

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.1 Previous Study**

There have been various studies on Pragmatics Competence Analysis done by the researchers, some of which are (1) Ahn T. Ton Nu and Jill Murray (Macquarie University, Australia: 2020), (2) Satrio Aji Pramono and Eri Kurniawan (Universitas Pendidikan Indonesia: 2020), and (3) Eva Jakupčević (University of Split, Croatia: 2021).

The first research has been conducted by Ahn T. Ton Nu and Jill Murray (Macquarie University, Australia: 2020). The research entitled “Pragmatic Content in EFL Textbooks: An Investigation into Vietnamese National Teaching Materials” in which addresses how pragmatic content is presented in the current national EFL textbook series, that was initially published in 2012 and is now being utilized nationally for upper-secondary school students in Vietnam as of the 2018–2019 academic year.

Upon this investigation, the researchers come to the following conclusion: (1) Learners of English as a Foreign Language (EFL) and those in first language (L1) or bilingual heritage language settings make considerably different progress toward acquiring pragmatic competence, which entails using language effectively in a variety of social circumstances. In order to promote the comprehension and application of pragmatic information among EFL learners, it is essential that teachers, textbook authors, and policymakers work together simultaneously; (2) regarding teachers, the findings from this study further emphasize the importance of their playing an active role in incorporating pragmatic knowledge into their daily teaching practices. One feasible way is to look at the implicit pragmatic information in each conversation in the Getting Started section which initiates each unit, and make it explicit to students; (3) it is possible to analyze All Getting Started dialogue in this textbook series in terms of the context, aim, and useful information that can be

emphasized; (4) Vietnamese textbook writers and policy makers need to be aware of the limitations of this textbook series in terms of pragmatics so that they could have plans for supplementing it. One possible solution is to design a supplementary guide to the teacher books, which provides teachers with pragmatic information.

The second study entitled “A Micro Analysis Study of Pragmatic Content in Indonesian ELT Textbooks” was carried out by Satrio Aji Pramono and Eri Kurniawan (Universitas Pendidikan Indonesia: 2020). This study aims to expose the pragmatic aspect, which is represented by two speech acts of thanking and apologizing provided in textbooks. The data source used in this research are two of ELT textbooks for 7<sup>th</sup> grade. The first ELT textbook which entitled “When English Rings a Bell” is a recommended textbook by the Ministry of National Education written by Siti Wachidah, Asep Gunawan, Diyantari, and Yuli Rulani Khatimah (2017). Whereas the second commercial textbook, which entitled “English on Sky” was written by Mukarto, Widya Kiswara, Sujatmiko BS, and Josephine SM (2017). According to the results of the study, both textbooks provide enough pragmatic material for English language learners to acquire. When it comes to offering more options than “*When English Rings a Bell*”, “*English on Sky*” is preferable since it offers more ways to do speech acts (such as thanking and apologizing). However, those two textbooks' coverage of strategies is still regarded as inadequate.

The last previous study entitled “An Analysis of Pragmatic Content in EFL Textbooks for Young Learners in Croatia” has been done by Eva Jakupčević (University of Split, Croatia: 2021). The aim of this study was to offer critical insight on the pragmatic material included in EFL textbooks for YLLs in Croatia who are between the ages of 9 and 12. The data source for this research was based on a corpus of 18 different textbooks used by the 4-6<sup>th</sup> graders in Croatian primary schools in the academic year 2019/20, authorized by the Croatian Ministry of Science and Education. The main findings of the present study are; (1) the

inconsistency in the scope and type of pragmatic content included in EFL textbooks used in grade 4–6. The results point to the fact that although all Croatian young learners are taught on the basis of the same curriculum, the EFL materials they are exposed to differ greatly in quantity; (2) Croatian EFL textbooks lag behind international ones when it comes to the quantity of content directing learners in the use of pragmatic features of English, which is a concern. There is no agreement about the order of presentation of lexicogrammar content (specifically, speech acts) in Croatian textbooks for Young Language Learners (YLLs).

