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INVESTIGATING SPEECH ACTS IN SELECTED DIALOGUES CONCERNING MULTICULTURAL VALUES IN THE INDONESIAN MINISTRY OF EDUCATIONAL & CULTURE- ENDORSED HIGH SCHOOL EFL TEXTBOOK: A DISCOURSE ANALYSIS

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Abstract: This paper is a discourse analysis that aims at investigating speech acts in a selected dialogue about multicultural values in the Indonesian Ministry of Educational & Culture-endorsed high school EFL textbook (twelfth grade). Speech acts theory was employed in processing the analysis of dialogues. The intended features were recognized, categorized, identified separately, and analyzed based on five major speech acts developed by Searle (1976). The findings revealed that 51% of utterances includes in the assertive category, the expressive category is 29%, while the directive and commissive categories have the same results (10%), and the declarative category does not have any outcome (0%). In addition, the presentation of the multicultural value in the Indonesian Ministry of Educational and Culture-Endorsed High School EFL Textbook (twelfth grade) 2018 revision through dialogue has proved to lack key. Based on this finding, it is recommended to investigate how the multicultural values are presented in the newest edition of textbooks and to cultivate the multicultural values using another methodology or the future researchers can use gender as the subject of the study.

Keywords: *EFL Textbooks, Multicultural Values, Speech Acts*

INTRODUCTION

Nowadays, in the digital era, we can get any kind of information from the internet, but in the learning process, textbooks still play an important part for teachers and students. According to Tomlinson (1998), "textbooks support a learning guideline for teachers and students, which agrees on teachers and students to be able to realize what can be finished in succeeding learning and what that has been completed in previous learning." In the field of English learning, the textbook is used as a tool to get familiar with linguistics, social, and cultural aspects that are included in learning a

language. Hence, “Bahasa Inggris Kelas XII 2018 Revision Edition” as a language textbook, definitely has included the multiculturalism values on it. The multicultural in the textbook can be used as a tool for students to get familiar with the cultures that exist in learning a language and as their instrumental in cultivating tolerance and mutual understanding.

That textbook played an important tool in the learning process, the materials in the textbook should be suitable for institutions’ aim for the language program. The textbook is significant enough in the 2013 curriculum to rise the efficiency and effectiveness of the curriculum itself (Syahmadi, 2013, p.71). Accordingly, an investigation is required to find out how multi-culture values are presented in the Indonesian Ministry of Educational and Culture-Endorsed high school EFL textbook (twelfth grade) 2018 revision through discourse aspect. Therefore, it hopes that the EFL textbook will be more efficient and effective than the curriculum.

There are some previous studies on similar topic that have been conducted by Anshari et al (2020), Ayu (2020), and Shreeb (2017). Those previous studies aforementioned were only focused on investigating the multicultural presentation through visuals in the EFL textbook. To fill this gap, the researcher used discourse as the object of the study. Subsequently, the researcher used five major speech acts developed by Searle (1976) to investigate speech act in a selected dialogue regarding multicultural values in the Indonesian Ministry of Educational and Culture-Endorsed high school EFL textbook (twelfth grade) 2018 revision.

METHOD

The present study used discourse analysis to examine the selected dialogue concerning multicultural values in the nationally adopted high school EFL textbook twelfth grade in Indonesia. Discourse analysis includes interpreting the production of language from a diverse number of perspectives: ideological, socio-cultural, linguistic, textual, and psychological (Holland, 2010, as cited in Gee, 2011). To collect the data, the researcher used speech acts theory. A speech act attaining such ability needs the physical knowledge, social world, and expectations about people awareness with whom we are communicating (Altikriti, 2011, p. 1374). The research adopted five categories of speech acts by Searle (1976) to classify the dialogues.

FINDINGS & DISCUSSION

The researcher has analyzed 48 utterances in 19 dialogues. Based on Searle’s (1976) theory, those data were categorized into five major speech acts: assertiveness, directives, commissive, expressive, and declarative. The result of the analysis on using the types of speech acts and the strategies to realize the speech acts are presented in the following organization.

Assertive Speech Acts

Assertive is the fact of a statement by the speaker which is used to make the listener believe in what they saying. Assertive (representative) is speech acts that commit the speaker to the truth of something (Searle, 1976). The dialogue in the textbook that belongs to an assertive category is 51%. The type of this category includes asserting, claiming, reporting, etc. as given in Table 1, Table 2, and Table 3.

