CHAPTER 2

LITERATURE REVIEW

A. Theoritical Review

1. Pragmatics, Communicative Competence, and Language Learning

In the four abilities of Canale and Swain's (1980) theory, the classification of the four abilities of communicative competencies is affected by the field of pragmatics. Hymes' (1972) share his notion of communicative competence, which stresses that language use involves not only grammatical knowledge but also the ability to use language appropriately in social contexts. This theory believes that to communicate, there is more in the knowledge of grammatical structures, which is the ability to use sentences appropriately in context. Hymes (1972) further elaborates that language use should be appraised based on its appropriateness within a given context, rather than solely on formal grammatical correctness. This perspective highlights that the key is located on the appropriateness, because grammar alone is no longer enough solely, a successful communication requires sensitivity to social norms and situational factors, which later becomes a fundamental aspect of pragmatic especially in matter of speech acts.

Building on that idea, Canale and Swain (1980) introduce a centralizing aspect of communicative competence that combines grammatical knowledge, the ability to use language appropriately in social contexts, and discourse-level competence. They argue that grammatical knowledge and the pragmatical knowledge could coexist through discourse-level competence. Hence why they further state that in communicative competence, at least three aspects should be integrated in language learning in which pragmatic aspects of language use are implicitly embedded; grammatical, sociolinguistics, and strategic competence. Although, while this study focuses on the analysis of speech acts in textbook dialogues, communicative competence and pragmatic competence are discussed briefly as conceptual frameworks to position speech act theory within the

broader context of language learning, rather than as constructs to be measured or evaluated.

Furthermore, in language learning studies, pragmatics has also been talked in the relation to illocutionary aspects of language use. Bachman (1990) refers to illocutionary competence as part of pragmatic knowledge concerned with the performance of communicative functions. Although, in this study, such competence is not examined as a learner ability. Instead, illocutionary aspects are addressed through speech act theory to analyse the representation of communicative functions in textbook dialogues.

Year by year, the development has progressed, which later scholars such as Celce-Murcia (2008) and Taguchi (2015) further conceptualize pragmatic within language teaching and learning contexts. In Celce-Murcia (2008) version, the term pragmatic is introduced as socio-cultural competence. This theory assigns how the speakers precise the messages properly and take social and cultural context into account, within the language variation which refers to the sociocultural norm of the target language. Moreover, Taguchi (2015) believed pragmatic could role as the ability to manage a complex interaction of language, language users, and context of interaction.
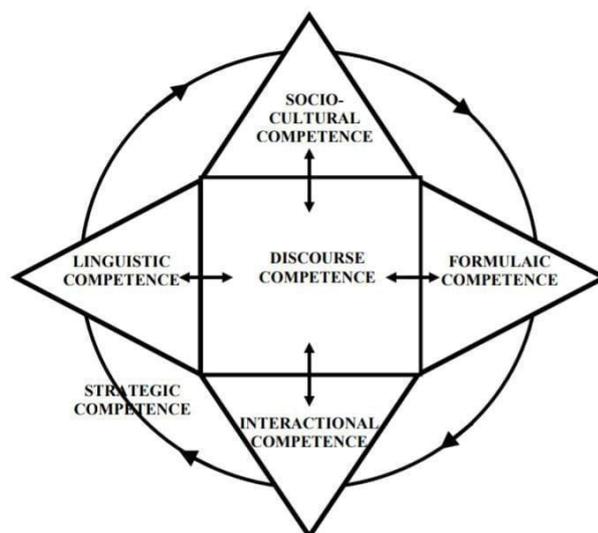

Figure 2.1 Schematic representation of communicative competence

The figure illustrates the broader framework of communicative competence as proposed by Celce-Murcia (2008), in which pragmatic competence is

positioned as one of the crucial components. In the present study, this framework is not used to assess learners' communicative competence. Instead, the figure is included to theoretically position speech acts as part of pragmatic knowledge that relates to communicative functions in language use. Accordingly, speech act theory is employed as the primary analytical framework of this study.

2. Speech Acts

The development of the speech acts field has evolved over a long period by several experts. One of them is Austin, arguably referred to as the creditor of the earliest speech act theory. Austin (1975) defines speech acts as some utterances that are delivered by the speaker to deliver meaning and make the listeners do particular actions. He parts speech acts into three types; 1) locutionary speech act, which is delivered through an utterance that conventionally contains meaning, 2) illocutionary act/force, this is where the performance occurs based on particular intention and the way to deliver the intention, and 3) perlocutionary act/effect, is the effect of the intentional performance. The taxonomy received much feedback, and later on, it was developed further by the other experts.

