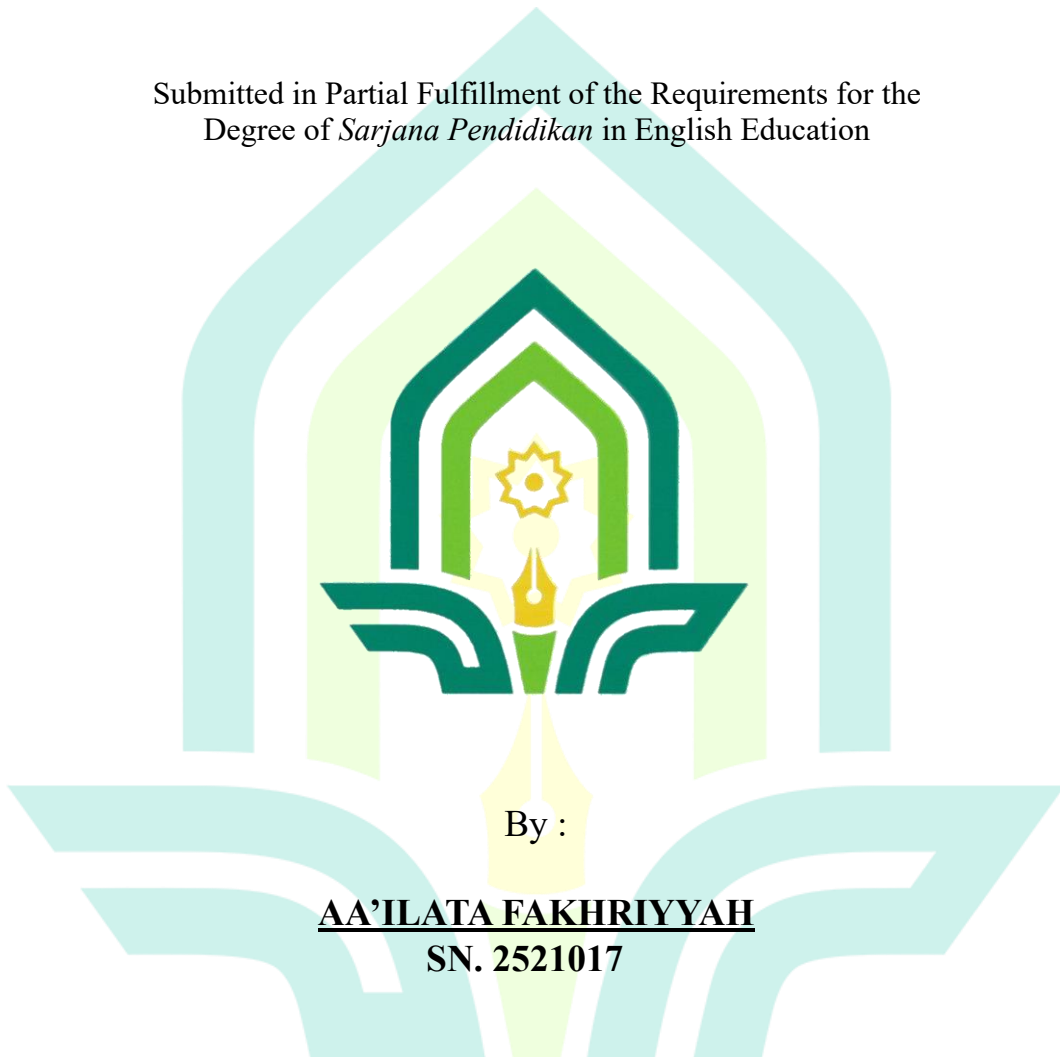


**AN ANALYSIS OF SPEECH ACTS IN DIALOGUES IN
“ENGLISH IN MIND SECOND EDITION STUDENT’S
BOOK 1” FOR JUNIOR HIGH SCHOOL GRADE 8**

AN UNDERGRADUATE THESIS

Submitted in Partial Fulfillment of the Requirements for the
Degree of *Sarjana Pendidikan* in English Education



