CHAPTER 1

INTRODUCTION

A. Background

Pragmatic is an essential aspect of language learning because ELT aims to shape language ability that is not only based on grammar and structure, but also on effective communication that helps learners achieve communicative ability. Therefore, language learning must provide opportunities to understand communication purposes, one of which can be achieved through materials that give access to such communicative goals. Senowarsito et al. (2022) cited one of the standards proposed in Tomlinson's (2011) material development theory, arguing that it is essential for learning materials to offer opportunities for students to learn the target language in order to understand communication purposes. Textbooks, as the material objects widely used by learning participants, not only contain instructional content but also function as a medium through which communication is represented. Communication purposes can be understood when learners develop a sense of communicative competence, which refers to the ability to achieve communicative goals in context. For this reason, in Canale and Swain's (1980) theory, the classification of the four abilities of communicative competence is influenced by the field of pragmatics. Pragmatics, as the core component of communicative competence, examines how context shapes meaning and focuses on what the speaker intends rather than the literal meaning. This benefits students because it helps them understand communication purposes through active connection and application in real-life conditions, such as interacting and communicating. In addition, Koran and Koran (2017) mention what is termed pragmatic errors, referring to "mistakes made in terms of pragmatics" (p. 88) that may lead to severe outcomes, such as making a speaker appear "uncaring, impolite, offensive, and rude." To avoid this, implementing pragmatic focus in language learning is necessary, considering the consequences that may occur if it is not

properly developed. Since pragmatic requires meaningful exposure to authentic language use, textbooks—as the primary input source in many EFL classrooms—play a central role in shaping learners' pragmatic development.

Textbooks are commonly known to act as the primary linguistic input in the ELT classroom. Richards (1986) in Ahmed (2017) stated that instructional materials provide a substantial amount of the language input students receive, as well as the language practice that takes place in the classroom. Hence, the existence of textbooks is crucial, which is why they are widely recognized as compulsory objects in the classroom. Within the broader field of English Language Teaching (ELT), instructional materials—particularly textbooks—are especially significant in English as a Foreign Language (EFL) contexts, such as Indonesia, where classroom materials often serve as the primary source of language input and learners' exposure to authentic language use is largely limited to classroom settings. In many countries, it is natural for students to recognize textbooks as learning materials because they are introduced across various educational levels. This is mainly due to the advantages that textbooks provide in learning activities. O'Neill (1982) in Susiati and Mufidati (2020) stated the perks of utilizing textbooks in the classrooms: (1) the materials are adaptable to students' needs and give teachers opportunities to modify them, (2) they can be used to review materials before and after lessons, and (3) they come at an acceptable price that students can afford. Moreover, textbooks are not only beneficial for students but also useful for teachers. They act as a foundation for achieving the aims and objectives of the lesson and may also guide teachers in their teaching activities (AbdelWahab, 2013). Given the core role of textbooks in representing language use, the dialogue sections emerge as crucial areas for investigating pragmatic phenomena, particularly the types and functions of speech acts represented in the dialogues of the textbook.

The central part of pragmatic feature commonly analysed in dialogues is speech acts. In the area of pragmatics, speech acts indicate the performed actions through utterances, focusing on the functional use of language in communication. Based on Austin (1962) and further cultivated by Searle (1976), speech acts indicate the way speakers use language, in which purpose is to not only deliver information but the

most important is to perform significant, specific communicative functions. Speech acts discuss about different levels of meaning, particularly the illocutionary force that reflects speakers' communicative intentions. This means that all speech act categories are important because each type has different purpose to be used in certain circumstance. Austin (1962) contributed to early foundation of taxonomies, which consist of verdictives, exercitives, commissives, expositives, and behabitives. The taxonomy categories received much feedback, and a decade later, Searle (1976) offers his alternative taxonomies. The taxonomies he proposed are categorized into five types, which are representatives, directives, commissives, expressives, and declaratives. In the matter of language learning, speech acts act as crucial aspect in assisting learners to comprehend how communicative purposes are executed in real life, spoken interaction. Because learners are commonly impacted to speech acts through instructional materials, especially in textbook dialogues, analysing speech acts turns vital to examine how language use is represented in pedagogical contexts.

In every segment of a textbook, the most natural segment for teaching pragmatics is through dialogue. The forms of dialogue are broadly provided in sections related to language skills such as listening, reading, speaking, and writing. This means dialogue sections might cover all the language skills that pragmatics can reach through speech acts embedded. For this reason, the material object should provide concrete contexts, proper arguments, and actions of a certain situation (Kecskes, 2015). These aspects align with what speech acts examines: the concrete context forms the basis of why a speaker performs an act, leading them to deliver a proper argument to support their intention, which may then influence the action related to the situation they are in. Dialogue sections also furnish "lexical selection, small talk, and formulaic language," which pragmatic competence evokes (Kecskes, 2015, p. 429). This type of material has strong potential to be studied because it directs students toward daily conversations and real-life implications, thus speech acts thrive on. Hence, the dialogue section is the most appropriate section to be analysed considering the aim of this research.

Despite the theoretical emphasis on the importance of speech acts and the use of dialogues as communicative models, the practical implementation within Indonesian ELT materials remains inconsistent. This is mainly influenced by national assessments given to the students' priorities on understanding of syntax and grammatical items. While lots of teachers and curriculum developers have realized that this practice is interfering for the students' communicative competence development, this policy seems to be adopted because some of the policymakers perceive communicatively-oriented testing instruments are challenging and high-costing to develop (Musthafa, 2001). Consequently, textbooks which act as the main learning input rarely offer the kind of authentic material needed for learners to observe how the target language speakers actually communicate. Balvodi-Harlig & Mahan-Taylor (2003) in Lestari (2017) emphasizes that textbooks must provide accessible, vivid representations of language in use. Unfortunately, many Indonesian textbooks fall short in supplying such authentic pragmatic input. Most recent findings by Berutu and Damlay (2023) further underline this gap, reporting that Indonesian EFL learners' difficulties in understanding intended meaning are linked to limited pragmatic competence and the lack of pragmatic knowledge in locally authored textbooks. They also highlight the constraints: students' low proficiency levels, teachers' limited pragmatic awareness, the lack of pragmatic components in the curriculum, and the lack of pragmatic assessment tools. Furthermore, the persistent discrepancies between theoretical expectations and actual textbook content demonstrate the need for closer examination of how dialogues in Indonesian English textbooks represent pragmatic aspects such as speech acts. Therefore, analysing the speech acts in the selected textbook becomes essential to identify the extent of this misalignment.

B. Formulation of the Problem

The formulation of the problem is presented as follows: "How are speech acts represented in the dialogue sections of an Indonesian English textbook?".

C. Operational Definitions

To avoid misunderstanding about the terms set out in this study, the researcher provides some definitions related to this study, as follows:

1	Speech Act	Speech act is a form of expression by an individual that not only presents information but also performs an action.
2	Dialogue Text	Dialogue text is one of the sections that existed in the ELT textbook that have specific conversations by at least two people or more.
3	Indonesian English Textbook	An English textbook titled *English for Nusantara* is one of the material types that is required for teaching and learning the English language in the classroom.

D. Aim of the Research

This study aims to investigate how speech acts represented in the dialogue section of an Indonesian-selected English textbook.

E. Significant(s) of the Study

1	Theoretical use	This research may enrich the literature review of speech acts in the ELT textbook specifically the speech acts types.
2	Empirical use	This research may contribute to empirical results of the speech acts and pragmatic field.
3	Practical use	As a practical contribution, this study can be used for reference for teachers or even stakeholders (government, material contributors) as the consideration to use the material for the students.