Currently, the recent development of speech acts taxonomy is proposed by Searle (1979). When Austin's model of speech act is the foundation, Searle's model "further systematized it and solidified its foundation" (Mabaquiao, 2018. p. 1). Not only that, this theory believes that language is not only used to depict the reality, but also undertake kinds of acts represented in the certain utterances (Kamalu & Osisanwo, 2015). Hence, this research utilize Searle's speech acts theory (1979) as the main basis for categorizing speech acts variations. He classifies speech acts as;

Speech Act Category	Definitions	Illocutionary Force	Generic Example
Assertive	type of act in which the speaker is committed to expressing the truth. In detail, the speaker	The illocutionary forces of this act type are known to be forming	"It is heavy."

	believes the situation is what happened and commits to the truth of what is asserted.	statements, describing, classifying, and explaining.	
Directive	type of speech act when the utterance is delivered, it intends to make the listener do a specific action. To be precise, the speaker wants the situation to happen by attempting.	It comes with various illocutionary forces of, for example ordering, commanding, and requesting are included in this form.	"Open your book."
Commissive	type of illocutionary act when the speaker will submit to do oncoming action. The ultimate aim of this illocutionary act is that the speaker intends the situation.	It could be delivered through several illocutionary forces like promising, vowing, pledging, contracting, and guaranteeing.	"I will sign it tomorrow."
Expressive	are used to express the speaker's emotions. In short, in order to perform this illocutionary	The examples expressive forces are apologizing, thanking,	"I am deeply sorry."

	act, the speaker has to feel a certain psychological states in the situation.	congratulating, welcoming, and stating something that is relating to the speaker's emotions.	
Declarative	the type of speech act which is intended to change reality through a declaration. The speaker, in this position, causes the situation through words. It is usually conducted by person in the position to change the status that is likely impact the life afterwards like priest and judge.	Declaring, appointing.	"I declare you husband and wife."

Table 2.1 Theoritical Framework of Illocutionary Acts

Speech act theory is jointly related to the scopes of sociopragmatics and pragmalinguistics, since both areas contribute to the interpretation of meaning in context. Sociopragmatics connects to the social norms, values, and contextual factors that affect the language use, meanwhile pragmalinguistics focuses on the linguistic resources and strategies used to perform particular communicative functions. In speech act analysis, these two fields support in understanding how utterances are delivered by both social context and linguistic form. However, the present study limits its focus to the identification and classification of speech

acts represented in textbook dialogues, without extending the analysis to sociopragmatic or pragmalinguistic variations.

In conclusion, in this chapter, speech act theory acts as the conceptual framework to guide the analytical procedures employed in Chapter 3. Therefore, speech act theory provides an appropriate framework for analysing the illocutionary acts and forces of utterances presented in textbook dialogues.

3. Illocutionary Acts in Speech Acts Theory

The crucial component of pragmatic features featured by Bachman (1990) is illocutionary competence, which regards the speaker's ability to perform speech acts appropriately. The essence of these acts is understanding and carrying out the purpose of language acts, not just the form of sentences. There are illocutionary acts that act as performative tools, and there are also illocutionary forces that are the effects produced. Searle (1979) views one linguistic form as having different pragmatic functions. This shows that sentence meaning is part of the utterance of meaning, and the utterance of meaning is prioritized and necessarry. Searle (1976) also stated that illocutionary acts have their own strengths, namely, words can equal the world and make the world equal words, which points out the equivalence between words and actions that occur in the real world, where the aim of language itself is to understand the act of locution, not just the form of sentences.

Although the foundational roots of illocutionary come from Austin (1975), Searle progressively (1979) discovered its weaknesses and revised it into Searle's classification; assertives, directives, commissives, expressives, and declaratives. From this classification, competent speakers can pragmatically understand and carry out various illocutions even though the sentence form is the same. Illocutionary acts further provide a theoretical foundation for understanding how speakers perform actions through language. Therefore, illocutionary competence can be viewed as a specific realization of speech acts analysis, as it concerns the speaker's ability to convey intended meanings through appropriate illocutionary acts.