**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI
K.H. ABDURRAHMAN WAHID PEKALONGAN
2025**

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By :

AA'ILATA FAKHRIYYAH

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2025**

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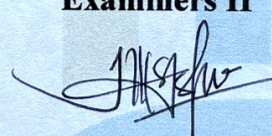
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1. I would like to express my heartfelt gratitude to my parents, Mr. Samat and Mrs. Suminah, for their unwavering affection, love, and countless prayers that have accompanied me throughout my life. Their kindness will never be forgotten and cannot be repaid. May Allah reward both of you for your generosity. I also extend my appreciation to my beloved sisters, who have consistently offered their prayers and support in the completion of this thesis.
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MOTTO

“Allah does not burden a person beyond his capacity.”

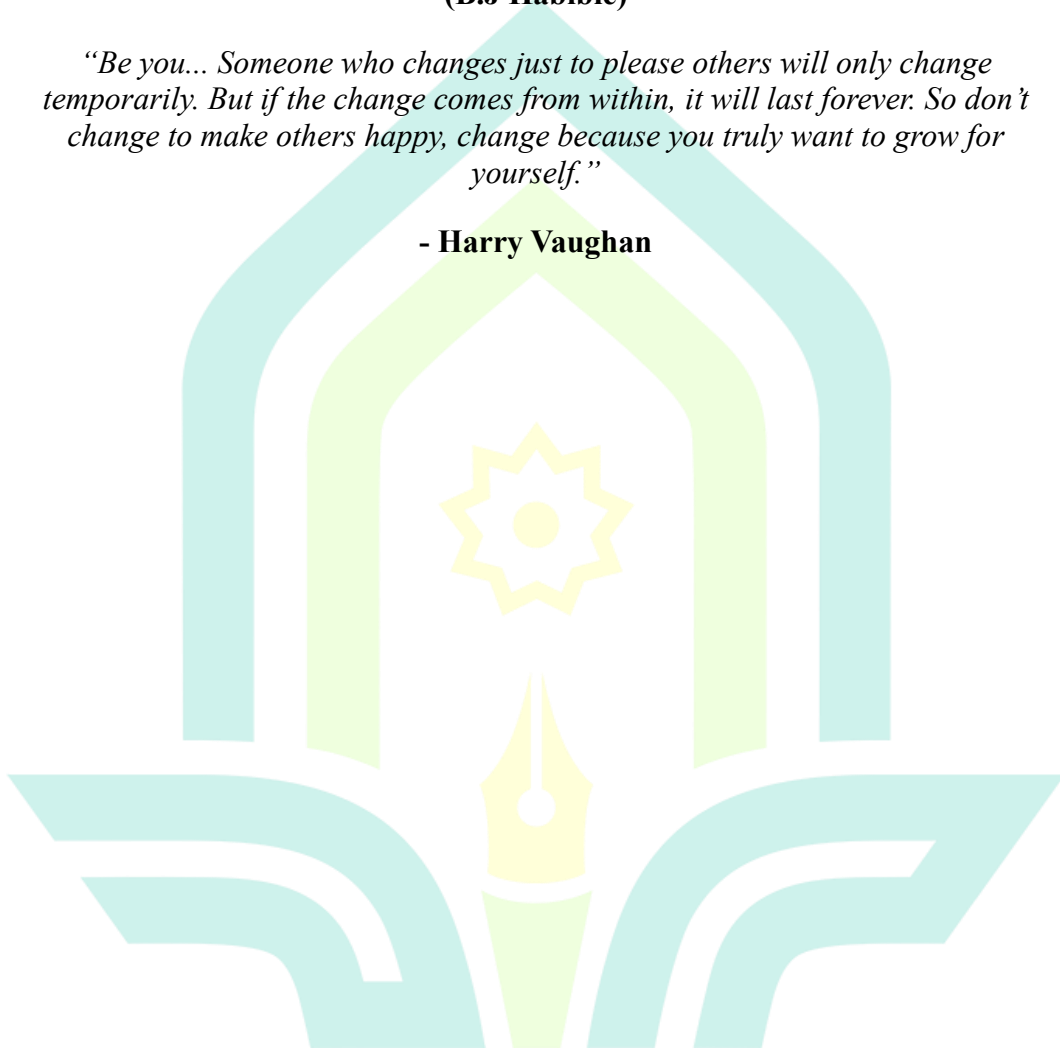
(Q.S. Al Baqarah:286)