From those previous studies, the writer tries to improve the research about the pragmatic competence in an Indonesian EFL Textbook, in this case the writer uses an EFL Textbook for 10th grade as the data source of the analysis. The writer analysed different academic years from the previous studies and limited only to the EFL Textbook for 10th grade since the three previous studies used various categories of textbooks. The first study analyzed pragmatic content in Vietnamese national teaching materials, academic year of 2018-2019. Then, in the second previous study, the writer conducted a micro analysis of pragmatic content in two Indonesian ELT Textbooks, limited to the 7th grade which both were published in 2017. The latter is the study which investigated a pragmatic content in EFL Textbooks for 4-6 graders in Croatian primary school, academic year of 2019-2020. These earlier studies provide significant guidance for performing the research since they address the same issue, enabling the author to enhance the study of pragmatic content analysis, particularly in the EFL textbook.

## **2.2 Theoretical Framework**

### **2.2.1 Pragmatic Competence**

Pragmatic competence refers to the capacity to grasp the intentions of speakers, decode their emotions and viewpoints, and distinguish between various speech acts, including "making requests," "offering suggestions," and "making threats." It also requires having adequate

comprehension to participate appropriately in communicative situations.

To say it alternatively, pragmatics is a branch of science that studies how people interact and communicate using language in various socio-cultural circumstances. It focuses on the methods people use to decipher and comprehend other people's words and body language.

Taguchi (2012) proposed that pragmatic competence involves the capacity to swiftly and accurately understand the implied intentions of speakers, allowing for the interpretation of meaning that extends beyond the explicit content of their words. Pragmatic competence is not an additional or decorative aspect of language. It is not secondary to knowledge of grammar and text structure; rather, it is aligned with formal linguistic and textual knowledge. Learners must cultivate pragmatic competence to effectively communicate in a new language (Kasper, G. and Blum Kulka, S., 1993).

Gracia (2004) introduces the concepts of pragmatic ability and pragmatic comprehension. Pragmatic ability refers to the skill of using language appropriately in various communicative situations, while pragmatic comprehension involves understanding spoken language with regard to its pragmatic meaning. Therefore, students must possess the capacity to grasp meaning pragmatically in order to:

- 1) Comprehend a speaker's intentions.
- 2) Interpret a speaker's emotions and attitudes.
- 3) Distinguish between the meanings of different speech acts, such as discerning between a directive and a commissive.
- 4) Assess the degree of meaning a speaker conveys, such as recognizing the contrast between a suggestion and a warning.
- 5) Identify instances of sarcasm, humour, and other forms of playful behaviour.
- 6) Have the capability to react in a suitable manner.

In order to properly develop and comprehend verbal expressions and meanings, it is crucial to consider context, which includes a variety of aspects including social, cognitive, cultural, linguistic, and non-linguistic variables. Garcia (2004) defines pragmatics as a field that acknowledges the complex interactions between social and individual elements, psychological traits, linguistic features, expressions, and grammatical structures, while maintaining the connection between language and its usage environment.

Pragmatic competence is essential for effective communication (c.f., Haugh, 2013; Matsugu, 2014; Gomez-Laich, 2016; Derakhshan et al., 2021). It serves as the knowledge that links the use of language with the specific context, allowing language to be employed in alignment with intentions and objectives using the available linguistic tools (Chomsky, 1980).

Research has shown that in order for students to comprehend and interpret meanings correctly, they must have sociocultural awareness (Taguchi, 2012). This suggests that the acquisition of pragmatic skills is directly related to learners' comprehension of language, sociocultural factors, and linguistics.

### **2.2.2 Speech Acts Theory**

J. L. Austin (1962) indicates that when we speak, we are doing more than just saying things. In other words, we can utilize words to execute a variety of activities such as inviting someone, apologizing, complimenting someone, and more. Let's examine some examples to illustrate the concept of speech acts: When an individual says, "I extend an invitation to you for dinner," they are not just conveying information about the dinner; they are actively inviting the listener to attend the event. This act of invitation is carried out through their spoken words (refer to Choraih, 2022; Schegloff, 1988; Widari & Yaniasti, 2023; Wolfson, 1981).

Additionally, consider the phrase, "I am sorry." Uttering these words goes beyond expressing remorse or acknowledging an error; it involves actively performing the speech act of an apology (see Alhusban & Alshehri, 2022; Ardiati, 2023; Schegloff, 1988). These words convey the speaker's regret and seek forgiveness.

