

AN ANALYSIS OF ILLOCUTIONARY ACTS IN SPOKEN DIALOGS IN AN ENGLISH TEXTBOOK

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Abstract: The study intends: (1) to investigate the illocutionary acts and illocutionary forces; (2) to investigate the direct and indirect acts realized in the spoken dialogs in the textbook *Bahasa Inggris SMA/ MA/ SMK/ MAK Kelas XII*; and (3) to investigate whether the illocutionary forces fulfill the language functions in Basic Competence Curriculum 2013. This research was descriptive qualitative. The data was in the form of all utterances of the spoken dialogs. The data of this research were all the spoken dialogs. The data were then coded and analyzed by means of concept of illocutionary acts and the that of direct and indirect acts proposed by Searle (1979) with pragmatic identity method as proposed by Sudaryanto (1993/2009). Four types of illocutionary acts are found: representatives, expressives, directives, and commissives. Fourteen types of illocutionary forces are also found, namely stating an opinion, informing, reporting, explaining, describing, agreeing, greeting, leave-taking, stating surprise, thanking, sympathizing, commanding, requesting, suggesting, wishing, questioning, promising, and offering. From the research it is concluded that the textbook has fulfilled the language functions as stated in basic competence. Next, based on the findings of direct and indirect acts, the textbook has not realized the direct acts which influence the English natural conversations which lead to the authenticity.

Key words: pragmatics, illocutionary, spoken dialog, English textbook evaluation

BACKGROUND

Textbook is one of the sources in English teaching-learning process. In addition to the teacher himself, it provides the language learners the plenty of models of target language to learn. They may be in the form of pronunciation, vocabulary, grammar, text, or function. Krashen hypothesizes that the inputs or the language exposure to build up the learners competence (Richards & Rodgers, 2001, p.187). This view is supported by Tomlinson which suggests that “the materials should provide the learners with the opportunities to use the target language to achieve communicative purposes” (1998, p.14).

To obtain such communicative purposes, the teaching materials, in this case the textbook, should be equipped with elements of communicative competence. This concept was introduced by Hymes in early 1970s to enlarge Chomsky’s linguistic competence in early 1960s (Wardhaugh, 2006). The communicative competence has been developed and revised for years. Bachman, for example, proposes term ‘language competence’ instead of ‘communicative competence’ to define the ability of using language for the purpose of communication (Brown, 2007, p.224).

The language competence is classified into organizational competence and pragmatic competence. The organizational competence deals with knowledge of linguistic units and the rules of joining them together at the levels of sentence (grammatical competence) and discourse (textual competence). Meanwhile, the pragmatic competence is composed of sociolinguistic and illocutionary competence. The illocutionary competence,

indeed, as stated by Canale, is the knowledge of the sociolinguistic conventions in pragmatic competence to perform language functions appropriately in a given context (Krisnawati, 2011, p.106).

In line with the previous statement, the implementation of illocutionary competence in English language teaching appears from the textual and functional use of language taught in the classroom. In the Basic Competence of English for Senior High School Grade XII it is stated that students are “to comprehend spoken and written text to get someone’s attentions, offering service, asking for attentions, and their responses” (Kemdikbud, 2013). As a consequence, all the English teaching materials, including textbooks, should take into account on those language functions.

In pragmatic study, those language functions are under the discussion of illocutionary acts. The researcher is, accordingly, interested to investigate the illocutionary acts in one of the textbooks used for Indonesian senior high school students, *Bahasa Inggris SMA/ MA/ SMK/ MAK Kelas XII*. This book is chosen because of its status as a nationally standardized textbook issued by the Ministry of Education of Republic of Indonesia. Grade XII is also taken into account in the choice because of its highest levels in ELT in school level.

In line with the explanation of the problem identification, the objectives of the research are: to investigate the illocutionary acts and illocutionary forces realized in the spoken dialogs in the textbook *Bahasa Inggris SMA/ MA/ SMK/ MAK Kelas XII*; to investigate the direct and indirect acts realized in the spoken dialogs in the textbook *Bahasa Inggris SMA/ MA/ SMK/ MAK Kelas XII*; to investigate whether illocutionary forces in the textbook *Bahasa Inggris SMA/ MA/ SMK/ MAK Kelas XII* fulfill the language functions in the Basic Competence of Curriculum 2013.