*“Success does not belong to other people,
success belongs to those who always try”*

(B.J Habibie)

“Be you... Someone who changes just to please others will only change temporarily. But if the change comes from within, it will last forever. So don't change to make others happy, change because you truly want to grow for yourself.”

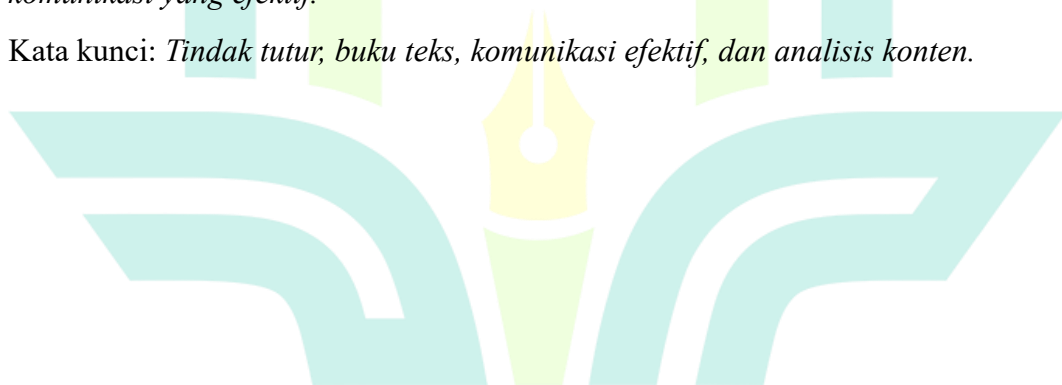
- Harry Vaughan



ABSTRAK

Penguasaan kompetensi pragmatik dapat ditingkatkan melalui representasi efektif tindak tutur dalam bahan ajar, seperti buku teks. Dengan mempelajari tindak tutur, siswa belajar memahami dan menggunakan bahasa sesuai dengan konteks sosial. Fokus utama penelitian ini adalah menganalisis jenis tindak tutur yang terdapat dalam dialog buku teks "English in Mind Second Edition Student's Book 1" untuk sekolah menengah pertama kelas 8, dan mengeksplorasi bagaimana tindak tutur tersebut dapat memberikan kontribusi komunikasi yang efektif bagi siswa. Penelitian ini menggunakan pendekatan kualitatif untuk pengumpulan data melalui analisis dokumen, mengidentifikasi semua dialog, dan menetapkan kode unik untuk masing-masing dialog. Data dianalisis menggunakan teknik seperti reduksi data, penyajian data, penarikan kesimpulan, dan verifikasi temuan. Analisis ini kemudian dihubungkan dengan teori tindak tutur John Searle (1979) dan teori komunikasi efektif Michael Argyle (1972). Temuan menunjukkan bahwa empat jenis tindak ilokusi muncul dalam dialog: asertif, direktif, komisif, dan ekspresif. Di antara 114 ujaran yang dianalisis, tindak tutur direktif dan ekspresif adalah yang paling dominan, masing-masing meliputi 35,08% dari total, diikuti oleh tindak tutur asertif sebesar 25,44% dan tindak tutur komisif sebesar 4,39%. Tidak ditemukan contoh tindak tutur deklaratif dalam data yang dianalisis. Lebih jauh, tindak tutur dalam buku teks mencerminkan enam tahap siklus komunikasi sebagaimana diuraikan oleh Michael Argyle: ide muncul, pesan dikodekan, pesan terkirim, pesan diterima, pesan didekodekan, dan umpan balik diberikan. Tahapan-tahapan ini menunjukkan bahwa siswa tidak hanya mempelajari bentuk-bentuk bahasa tetapi juga terlibat dalam komunikasi yang bermakna dan kontekstual, yang menggarisbawahi kontribusi buku teks untuk mengembangkan keterampilan komunikasi yang efektif.