Furthermore, when someone remarks, "You look beautiful today," they are not merely making an observation but are also engaging in the speech act of giving a compliment (as documented by Golato, 2002; Herbert, 1990; Holmes, 1986; Wolfson, 1981; Wolfson & Manes, 1980). These words express admiration or appreciation and are intended to have a positive impact on the person hearing them.

Speech acts encompass three distinct aspects: locutionary force, illocutionary force, and perlocutionary force. The locutionary force of an utterance refers to how the speaker expresses their speech act, focusing on the literal or surface meaning of the words used. It primarily concerns the act of producing a grammatically correct and comprehensible statement, independent of its intended or perceived significance. For example, in the statement, "It's hot in here," the speaker is simply remarking on the current temperature, while in the statement, "Can you pass the salt?" the speaker is posing a question regarding the hearer's ability or willingness to pass the salt.

The illocutionary force delves into the meaning underlying a specific utterance, addressing the speaker's intended purpose or illocutionary act. It centers on the speaker's intention behind the speech act, whether it's making a request, issuing a command, offering an apology, and so on. The illocutionary force can vary depending on factors such as context, tone, and the relationship between the participants. For instance, when someone says, "Could you please close the window?" they are politely making a request.

The perlocutionary force pertains to the impact of the speech act on the hearer, focusing on the response or reaction the speaker aims to

provoke. The perlocutionary force isn't entirely within the speaker's control and can vary depending on how the hearer interprets the message, their beliefs, and emotions. For instance, in the statement, "You're such a talented musician!" the speaker intends to compliment the hearer and boost their confidence in their musical abilities (Austin, 1962; Searle, 1969).

Furthermore, speech acts come with certain conditions that need to be met for the speech act to be genuine. These conditions specify the necessary precondition for a speech act to be sincere. In essence, the theory of speech acts seeks to clarify how people convey messages to one another and how those messages are understood by the intended recipients.

In a few ways, Searle's classification of illocutionary acts and Austin's (1962) classification of speech acts are similar. However, there are some differences in Searle's taxonomy because he used a number of different standards to categorize the illocutionary acts. In order to observe the emerging behaviour inside the speech actions taxonomy, certain criteria are to be identified. Searle therefore created the three dimensions before defining the five fundamental taxonomies of speech acts.

Here are the three dimensions:

1. Illocutionary point or purpose: In this context, the description's main goal is to demonstrate the truth or falsity of a certain claim while committing speakers to do some action in the future.
2. The direction of fit: The language used should be appropriate for the situation.
3. Psychological State Expressed by the Speech Act: The speaker has a strong belief in what is said and desires that it be carried out as stated.

John. R Searle (1979) developed five categories of illocutionary speech acts that define the conduct or behaviour of the utterer based on these requirements. The five categories are as follows:

a. Assertive or Representative

According to Searle (1969, 1979), assertiveness deals with the truth and falsity of a claim that is being conveyed in a given circumstance or occurrence. Some of the key elements in the Assertive or representative speech acts, are boasting and complaining. In this illocutionary point, boasting aims to convey the speaker's sincerity in a claim that they are proud of the situation as it is. On the other hand, according to Vanderveken (1990), complaining is an unpleasant way to express dissatisfaction and can even result in despair. Assertion, claim, boast, complaint, and report are the example of this category.

b. Directives

Directives is Searle's second classification of illocutionary Speech Act; it refers to illocutionary points that try to persuade the audience to follow the speaker's instructions (Searle, 1969, 1979). Furthermore, Searle noted that there are two ways of enforcing commands on the listener: gentle attempts and forceful attempts (Searle, 1979). A gentle attempt is an empathetic manner for the speaker to ask the listener to do something, whereas a forceful attempt insists or pushes the listener into doing something. According to Searle, it is crucial that listeners carry out the activities they say they will do in the future (Searle, 1979). Additionally, Searle (1979) and Thomas (1995) outlined the several verb kinds that are significant in this taxonomy, they are; ask, order, suggest, demand, command, request, plead, invite, permit, and advise. Therefore, this

element of taxonomy corresponds with Austin's (1962) description of Exercitives as speech acts.