Table 1. Example stating utterance of assertive category

Beni	:	What is another name for Seattle?
Alex	:	<i>It is called the Emerald City.</i>

(Page 20)

Table 1 showed that Alex’s utterance has introduced another name to Beni.

The bold and italic utterance included the “assertive” type which contained a statement.

Table 2. Example reporting utterance of assertive category

dr. Nahda	:	What’s the problem?
Fafa	:	<i>My stomach hurts terribly. I think I have a fever as well.</i>

Table 2 shows that the bold and italic utterances are included in the “assertive” type which contains information. It is shown by Fafa’s utterance that He told Fafa what he feels, dr. Nahda can verify the condition of Fafa.

Table 3. Example forecasting utterance of assertive category

dr. Nahda	:	<i>You look terrible.</i> What can I do for you?
Fafa	:	I can’t go to school today.
dr. Nahda	:	Oh, I am sorry to hear that. What’s the problem?
Fafa	:	My stomach hurts terribly. I think I have a fever as well.

Table 3 has been showed that dr. Nahda’s utterance predicts that Fava is sick because dr. Nahda’s utterance contained forecasting about Fafa’s condition: *you look terrible*.

Directives Speech Acts

A directive speech act happens if the speaker asks the hearer to do something or to carry out an action (i.e. ordering, commending, requesting, begging). The dialogue in the textbook that belongs to an assertive category is 10%. The examples are given in Table 4 and Table 5.

Table 4. Example commanding utterance of directive category

dr. Nahda	:	Alright then, I’ll give you a prescription. <i>You have to take the pills three times a day, okay?</i>
Fafa	:	Okay, doctor.

The bold and italic utterance in Table 4 is a command utterance of the directive act in dr. Nahda dialogue for directing Fafa to take the medicine three times a day.

Table 5. Example begging utterance of directive category

Stranger	:	Thank you. I will buy the bus ticket, then.
Tania	:	<i>Wait a moment, please,</i> I’ll process it quickly.
Stranger	:	Ok.

In the Table 5 Tania asks the stranger to wait for the ticket purchase. The bold and italic utterance by Tania is the begging statement of expressive speech acts.

Commissive Speech Acts

The point of a commissive speech act is to ask the speaker to conduct some future action (i.e., promising, offering, threatening). In another word, commissive is speakers determined to do something in the future that would make those words fit. There is 10% which is included in the commission category. Here is an example of commissive speech acts in Table 6, Table 7 and Table 8.

Table 6. Example refusing utterance of commissive category

Dhea	:	Have you heard that the due date for the final project is extended?
Riza	:	No, is it true?

Dhea	:	Yes. It will be due next month.
Riza	:	That's wonderful! I haven't even started yet.
Dhea	:	Would you need my help?
Riza	:	<i>No, thanks. I'll do it as soon as possible.</i> I know that you're as busy as I am.

Table 6 showed that Dhea offered Riza to help with her project. The bold and italic sentence is a part of a commissive type because it has a refusing utterance presented by *No, thanks. I'll do it as soon as possible* utterance, which is mean that Riza refuses Dhea's offer and she would do the project by herself.

Table 7. Example offering utterance of commissive category

dr. Nahda	:	Okay, let me check your stomach. (The doctor puts the stethoscope in Fafa's belly and strikes it lightly). Does it hurt here?
Fafa	:	Not that one.
dr. Nahda	:	Here?
Fafa	:	Yes, that's terrible.
dr. Nahda	:	Alright then, <i>I'll give you a prescription.</i>

(Page 4)

The bold and italic sentence is a part in a commissive type because Table 7 has an offering utterance presented by *I'll* utterance.

Table 8. Example promising utterance of commissive category

Stranger	:	<i>If I am elected president, I will waive taxes for poor people.</i>
Tania	:	I wish you all the best.

(Page 25)

Joko's utterance refers to a promising talk to the poor that he will support the taxes. The bold and italic sentence in Table 8 is a part in a commissive type because it has a promising utterance.

Expressive Speech Acts

The goal of expressive is to express the speaker's psychological state (i.e. thanking, apologizing, complimenting). There is 29% which is included in the commissive category. Examples are given in Table 9 and Table 10 :

Table 9. Example thanking utterance of expressive category

Diana	:	What if I help you with the preparation?
Hamada	:	Oh, it's very nice of you. But I'm going to do it with my sister. <i>Thanks for the offer.</i>
Diana	:	Okay, no problem.