Kata kunci: *Tindak tutur, buku teks, komunikasi efektif, dan analisis konten.*



ABSTRACT

Pragmatic competence acquisition can be enhanced through the effective representation of speech acts in teaching materials, such as textbooks. By studying speech acts, students learn to understand and utilize language in accordance with social contexts. The primary focus of this study is to analyze the types of speech acts present in the dialogues of the textbook *"English in Mind Second Edition Student's Book 1"* for junior high school grade 8, and to explore how these speech acts can contribute effective communication for students. This study employs a qualitative approach for data collection through document analysis, identifying all dialogues and assigning a unique code to each one. The data were analyzed using techniques such as data reduction, data presentation, drawing conclusions, and verifying findings. This analysis is then connected to John Searle's (1979) speech act theory and Michael Argyle's (1972) effective communication theory. The findings indicate that four types of illocutionary acts appear in the dialogues: assertive, directive, commissive, and expressive. Among the 114 utterances analyzed, directive and expressive acts were the most dominant, each comprising 35.08% of the total, followed by assertive acts at 25.44% and commissive acts at 4.39%. No instances of declarative speech acts were found in the analyzed data. Furthermore, the speech acts in the textbook reflect the six stages of the communication cycle as outlined by Michael Argyle: idea occurs, message coded, message sent, message received, message decoded, and feedback given. These stages demonstrate that students not only learn language forms but also engage in meaningful and contextual communication, underscoring the textbook's contribution to developing effective communication skills.

Keywords: *Speech acts, textbook, effective communication, and content analysis*

PREFACE

Alhamdulillah, praise and gratitude to Allah SWT, who continually bestows His grace, guidance, and inayah. This support has enabled the author to complete the thesis entitled "**An Analysis of Speech Acts in Dialogues in 'English in Mind Second Edition Student's Book 1' for Junior High School Grade 8**". Blessings and greetings are extended to the Prophet Muhammad SAW, his family, friends, and followers, with the hope of receiving intercession on the Day of Judgment.