c. Commissions

The third item in this taxonomy, titled commissions, discusses the speakers' commitment to a certain course of action in the future. Though this taxonomy is compared to Austin's taxonomy of Commissive, some verbs mentioned in Austin's taxonomy, such as "shall," "intend," "favor," and other verb forms, are irrelevant in Searle's taxonomy of speech act (Searle, 1979). The promise or request that implies the speaker will take some sort of action was the main emphasis of Searle's taxonomy. According to Searle, commissions are more of a commitment to act than a requirement to perform the acts in an efficient way. Promises, offers and threats are included in the commission category.

d. Expressive

The fourth group is called Expressive, and as defined by Searle (1979, p. 15), this taxonomy "expresses the psychological state" that exists in a specific situation. Expressions are significant when the truth of a statement is accepted. *I'm sorry if I stepped on your toes*, for instance. This gives the impression that the act of stepping on someone's toes was deliberate. As a result, this statement has no connection to the expressive term "apology" (Searle, 1979; Thomas, 1995). A different way to use this taxonomy is to show remorse for an accidental actions and thankfulness when the statement is genuine. Congratulating, thanking, console, praising, welcoming, apologizing, regret condoling, and other phrases fit under this classification.

e. Declarative

Declarative, the last category in Searle's speech act taxonomy, describes the speaker's effective delivery and the consistency

between statement matter and actuality. Declarative sentences require immediate action from the listener and affect their circumstances without providing a chance to reconsider. Examples include "I declare you husband and wife!" and "You are fired!" Successful declarative statements are what these sentences are. If this illocution is put into practice successfully, the words surrender, dismiss, release, baptize, exclude, appoint, and determine will all be in accordance with reality.

Based on the Speech Act Theory, two strategies i.e direct and indirect are used to achieve the same act. Holtgraves (1986) defines direct speech as utterances, where the meaning of the sentence is precisely in line with the speaker's intended meaning. On the contrary, for indirect speech, the sentence meaning and the speaker's meaning can differ. Bach and Harnish (1979) consider the speaker's intention and attitude as the real reason for the hearer's action. Trosborg (1995) maintains that '[o]nly in the case of directives, the hearer's subsequent act (getting things done) is a part of the speaker's intention' (p. 20). While dealing with directive speech acts, both the interlocutors' presence and their response to speakers' intentions are fully required. The action will only be fulfilled after the hearer accepts the speaker's intentions (Alcón & Safont, 2001).

### **2.2.3 Politeness Strategies**

Politeness strategies are another subfield of pragmatics. Politeness theory, originally developed by Penelope Brown and Stephen Levinson, focuses on how people use language to manage and maintain social harmony and politeness in their interactions. This field examines the ways in which individuals employ linguistic and non-linguistic cues to show respect, mitigate face-threatening acts, and navigate social hierarchies.

The theory of speech acts places a strong emphasis on politeness, particularly in the context of indirect speech acts. In indirect speech acts, there is a contradiction between the illocutionary force, or what the speaker wants to say (such as greeting, requesting, or refusing), and the arrangement or formulation of the speech act.

Brown and Levinson's (1987) theory on politeness is the most widely acknowledged. They hold the view that every person possesses both positive and negative face. Positive face is the need for a person to be recognized and valued in social interactions, whereas negative face is the need for them to have the freedom to act. As a result, they offer strategies with the aim is to keep listeners' faces. There are four approaches: the bald-on-the-record approach, the positive politeness approach, the negative politeness approach, and the off-the-record approach. Through those techniques, the speaker can pick the best one to employ when attempting to either completely avoid or at the very least lessen threatening acts directed at the hearer's face.

a) Bald-On-Record

According to Brown and Levinson (1987), the Bald-On-Record strategy is employed to provide information or a message straight to the listener. They go on to point out that because the speaker communicates clearly and directly, this technique is utilized to prevent misunderstanding and miscommunication amongst interlocutors. As a result, the statements must be made in an explicit, direct, vivid, and precise manner. Direct command or imperative is a type of bald-on-the-record strategy, according to Brown and Levinson (1987). In addition, they emphasize that the speaker employs this approach in two distinct situations. First, the threat within the face is not minimized. The speaker applies the strategy of not diminishing the face threat in four circumstances. The circumstances include when there is a sense of urgency, when one party is in a

position of superiority over the other, when one party wants to express sympathy, and when one party does not want to keep a straight face. They also mention that the second circumstance happens when this method is "actually oriented to the social image." It happens three times: when they welcome or invite them, when they bid farewell, and when they make an offer.