(Page 6)

The type of speech that acts from the bold and italic sentence is "expressive" because it has thanking utterance. Hamada's utterance in Table 9 points out that she said a thankful statement because Diana offered to help her.

Table 10. Example liking utterance of expressive category

A	:	Which caption(s) do you like.
B	:	<i>I like caption number four.</i>
A	:	Why do you think so?
B	:	It plays words so interestingly. It's clever.

(Page 37)

The bold and italic sentence in Table 10 is an expressive type because it has 'like' utterances. It is displayed by B speaker's expression that he likes caption number four.

Declarative Speech Act

Declarative speech acts are the utterances that bring a change in the hearer's world. A sudden locution effect is immediately felt by the hearer (i.e., selecting a chairman, selecting a candidate, getting married to a person, christening). Searle (1976) states declarative speech acts "as statements that show the correspondence between the propositional content and reality". The dialogue in the textbook that belongs to a declarative category is 0%. Because of the Indonesian Ministry of Educational and Culture-Endorsed high school EFL textbook (twelfth grade) 2018 revision, there are no dialogues included in the declaration category.

DISCUSSION

From the detailed previous findings, it showed that the speech acts theory proposed by Searle (1976) has 48 utterances in 19 dialogues and 24 utterances (51%) including the assertiveness category. Besides the expressive category has 14 utterances (29%). While directives and commissive category have the same results 10%, at which each category has 5 utterances. On the other side, the declarative category does not have any outcome (0%).

By using Searle's theory, the result of the multicultural values in the dialogue in the Indonesian Ministry of Education and Culture-Endorsed EFL Textbook (twelfth grade) 2018 revision was so surprising that the multicultural values through dialogue are still lacking. The result is inverted from the previous studies which used visuals as the object of study, from the results of their studies showed that multicultural values were presented well. Therefore, writers and teachers have an important role to resolve the uneven appearance of multicultural values through dialogues.

All individuals or communities have their own culture, which is different from each other. School assessments must mean so much to each school as a quality of a school so it can attract many students to study at the school. But to celebrate the achievement of school quality assessment is not a student's job at all; and it is not a culture that is often done in an Indonesian school.

Excerpt of conversation:

Raisa: We should celebrate it, don't you think?

Zahra: Yes, you're right. What if I invite all students to celebrate it? Raisa:
That would be good. Thanks for having the ideas.

In the Excerpt of conversation between Raisa and Zahra openly wanted to invite all the students to celebrate the achievement of the school. However, it is hoped that students will respond to the conversation as an introduction to cultural differences. As stated by Kim & Park (2015) that "revealing learners to numerous cultures of English-speaking countries will effectively

build and improve their Intercultural Communicative Competence.” Exploring the source culture in learning English also decreases the students’ skills to comprehend, adapt, and integrate into the target culture.

As the results of the study have shown that the presentation of the multicultural value in the Indonesian Ministry of Education and Culture-Endorsed EFL Textbook (twelfth grade) 2018 revision by dialogue has proved to be lacking, contrary to the results from the previous studies with images as the object of the research. Therefore, language textbook writers and teachers should develop learning that promotes the production of multicultural values through dialogue designed by people or communities with different cultural backgrounds.

CONCLUSIONS

Multicultural values features are required to be involved in English learning materials to boost the student’s understanding in learning the language. The students would be misled in the language acquirement if they learn without cultures. The reason is that all aspects of culture can be put into the material being learned without leaving the essence of learning the language itself. If multicultural is described, students may understand and respect each other’s culture. Therefore, the writers of EFL textbooks is expected to represent multicultural values through conversations not just through visuals. All of teachers or schools are also expected to be able to select an appropriate textbook for teaching and learning. So, if the multicultural values can be illustrated, it can be fulfilled the criteria of the 2013 curriculum suggested by *Kemendikbud* (2013), i.e., integrating all the four skills in English and unifying two main language mechanisms required in English, combining the scientific approach process, and disseminate character values and cultural awareness to the students.

Realizing this study only discusses the forms of how multicultural values are presented through dialogues in the Indonesian Ministry of Education and Culture-Endorsed EFL Textbook (twelfth grade) 2018 revision, the future research with a wider perspective that covers more subjects is thus required. Future researchers are also recommended to investigate how multicultural values are presented in the newest edition of textbooks. The cultivation of multicultural values using another methodology and using gender as the subject of study has not been found in this study.

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