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Pekalongan, 26 Mei 2025



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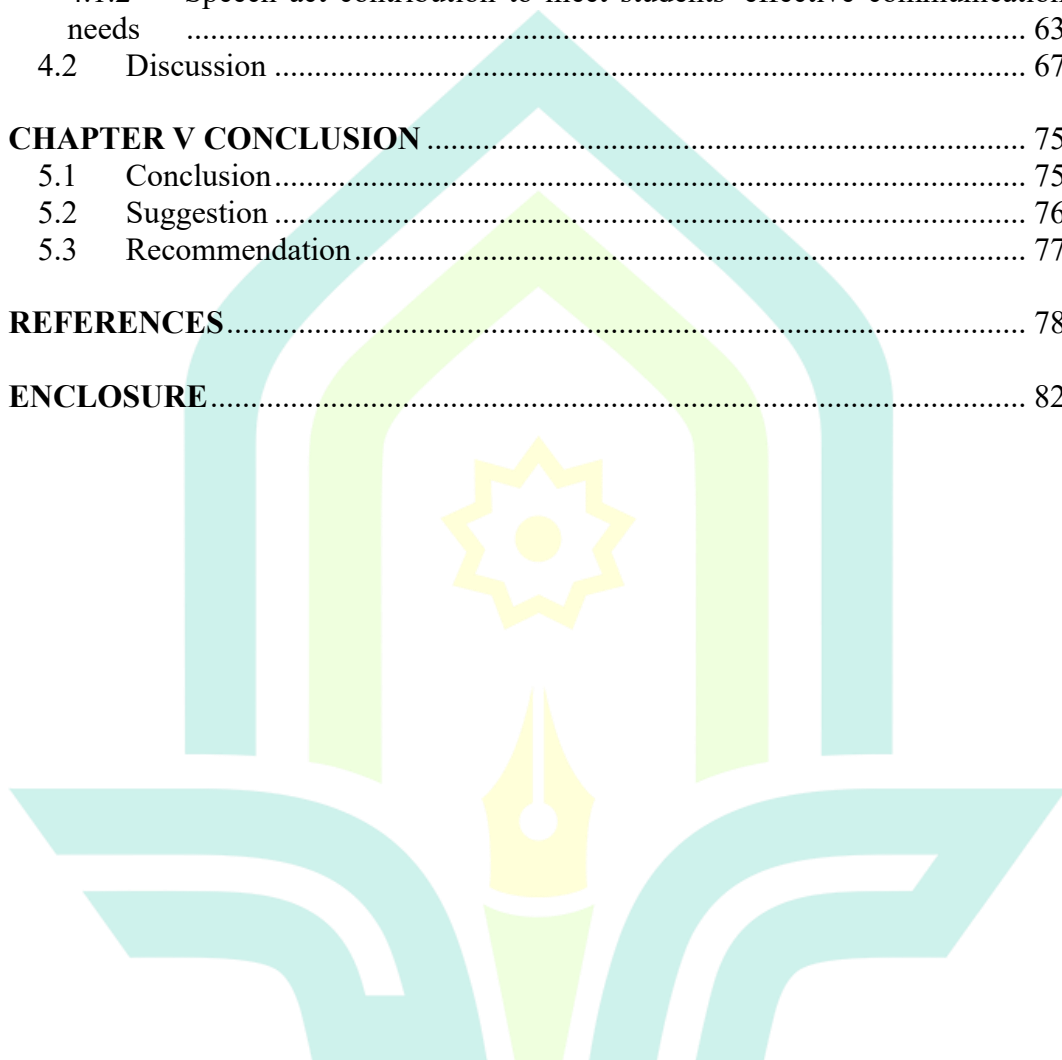
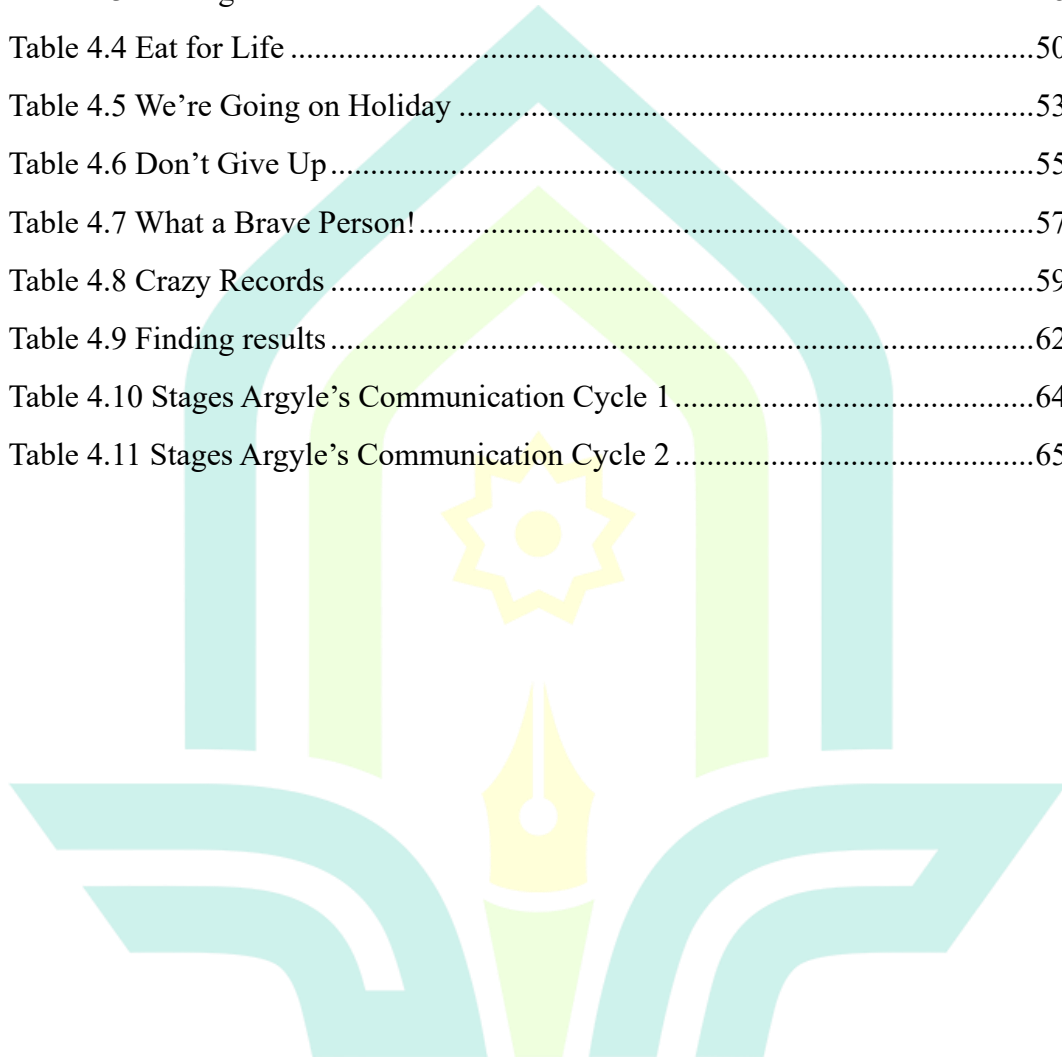