b) Positive Politeness

Making the hearer feel appreciated is the goal of positive politeness, which attempts to boost their positive face. Three primary strategies to positive politeness are identified by Brown and Levinson (1987). The first strategy is to show common ground by recognizing shared aspirations, targets, or values between the speaker and the listener. The second strategy entails demonstrating cooperation and a common set of interests and priorities between the speaker and the listener. The hearer's positive face is enhanced as a result. The third strategy is giving the hearer what they want (X). This entails addressing the hearer's desires directly in order to immediately satisfy their positive face. Desired objects or actions of encouragement might be provided in order to do this.

c) Negative Politeness

Negative politeness strategy is described as "redressive action" that is focused on the hearer's negative face by Brown and Levinson (1987, p. 129). The goal of this strategy is to lessen the interference with the hearer's freedom of speech or action. The speaker can use this technique by being indirect, implementing boundary, communicating pessimism in the utterance to communicate doubt, lowering the expectation, or showing respect to the hearer (Brown and Levinson, 1987). When there is a social barrier or awkwardness between the speaker and the listener, it is frequently used.

d) Off-Record

Another strategy, off-record, enables the speaker to subtly conduct a face-threatening act (FTA) by making statements that can be taken in a number of different interpretations. It is up to the listener to decide how to comprehend these utterances.

Brown and Levinson (1987) also noted that there is a distinction between positive and negative politeness. Positive politeness focuses on minimizing the threat to the recipient's positive social image, understood as the desire to be appreciated and understood by others. In order to take care of this positive image, positive politeness strategies are used, e.g., complimenting or using formulas of inclusion (solidarity). On the other hand, negative politeness aims to take care of the negative image of the recipient; this is the desire to be autonomous, independent, and act of one's own free will. Negative politeness strategies, therefore, are about showing that we respect the addressee's autonomy, for example, by using diminutives, distance markers, apologizing while making a request, or impersonalizing a request. Politeness in speech acts has a basic function: maintaining the balance between the sender and the receiver and avoiding risking their image. Given this balance, politeness functions in one way or another depending on the situation. Hernández Flores (2004) stated that politeness usually occurs in two types of situations: (1) in situations that are unfavourable for the interlocutor's social image and (2) in situations that are favourable or neutral for the interlocutor's social image. In situations unfavourable to the social image, politeness intervenes to mitigate or attenuate the damage that the situation may cause to the social image. In neutral or favourable situations, politeness takes on the function of maintaining this positive image. According to Brown and Levinson (1987), politeness is especially seen in requests, since in this speech act, the recipient's positive and negative social image is threatened, and therefore more strategies are often used to minimize

this impact. When making a refusal, politeness also plays a key role as there are attenuation or mitigation strategies to reduce the illocutionary force of the refusal.

#### **2.2.4 Textbook**

Hutchinson and Torres (1994) held the view that textbooks are a universal component of language instruction. Cunningsworth (1995) suggests that a textbook can serve as a reservoir of classroom methodologies, a syllabus for guiding and progressing the instructional process toward systematization, and as a support structure for beginner educators. According to Cortazzi and Jin (1999), textbooks can embody various roles, such as that of a teacher, a resource, a guide, an authoritative source, an instructor, a boundary-setter, and an embodiment of ideology. By incorporating fitting materials, foreign language classrooms provide excellent opportunities for learners to enhance their communicative proficiency.

According to Ndura (2004), the substance of instructional resources significantly shapes students' attitudes and predispositions not only towards themselves but also towards others and society. In order to comprehend a range of cultural values and viewpoints, English Language Teaching (ELT) textbooks must grapple with differing opinions and cultural outlooks (Shin et al., 2011). Moreover, Textbooks serve as credible resources for enhancing learners' understanding of different facets of the target language and play a crucial role in conveying intercultural insights to second language (L2) learners (Oakes & Saunders, 2004).