4. Textbook Analysis in EFL

The development studies of pragmatic content in ELT textbooks is undoubtedly long, and various findings have contributed to this field. Not only is it because of the potential of further development in the discovery that can contribute to theoretical, empirical, and practical, but also the need itself to comprehensively evaluate the objects that are implemented in real condition.

In ELT, besides the existence of the main components (teacher and students) to conduct the learning activity, such things as the material is important to exist. The material could be presented whether documentally or digitally. However, the documentary way is the most usual since it is usually formed in a compact yet efficient form, that is textbook. Siswantara & Ariffin (2021) believe that textbooks should provide an "educational plan" (p. 15), that both educate in content and context. This means textbook is required to include appropriate materials suitable for the suitable contexts. Another argument that is taken into account is the requirement of instructive materials that will be convenient to the recent growth of English, which may be able to support students' readiness for wider communication in a diverse world (Inawati, 2016). Hence, a certain textbook needs to utilize pragmatic acts to the fullest extent that may support students' acknowledgment of speech acts and pragmatic features during the teaching and learning process in the classroom.

Dialogues section in English textbooks has a crucial role in presenting language use in context, as they illustrate how utterances are utilised to perform communicative functions in everyday, real-life interactions. Dialogues section is not only providing grammatical structures, dialogues also supply learners with exposure to functional aspects of language, which are embedded in speech acts forces. These communicative functions can be analysed through the framework of speech act theory, which emphasizes the intended meaning and function of an utterance within a certain context. Therefore, analysing dialogues in EFL textbooks through speech acts allows researchers to identify how language functions are represented in instructional materials and to evaluate the extent to which textbooks present meaningful and contextually appropriate language use.

5. Dialogue in Language Teaching

Dialogues in language teaching acts as a crucial instructional component, due to the role of language use in interactive and contextualised kinds. In EFL contexts, textbook dialogues often has a function of being a main resource of pragmatic input, impacting the learners to how utterances are performed in communicative functions in daily life contexts. As a unit of analysis, dialogues permit the researchers to examine language beyond literal sentences alone and to focus on meaning in interaction. Previous research has also shown that textbook dialogues provide a wide range of speech acts functions and contextualised interactions, making them a relevant source of pragmatic input in EFL learning materials (Senowarsito et al., 2022).

In addition, because of their functional and contextual set, dialogues are mainly suitable for analysis through speech act theory. Speech acts give an appropriate and proper framework for identifying the communicative functions of utterances represented in dialogues, both the illocutionary acts and their forces. Hence, analysing textbook dialogues through speech acts may give a systematic examination of how speech acts functions are represented in instructional materials, which aligns with the focus of the present study.

B. Study of the Relevant Research

Before starting this study, the researcher managed to review several related studies of speech acts and pragmatic analysis in English textbooks. Furthermore, these are several previous research related to the study:

Caner & Celik's (2020) study titled "The Communicative Competence Elements in the Foreign Language Textbooks: A Descriptive Case Study on Turkish and English Textbooks" is a study that not only focuses on pragmatic competence but also the whole components of communicative competencies as such discourse competence and strategic competence. This study applied a descriptive case study design to Turkish English textbooks. The focused result on pragmatic competence revealed that the components are finely covered. While the study examines pragmatic content in general, it provides methodological and conceptual insights that inform the analysis of speech acts in EFL textbook dialogues.

Another example of Nu & Murray's (2020) with their article is "Pragmatic Content in EFL Textbooks: An Investigation into Vietnamese National Teaching Materials". This study used content analysis to investigate the pragmatic content in the national Vietnamese EFL textbook series. The findings reported that the competency is assessed as low with only 5.5% of pages in the student books and not at all in the teacher manuals.

Meihami & Khanlarzadeh (2015) shared their study of "Pragmatic Content in Global and Local ELT Textbooks: A Micro Analysis Study ". Using Corpus and three different frameworks, this research explored the frequency of pragmatic content represented in global and local ELT textbooks. As a result, some elements like request and refusal are provided sufficiently. However, a lack of other elements for instance apology is considered low.

Based on the findings of previous studies, the present research aims to examine how speech acts are represented in the dialogue sections of Indonesian English textbooks. Considering the limited number of studies that specifically focus on the analysis of speech acts in Indonesian EFL textbooks, this study seeks to address the gap by providing a focused analysis of speech acts focused on speech acts represented through textbook dialogues.