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CHAPTER I

INTRODUCTION

1.1 Background of the Study

The use of textbooks significantly enhances the effectiveness of students' education in the classroom (Muliyah & Aminatun, 2020). Textbooks provide materials that introduce, develop, and strengthen students' communicative skills and linguistic competence (Nurdiana, 2022). They serve as valuable learning resources for students. Textbooks are structured with specific elements designed to improve students' comprehension and support the achievement of learning objectives. These components encompass reading, writing, listening, and speaking skills. Speaking is typically presented in the form of dialogues, which feature conversations between two or more individuals, facilitating verbal communication.

Oral communication is a vital skill that students must develop to communicate effectively. Effective communication requires not only an understanding of the literal meaning of each word spoken but also the ability to adapt one's communication style to the individual with whom one is speaking and to various situations. This brings us to the concept of pragmatics, which students can utilize to employ language effectively and appropriately across different social contexts. Sykes and Cohen (2018) argue that through this approach, learners cultivate the skills necessary to

determine what to express, the appropriate timing and manner of expression, and when to deviate from conventional norms. There is a crucial context in the study of pragmatics. Leech (1983) defines this context as “*background knowledge assumed to be shared by s and h, which contributes to h's interpretation of what s means by a given utterance*” (where s refers to the speaker and h refers to the hearer). This background understanding is essential for both the speaker and the interlocutor, enabling the interlocutor to interpret the speaker's intended meaning behind a particular utterance. In pragmatic studies, speech is understood as a form of action, commonly referred to in linguistics as a speech act.

Speech acts are a crucial component of pragmatic competence, which encompasses various forms and functions. Each utterance serves a specific function and purpose, such as ordering, apologizing, promising, or stating something that reflects the speaker's intention. Austin (1962) introduced the theory of speech acts, asserting in his book that these acts involve the production of speech that generates an action. Kaplan (2018) illustrates how actions are executed through speech, which not only conveys meaning but also prompts the listener to take specific actions. The speaker's words can communicate more than the literal meaning of the words or sentences themselves (Hidayat, 2016). Oishi (2022) suggests that understanding and correctly using speech acts can significantly enhance a learner's ability to express meaning fluently and accurately in a second language.