## 2.3 Conceptual Framework

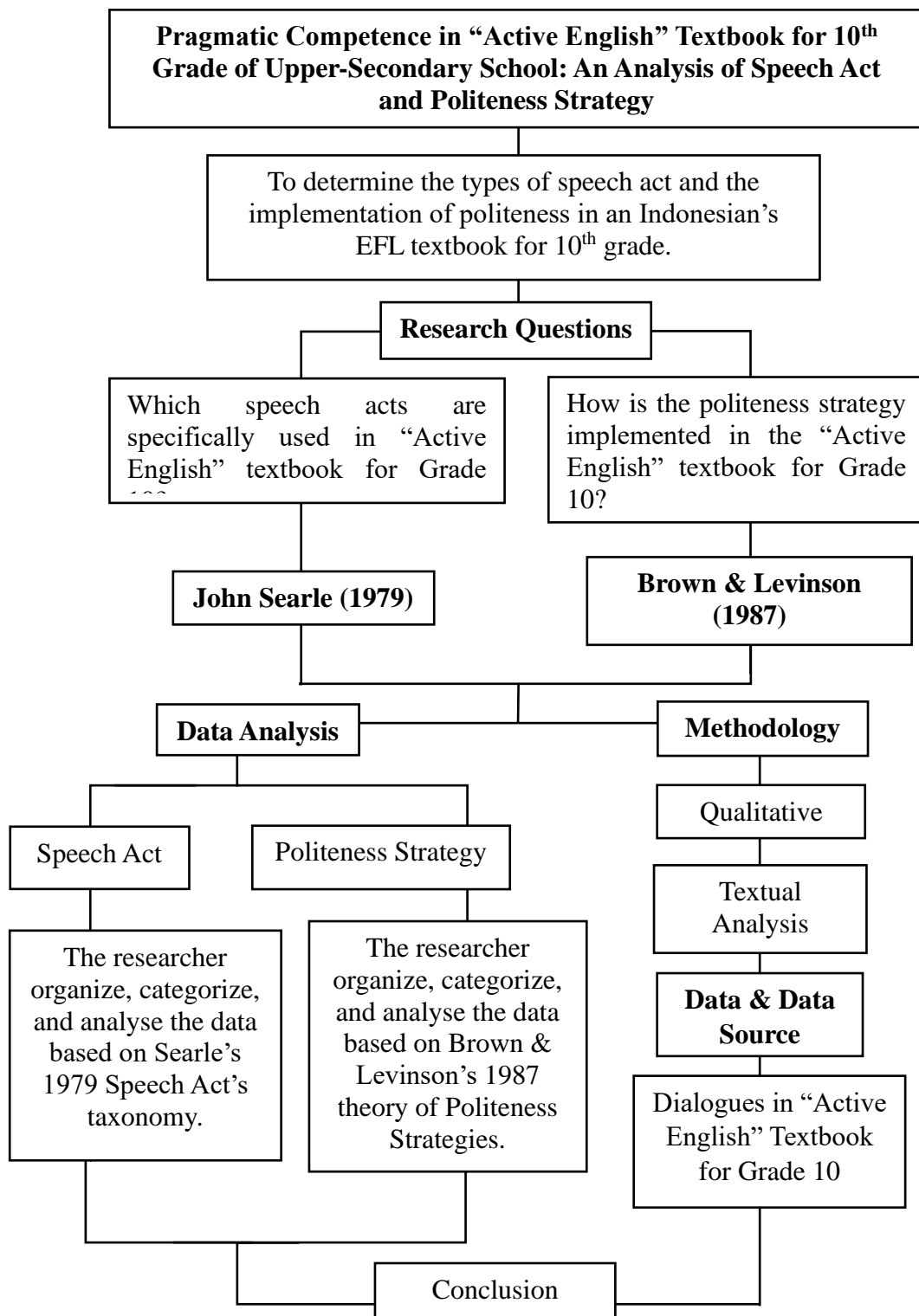


Figure 2.1 Conceptual Framework

This qualitative research aimed to determine the types of speech act and the implementation of politeness in an Indonesian's EFL textbook for 10<sup>th</sup> grade. The researcher has identified two problems, namely; (1) Which speech acts are specifically used in "Active English" textbook for Grade 10? And (2) How is the politeness strategy implemented in the "Active English" textbook for Grade 10? Utilizing a textual analysis method, the researcher focused on the analysis of Speech Act and Politeness Strategy available in the dialogue section of "Active English" textbook for 10<sup>th</sup> grade. It will be analysed using Searle's theory of Speech Act (1979) and Brown & Levinson's theory of Politeness Strategy (1987). The research will come to its results after the data have been collected, evaluated, and processed.