The researcher in this research applied the theory of illocutionary acts as well as direct and indirect acts proposed by Searle (1979) and revised by Cutting (2002). The data to be analyzed are limited on the spoken dialogs in the textbook. The results of illocutionary forces will be compared with the language functions the Basic Competence of Curriculum 2013. The research deals with the branch of linguistics, namely pragmatics. Pragmatics, is concerned with the way of speaker using language which cannot be predicted from purely linguistic knowledge which deals with the internal structure of the language. Pragmatics itself consists of several major subfields, such as deixis, reference, presupposition, implicature, and speech acts. Deixis is concerned with the referring expressions which indicate the location of the referents along certain dimensions. Reference deals with the linguistic forms used by the speaker to enable the listener to identify something. Presupposition is related to the things that the speaker assumes as the case of an utterance. Implicature is concerned with the existence of norms for the use language in context. Speech acts are concerned with the use of utterance to perform an act (Griffiths, 2006, p.133)

Speech acts are one of the five main topics in the study of pragmatics. Speech acts is defined as the action performed by saying something. By means of utterances, ones are able to get others to do something. Speech acts deals with the utterance to perform a specific action. In simple words, speech acts is often said as language in action or speech acts are actions which are performed via utterances (Yule, 1996, p.48; Cutting, 2002, p.16). Referring to other concept of speech acts, every utterance essentially contains three dimensions: locution, illocution, and perlocution. Locution is what the speaker says. It deals with the phonological and grammatical aspects. Illocution is the purpose of what speaker says. It deals with the purpose or the function of the language, e.g. greeting, agreeing, thanking, or ordering. Perlocution is the effect of what the speaker says (Mey, 2001, p.110; Cutting, 2002, p.16). From those three acts, Griffiths (2006, p.148) states the illocution are the most often discussed acts in pragmatics. Even, the concept of speech acts is narrowed down to the illocutionary acts.

The criteria of illocutionary acts are based on the contexts which determine the forces or functions of the utterances (Mey, 2001, p.110-111). Same utterances can be different because of different forces or functions influenced by context of use. Forces are mainly about the different ways the content propositions are involved in speech acts, e.g.:

pronouncing, stating, commanding, thanking, and promising. Based on their forces, illocutionary acts are classified into five types: declaratives, representatives, expressives, directives, and commissives (Searle, 1979, p.12; Yule, 1996, p.36; Cutting, 2002, p.16; Wardhaugh, 2006, p.287).

First is declaratives, which are illocutionary acts by which the speaker is able to change the state of affair in the world via the utterances. The speaker has to have institutional role in a specific context when employing these acts (Yule, 1996, p.53). Several forces included in these acts are baptizing, marrying, and firing (Cutting, 2002, 16).

Second is representatives, which are illocutionary acts that state what speakers believe to be factual (true) or not (false). By these acts, the speaker makes words fit the world or belief. Some forces of representatives are stating facts, assertions, conclusions, and descriptions; claiming, hypothesizing, insisting, and predicting (Yule, 1996, p.53; Cutting, 2002, p.17).

Third is expressives, which are illocutionary acts that state the speakers' feelings or attitudes about something. When performing these acts the speakers makes words fit the worlds or feeling. Some examples of illocutionary forces of expressive acts are stating pleasure, pain, likes, dislikes, joy, or sorrow; thanking apologizing, welcoming, praising, congratulating, deploring, and regretting (Yule, 1996, p.53; Cutting, 2002, p.17).

Fourth are directives, which are illocutionary acts that the speakers use to get something done by the hearers. These acts express what the speaker wants and the speaker attempts to make the world fit the words via the hearer. Some illocutionary forces in directive acts are commands, orders, requests, and suggestions (Yule, 1996, p.54)

Fifth are commissives, which are illocutionary acts used by the speakers to commit actions in future. By means of commissives, the speakers undertake to make the world fit with the words via the speaker. The illocutionary forces denoting to this acts include promises, threats, refusals, and pledges (Yule, 1996, p.54).

In addition, illocutionary acts are categorized through their syntactic structures (declarative, interrogative, and imperative) and the communicative functions (statement, question, and command). First is direct acts

In these acts, there is a direct relationship between the grammatical structure and its communicative function.

Example:

A: How many children do you have?

B: Four.

(Wijana, 1996, p.130)

In the utterance performed by A the form and the function are same. A expresses a question to B. Syntactically, the question uses interrogative mood, the function of which is questioning. Therefore, it is classified as direct speech acts.

In contrast to the direct acts, there is no direct relationship between its grammatical structure and its communicative function.

Example:

Mother : Where is the broom?

Daughter : Wait for a minute, Mom.