One of the English textbooks, *"English in Mind: Second Edition Student's Book 1"*, is widely used as a supplementary resource in various educational settings for both teachers and students. This textbook aims to enhance students' practical language skills through a variety of dialogues that reflect everyday communication, along with accompanying activities (Maknun, 2019). However, the extent to which these dialogues accurately represent real-life communication and encompass the full range of speech acts necessary for effective interaction warrants further investigation. Nurdiana (2022) conducted research indicating that analyzing speech acts in textbook dialogues can provide valuable insights into the effectiveness of teaching pragmatic competence.

This study utilizes John Searle's (1979) speech act theory, which builds upon and expands the concept of illocution introduced by J.L. Austin. Searle categorizes illocutionary speech acts into five types: assertive, directive, commissive, expressive, and declarative, to analyze the role of speech in communication (Napoleon, 2018). Alsohaibani (2017) posits that by employing these speech acts, learners can achieve effective communication and language use, as different cultures attribute varying meanings to them.

Apart from linguistic competence, socio-cultural competence is also crucial for effective communication (Derakshan et al., 2021). This encompasses an understanding of social norms and cultural nuances that influence how speech acts are performed and interpreted (Li & Suleiman,

2017). Previous research on textbooks has frequently emphasized the significance of using authentic language and incorporating a variety of speech acts to prepare students for real-life situations. However, there is a lack of research specifically focusing on the analysis of speech acts in widely used English textbook dialogues.

Therefore, there is a need for research that provides an in-depth analysis of the speech acts presented in *"English in Mind: Second Edition, Student's Book 1"*. The researcher will evaluate whether the dialogues in the textbook encompass a diverse range of speech acts and to what extent these acts contribute to effective communication for students. Furthermore, this study not only enhances the academic understanding of how speech acts are identified, classified, and analyzed within textbook dialogues but also empowers junior high school students to communicate pragmatically and contextually during the teaching and learning process.

The researcher is interested in conducting this study, particularly focusing on the book *"English in Mind Second Edition Student's Book 1"* for grade 8, as it aligns with the standards of the independent curriculum designed to enhance students' communication skills. This book features dialogues that are relevant to real-life situations. Furthermore, several previous studies have investigated speech acts in English textbooks at the Senior High School level. Consequently, this study concentrates on the Junior High School level, specifically grade 8, to examine how speech acts contribute to student communication, as this grade is considered to represent

a pivotal stage in students' English learning abilities. Additionally, by grade 8, students typically possess a sufficient foundation in English to comprehend simple, yet not overly complex, dialogues. This familiarity facilitates the researcher's analysis of the types of speech acts that play a crucial role in oral communication, ultimately determining the effectiveness of interpersonal communication.

This study offers valuable insights into how the classification of speech acts can influence oral communication between two or more individuals when conveying messages and information directly. It is anticipated that both learners and educators can enhance their oral communication skills by analyzing the dialogues presented in the book and reflecting on the speech employed. Additionally, this study aims to deepen understanding and serve as a diverse reference in the field of pragmatics for our department.

1.2 Research Questions

Building on the context of the study, the researcher aimed to address the key questions:

1. What types of speech acts are present in the dialogues of *"English in Mind: Second Edition, Student's Book 1"*?
2. To what extent can speech acts contribute to meeting students' effective communication needs?

1.3 Operational Definitions

To clarify this concept, the researcher offers the following definition of the term:

1. **Speech Acts:** An essential component of pragmatic competence that emphasizes how words not only convey meaning but also perform actions. From this perspective, speech acts are actions executed through language that not only communicate meaning but also prompt the listener to take specific actions (Kaplan, 2018).
2. **Textbook:** Textbooks serve as essential teaching materials and guides for educators in the instruction of English. They are systematically organized according to a specific curriculum, presenting a coherent sequence of topics and descriptions of the subject matter as approved by the Ministry of Education (Radic-Bojanic & Topalov, 2016).
3. **Dialogue:** Dialogue can be defined as a conversation that involves the exchange of information, ideas, or opinions between two or more parties. According to Rustono (1999), dialogue typically requires at least two individuals responding to one another, creating a dynamic and interactive exchange.

