train of Thoughts. Furthermore, the second highest rank was assertives came with 36% or addition to 106 utterances. Then, expressives were 15% equal to 25 utterances. Comissives was 3% alongside

9 utterances. The less frequent of Searle's categories in two EFL textbooks were Declarations which identified with 2% or the same as 3 utterances.

DISCUSSIONS

The comparison studies indicated that the quantity of utterances provided in each book was different between the two series' dialogues. For example, there were 156 utterances in 5 units chosen from English Life Today. Approximately 86 utterances were discovered for the Train of Thoughts series. Life Today had a total percent change of 64.57%, while Train of Thoughts had a total percent change of 35.43%. According to the findings of this study, Train of Thoughts dialogues are often shorter than Life Today dialogues. This suggests that the Life Today textbook offers a greater number of dialogues than Train of Thoughts.

"The primary types of interpersonal behaviors - in Searle's (1976) influencing categorizing, authentic, orders, commissions, expressions, and announcements - can be discovered within any group, referred to as have been such unique interactive acts as thanks, leave-takings, demands, provides recommendations, invites, denials, excuses, grievances, or expression of appreciation," the authors compose (2001, p. 5). According to findings, in table 2, described in Life Today textbook Searle's Classification included in all categories. However, in the Train of Thoughts textbook, the declarations category have not been found in the book. As a result, the Train of Thoughts textbook insufficiently corresponds with Searle's classification theory needs. Moreover, through the findings result, Train of Thoughts utterances amount was less than Life Today.

Aside from that, data show that the number of Train of Thoughts utterances is fewer compared to the average of Life Today. This explains why the speech content in the Life Today textbook conversation is more complete since it includes all components Arguments, Regulations, Expressions, Comissives, and Statements are the parts of Searle's Speech-Act Principle. In contrast, the substance of the conversational discourse in other book texts, including Train of Thoughts, is less diverse and fewer.

CONCLUSION

The results of this study have shown that the English textbook Life Today contains more complete material, as evidenced by the results of speech research using Searle's Speech-Act theory (1979), which show that the percentage of speech analysis in the book is greater,

amounting to 64.57%, while the percentage of speech analysis in the book Train of Thoughts is only 35.43%, indicating that through speech analysis, the content is more comprehensive. Both of the books used Merdeka Kurikulum and were used as subject books for grade twelve senior high school students. Additionally, the study's findings may possess both intellectual and technical consequences. Theoretical implications could be valuable for academics who want to change existing conceptions of speech acts and teaching communication. Material designers, curriculum writers, teachers, and students can all benefit from the practical implications. The findings of this study can be applied to individuals who are in charge of English as a Foreign Language instruction and curriculum designers. Textbook writers must be considerate of findings from studies while selecting or designing textbooks and other types of teaching materials to make sure to select content that is credible and encouraging for learners.

Educational materials, having been the main source of teaching and learning in EFL classrooms, should include a sufficient number of verbal activities to increase practical proficiency of both instructors and learners to create textbooks with an adequate number of speech actions that support to the standards observed by native speakers of the language, EFL textbook writers must possess both linguistic and pragmatic proficiency in the target language. In conclusion, greater consideration has to be given to verbal interactions when designing materials and education materials for English language learners.

The nature of this study was mainly comparative and descriptive. Initially, it observed through the multiple types and intensities of utterances covered in two books' opening parts. The comparative part searched for any connections between the kinds and numbers of spoken words provided by the two series. The findings of earlier studies, verbal act categories have been considered to be among the universals of all languages, meaning they are thought to take place in any language over an identical range or frequency. Findings demonstrated that the two series' occupations of speech acts were not identical. The preceding books vary in how frequently they covered distinct speech activity categories.

DECLARATION OF CONFLICTING INTEREST
The author states there is no conflict of interest concerning the publication of this paper.

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PAGE 1

PAGE 2

PAGE 3

PAGE 4

PAGE 5

PAGE 6

PAGE 7

PAGE 8

PAGE 9

PAGE 10