(Wijana, 1996, p.131)

Syntactically, the utterance the mother performs is in the form of interrogative or question, function of which is asking for information. But, from the answer the daughter replies it is a request for her daughter to bring her a broom. This is realized indirectly since it is conventionally realized in imperative mood, e.g.: 'Bring me the broom, please.'

METHOD

This research is classified as descriptive qualitative. The subject of the research is the English. The data are the English utterances of the spoken dialogs in the textbook *Bahasa Inggris SMA/ MA/ SMK/ MAK Kelas XII*. Added to qualitative data, the researcher presents quantitative data in the form of frequency and percentage of illocutionary acts, illocutionary force, direct acts, and indirect acts to ease the interpretation of the data.

In line with the principles of qualitative research, the primary instrument in this research is human instrument: the researcher. It is the researcher, who determines the scenario of the research (Moleong, 2004, p.168; Lodico, Spaulding, & Voegtler, p.2010). To collect the data, the researcher reads all the spoken dialogs in the textbook and takes the utterance from them. Then, the utterances are transcribed and recorded into the data sheets, as the secondary instrument. Since this research investigates the pragmatic phenomenon, the data are analyzed using pragmatic identity method as proposed by Sudaryanto (1993/2009). This method is applied to identify linguistic units according to their linguistic units and the effects performed by the speakers.

To deal with the data analysis, the researcher applies coding system. Its purpose is not to number the data, but to enable the researcher to select and classify the data from the data sheet. The coding system is as follows.

Ch-I / p7 / 5

Note:

Ch-I : chapter of the textbook

p7 : page of the textbook

5 : number of the dialog in the page

FINDINGS AND DISCUSSION

Based on the concept of speech acts by Searle (1979), supported by Yule (1996), Mey (2001), and Cutting (2002), it is found four types of illocutionary acts as shown in Table 1.

Table 1: Illocutionary acts and illocutionary forces in spoken dialogs

No.	Illocutionary acts	Illocutionary forces	Frequency	Percentage
1	Declaratives	-	0	0%
		Total	0	0%
2	Representatives	Stating an opinion	17	12.59%
		Informing	16	11.85%
		Reporting	2	1.48%
		Explaining	7	5.18%
		Describing	2	1.48%
		Agreeing	13	9.63%
		Total	57	42.21%
3	Expressives	Greeting	3	2.22%
		Leavetaking	2	1.48%
		Stating surprise	6	4.44%
		Thanking	7	5.18%
		Sympathizing	1	0.74%
		Total	19	
4	Directives	Commanding	7	5.18%
		Requesting	5	3.70%
		Suggesting	18	13.33%
		Wishing	3	2.22%
		Questioning	20	14.81%
		Total		
5	Commissives	Promising	4	2.96%
		Offering	2	1.48%
		Total	6	4.44%
Total			135	100%

Table 1 presents 135 utterances in spoken dialogs of *Bahasa Inggris SMA/SMK/MA/MAK Kelas XII* containing illocutionary acts and illocutionary forces. Representative acts are the highest with 57 utterances (42.21%), whereas commissives are the lowest with 6 utterances out of 135 (4.44%). Declarative acts are not found in this research. Next, in terms of forces, questioning is the most frequent force (20 utterances or 14.81%), insignificantly followed by suggesting (18 utterances or 13.33%), stating an

opinion (17 utterances or 12.59%), and informing (16 utterances or 11.85%). Meanwhile, sympathizing is the fewest force found in the study (1 utterance or 0.74%).

Declaratives

The declaratives are not found in the dialogs because of the non-existing context. The performers of these illocutionary acts must have a special institutional role in a specific context to perform these acts appropriately. Indeed, the declaratives have specific uses in very specific place and events (settings), e.g.: a judge in a court when sentencing a defendant guilty or not, a director of a company when firing his employer, and a mayor when opening a new city bridge. Furthermore, the declarative uses specific illocutionary force indicative device, e.g. 'I declare that...', 'I pronounce that...'.

Representatives

Representative acts deal with the speaker's statement of particular thing whether it is true or false.

1. Stating an opinion

Stating an opinion is an illocutionary force used to tell own thoughts, ideas, or opinions rather than facts to the listener.

Ana : Bethek. You know, Bethek is not a large area, but ...

Beny : Do they have any association?

Ana : No, they are kind of traditional manufacturers. **They have a good potential actually. Their products show a high level of creativity**

Beny : I see.

Ana : **I think the government needs to help them improve their quality by setting up an association for the producers and the artists.**

(Ch-9/ p138/17)

2. Informing

Informing is an illocutionary force expressed by the speaker to give the listener particular information.

Zahra : Have you heard the latest news about our school?

Raisa : No. What about it?

Zahra : **It got Grade A from the National Accreditation Body.**

Raisa : Wow! That's terrific. We should be very proud.

Zahra : We are. It means that our school is of good quality.

(Ch-4/p45/12)

3. Reporting

Reporting is an illocutionary force performed to give description or information from other sources.

Indah : Listen, **the article says that the size can be 10 meters long.** It's as big as a school bus!

Lyla : Wow! I think a giant squid is very unique.

(Ch-3/p30/10)

4. Explaining

Explaining is an illocutionary force expressed when the speaker wants to make something clear or easy to understand by describing or giving more information about it.

Ikhsan : Atim, do you know how to make ceramic products?

Atim : **Yes, first mix the materials.**

Ikhsan : What are the materials?

Atim : **Kaolin, feldspar, quartz, and ball clay. Mix them with water.**

Ikhsan : What's next?

Atim : **Filtering. The mixture must be filtered to get the smooth material.**

Ikhsan : I see. And then they form it?

Atim : Yes, correct. **They do it by pouring the mixture in a cast, let it**

stand until it dries.

(Ch-9/ p138/17)

5. Describing

Describing is an illocutionary force used to describe what someone or something is like.

Indah : Look at this one. **It's a giant squid.**

Lyla : Have a look at the size! **It's very big!**

(Ch-3/p30/10)

6. Agreeing

Agreeing is an illocutionary force expressed when the speaker has same opinion with the listener or when the speaker accepts the listener's suggestion or idea.

Ana : I think the government needs to help them improve their quality by setting up an association for the producers and the artists.

Beny : **You're right.** The association can also help them market their products to other places, not only in Malang area

(Ch-9/ p138/17)

Expressives

Expressive acts deal with the statements of speaker's feeling or attitude of particular situation.

1. Greeting

Greeting is an illocutionary force used by the speaker to greet or to welcome someone else, or generally to open a conversation.

Beny : **Hi Ana,** I heard you visited ceramic village in Bethek last week. Is it true?

Ana : Yes, you're right.

(Ch-9/ p138/17)

2. Leave-taking

Leave-taking is an illocutionary force expressed by the speaker to close a conversation.

Risna : Hello?

Fadil : Hi. This is Fadil.

Risna : Hi, Fadil. You sound terrible. Are you all right?

Fadil : No, I am not. I can't go to school today.

Risna : Oh, I am sorry to hear that. What's the problem?

Fadil : My stomach hurts terribly. I think I have a fever as well.

Risna : Oh, no. You have to see the doctor soon.

Fadil : This evening.

Risna : Good. Get well soon, Fadil. **Bye.**

Fadil : Thanks. **Bye.**

(Ch-4/p49/13)

3. Stating surprise

Stating surprise is an illocutionary force expressed when the speaker feels shocked because of something or someone.

Amida : **You know what?** My extended family is going to hold a surprise birthday party for my grandmother next week.

Diana : **Wow! That sounds great.** How old is she?

Amida : She'll be 75 on August 13.

Diana : **Really? I didn't know that she was that age. I thought that she WAS still around 60. She looks much younger.**

Amida : I think so. Thanks.

(Ch-4 /p45/11)

4. Thanking

Thanking is an illocutionary force uttered by the speaker when he/she feels gratitude for what the listener does or says.

Made : We have to submit the report of our visit to Lake Toba tomorrow

but I think there are still a lot of problems with the grammar, spelling, and so on.

Hilda : What if I take half of it and I'll edit the rest after I finish this one.

Made : That's very thoughtful of you. **Thanks a lot.**

(Ch-1/p7/4)

5. Sympathizing

Sympathizing is an illocutionary force used as a sign of understanding and care for someone else's suffering.

Risna : Hi, Fadil. You sound terrible. Are you all right?

Fadil : No, I am not. I can't go to school today.

Risna : **Oh, I am sorry to hear that.** What's the problem?

Fadil : My stomach hurts.

(Ch-4/p49/13)

Directives

Directives are the types of illocutionary acts used by the speaker to get something done.

1. Commanding

Commanding is an illocutionary force used to ask or order someone to do something in direct way.

Indah : **Look at this one.** It's a giant squid.

Lyla : **Have a look at the size!** It's very big!

(Ch-3/ p30/10)

2. Requesting

Requesting is an illocutionary force used to ask or order someone to do something indirectly or politely.

Indah : Hey, guys, I think we should finish our Biology assignment before Sunday.

Bagus : You're right! It should be submitted on Monday. **But, do you have any idea what we should write about?**

Lyla : We should make a poster about underwater life.

(Ch-3/ p30/10)

3. Suggesting

Suggesting is an illocutionary force performed by the speaker to put forward an idea or plan for the listener to think about.

Indah : **I'd say we should make a poster about giant squid.**

Bagus : **Yes, we can print out the picture and write the facts about a giant squid.** I think it will be great!

(Ch-3/ p30/10)

4. Questioning

Questioning is an illocutionary force expressed by the speaker in order to get the reply, answer, or information from the listener.

A : **What is another name for Seattle?**

B : It is called the Emerald City.

(Ch-1/p7/1)

5. Wishing

Wishing is an illocutionary force used when the speaker hopes something good to happen in future.

Joko : If I am elected president, I will waive taxes for poor people.

Edwin : **I wish you all the best.**

(Ch-1/ p11/9)

Commissives

Commissives are illocutionary acts dealing with speaker's commitment in doing an action in future time.

1. Promising

Promising is an illocutionary force used by the speaker to tell the listener that the speaker will definitely do or not to do something.

Joko : **If I am elected president, I will waive taxes for poor people.**

Edwin : I wish you all the best.

(Ch-1/p11/9)

2. Offering

Offering is an illocutionary force of asking someone whether they would like to do or have something.

Anita : **May I help you?**

Fatah : Yes, please. I need a book entitled "Visiting Seattle."

Anita : Sure. We have one copy left. I'll get it for you.

Fatah : Thanks.

(Ch-1/p7/3)

Next, under the concept of transactional and interpersonal spoken text as stated by Kemdikbud (2013), there are five language functions included in the basic competences of English for Senior High School Grade XII: asking and answering question, expressing surprise, giving suggestion, getting attentions, and offering.

Asking and answering questions

The datum containing functions of asking and answering questions is below.

A : **What is another name for Seattle?**

B : **It is called the Emerald City**

(Ch-1/p7/1)

The language functions of questioning and answering employed in the bold expressions in datum (Ch-1/p7/1) are in line with the illocutionary forces of questioning and informing.

Getting someone's attention

The datum containing functions getting someone attention is below.

Lyla : That's a good idea. **Here, pay attention to this.** The article says that a giant squid's eyes are the size of a dinner plate. Very Interesting!

Bagus : Really? Wow! Now, I really think that we should make a poster about it.

(Ch-3/ p30/10)

This language function as shown in the bold utterance in datum (Ch-3/ p30/10) is realized through directive force of commanding. Lyla asks other participants to pay attention to his explanations, so its purpose can also be attracting someone else.

Offering

The datum containing language function of offering is shown below.

Anita : **May I help you?**

Fatah : Yes, please. I need a book entitled "Visiting Seattle."

Anita : Sure. We have one copy left. I'll get it for you.

Fatah : Thanks.

(Ch-1/p7/3)

This language function in datum (Ch-1/p7/3) is in line with the commissive force of offering.

Giving suggestion

The datum containing language function of giving suggestion is shown below.

Dela : Where can I get inexpensive price for good quality shoes?

Emi : **If you want a good price, why don't you go to the factory outlet?**

(Ch-1/p10/6)

This language function in datum (Ch-1/p10/6) is in line with the directive force of suggesting.

Expressing opinion

The datum containing language function of expression opinion is shown below.

Indah : Listen, the article says that the size can be 10 meters long. **It's as big as a school bus!**

Lyla : **Wow! I think a giant squid is very unique.**

(Ch-3/ p30/10)

The language function employed in datum (Ch-3/ p30/10) is in line with the representative force of stating opinion.

Expressing surprise

The datum containing language function of expression surprise is shown below.

Amida : **You know what?** My extended family is going to hold a surprise birthday party for my grandmother next week.

Diana : **Wow!** That sounds great. How old is she?

(Ch-4 /p45/11)

The language function employed in datum (Ch-4 /p45/11) is in line with the expressive force of stating surprise.

Based on the discussion it can be seen that from the analysis of the illocutionary forces realized in the spoken dialogs has fulfilled the main language functions as mentioned the standard of competence of English for Senior High School Grade XII. Indeed, the discussions of realization of illocutionary force in the spoken dialogs are broader than those of language functions. The textbook developers put some other utterances contains other illocutionary forces by Searle (1979), Yule (1996), and Cutting (2002). Those are used by the textbook developers in order to help and assist the main topic discussed in the dialogues have a meaningful context. Hence, the students can understand and grasp the meaning.

The last discussion is the direct and indirect illocutionary acts according to Searle (1979) and Wijana (1996). They are shown in table 2.

Table 2: Direct and indirect acts found in the spoken dialogs

No.	Direct/ indirect acts	Frequency	Percentage
1	Direct acts	120	88.89%
2	Indirect acts	15	11.11%
Total		135	100%

In Table 2, it is clear that direct acts are significantly employed in the textbook. Out of 135 utterances, 120 utterances or 88.89% are realized in direct acts. Hence, only 15 utterances or 11.11% contain indirect acts.

First are utterances realized in direct acts which have relationship between sentence types and communicative functions. An example is shown in datum (Ch-9/p138/17).

Ikhsan : **Atim, do you know how to make ceramic products?**

Atim : **Yes, first mix the materials.**

Ikhsan : **What are the materials?**

Atim : **Kaolin, feldspar, quartz, and ball clay. Mix them with water.**

(Ch-9/ p138/17)

As exemplified in the dialog above, the both of the bold expressions have clear communicative functions in accordance with their syntactic structure. The first and the third are questions; the second and the fourth are statements (information or explanation). No other illocutionary forces are implied in those utterances.

Next are utterances realized in indirect acts that have no relationship between sentence types and communicative functions. An example of indirect acts of requesting in

the interrogative mood is presented in datum (Ch-1/p10/5).

Father : **Exam is around the corner. It's about time to go back to your study**

Son : Okay, Dad.

Father : If you want to pass the exam, you have to study harder.

Son : Thanks, Dad.

(Ch-1/p10/5)

In the bold utterance syntactically is a father's statement to state information (informing), that the time for examination is getting closer. Contextually that statement implies a request for his son to study harder.

Other indirect act of requesting is exemplified in the bold expression in datum (Ch-3/ p30/10).

Indah : Hey, guys, I think we should finish our Biology assignment before Sunday.

Bagus : You're right! It should be submitted on Monday. **But, do you have any idea what we should write about?**

(Ch-3/ p30/10)

Next, indirect act of suggesting is exemplified in the bold utterance in the dialog in datum (Ch-1/p10/6).

Lyla : We should make a poster about underwater life

Dela : Where can I get inexpensive price for good quality shoes?

Emi : **If you want a good price, why don't you go to the factory outlet?**

(Ch-1/p10/6)

From the findings and discussion of direct and indirect acts, it can clearly be seen that the writers of the books has applied only 15 indirect acts out of 135 utterances in the spoken dialogs. This fact shows the poor realization of indirect acts in English textbooks despite the fact that the illocutionary forces have fulfilled to the language functions. However, the indirect acts, in fact, imply the natural use or authenticity of English language in daily life which actually should be implemented in the textbook as comprehensible language inputs for learners as Krashen says (Richards & Rodgers, 2001). The natural use of conversational language in the spoken dialogs has not been fulfilled yet; accordingly, the pragmatic competence of the materials is still questionable.

CONCLUSION

The first point of the study is the investigation of illocutionary acts and forces. The *Bahasa Inggris SMA/ MA/ SMK/ MAK Kelas XII* contains four types of illocutionary acts: representatives, expressives, directives, and commissives. Fourteen types of illocutionary forces are also found, namely stating an opinion, informing, reporting, explaining, describing, agreeing, greeting, leave-taking, stating surprise, thanking, sympathizing, commanding, requesting, suggesting, wishing, questioning, promising, and offering.

The second point is the investigation of direct and indirect acts. The spoken dialogs are dominated by direct acts. It can be interpreted that the quality of the authenticity of the textbook in terms of natural conversation is need to be improved. The third point is the investigation of relation between illocutionary forces and language functions. From the research results, the illocutionary forces have fulfilled the notions of language functions employed in the basic competence of English for senior high school. From five main language functions, the research find fourteen illocutionary forces or functions. This research can have certain pedagogical implications for textbook designers in Indonesia, especially the government. The textbooks are necessary to take into account on the integration of crucial pragmatic aspect particularly implicite meaning in the form of indirect speech acts to provide authentic, comprehensible inputs. The current research makes the following suggestions: the senior high school English textbooks need to be studied especially in terms of speech acts and other pragmatic competence as these books are not really pro-communicative. Additionally, the pragmatic research in classroom discouse is needed to seek out the real implications in the TEFLIN settings.

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