1.4 Aims of the Study

This study aims to:

1. To find out the types of speech acts used in the dialogues of *"English in Mind Second Edition Student's Book 1"* for Junior High School Grade 8.

2. To investigate the extent to which the speech acts can contribute to meeting the students' effective communication needs.

1.5 Significance of the Research

1. **Theoretical Use:** This study makes a significant contribution to the development of a pragmatic theoretical framework, particularly regarding speech acts as articulated in the theories of J.R. Searle, within the context of teaching English at the junior high school level. Furthermore, this research enhances academic understanding of how speech acts are identified, classified, and analyzed in textbook dialogues. Additionally, it explores the theoretical connections between pragmatics, linguistic competence, and communicative competence during the language development stage of junior high school students.
2. **Practical Use:** This study serves as an additional reference for teachers to comprehend the various types of speech acts present in textbooks. Furthermore, it can be utilized as a guideline for designing a curriculum that is more responsive to real communication needs. Additionally, it aims to equip junior high school students with the skills to communicate pragmatically and contextually throughout the teaching and learning process.

CHAPTER V

CONCLUSION

5.1 Conclusion

After conducting a study on the textbook titled *"English In Mind Second Edition Student's Book 1"* for Junior High School grade 8, the aim was to identify the types of speech acts present in the dialogues and to explore how these speech acts contribute to effective communication for students. The author concludes that the majority of speech acts identified in the dialogues are of the directive and expressive types, in comparison to other categories. The directive speech acts indicate that many dialogues in this book emphasize functions such as asking, ordering, or directing actions, which are crucial components of the teaching and learning process both in the classroom and beyond. Meanwhile, the expressive speech acts reflect the book's commitment to fostering natural and emotional interactions by conveying feelings such as gratitude, apology, and congratulations. This demonstrates that the textbook not only prioritizes grammar but also emphasizes the development of students' pragmatic skills within a social context.

In addition, the author concludes that the speech acts in the dialogue of the book *"English in Mind Second Edition Student's Book 1"* fully reflect the six stages of Michael Argyle's communication cycle theory. These stages are: idea occurs, message coded, message sent, message received,

message decoded, and feedback given. Each stage, from the emergence of ideas to the delivery of feedback, demonstrates that students not only learn language structures but also grasp the process of effective communication. This indicates that the speech acts in this book contribute to the development of students' contextual and meaningful communication skills.

5.2 Suggestion

According to the results obtained from this study, the author offers several suggestions that may be beneficial for students, teachers, and readers. Here are some of the recommendations provided:

1. The Students

For students, it is essential not only to learn English grammar but also to understand how to use expressions in the context of real communication. By grasping the various types of speech acts particularly illocutionary speech acts such as assertives, directives, expressives, commissives, and declaratives—students can learn to convey feelings, offer suggestions or advice, make requests, and express attitudes politely and appropriately in English. Consequently, their communication skills will be both structured and more effective, tailored to the specific situation at hand.

2. The Teachers

Teachers are expected to introduce the concept of speech acts in English teaching and learning activities in a straightforward manner.

This can be achieved through dialogues in textbooks or other resources. The purpose of this explanation is to help students better understand the implied meanings in conversations, enhance their speaking skills, and learn how to convey their intentions politely and appropriately according to the context.

3. The readers

For readers interested in English language education or pragmatics, the results of this study offer valuable insights into the role of speech acts in learning environments. Additionally, this study can serve as a reference for developing more communicative teaching strategies in foreign language instruction.

5.3 Recommendation

For future researchers, it is recommended to utilize additional media, such as audio CDs, which typically accompany the textbook *"English In Mind Second Edition Student's Book 1"* for grade 8 junior high school. In this study, it was only focused solely on the dialogues presented in the textbook, excluding the audio component due to certain constraints. However, by incorporating audio CDs, researchers can explore pragmatic aspects such as intonation, word stress, and the speaker's style, all of which are crucial elements of effective communication. Therefore, it is anticipated that subsequent researchers will be able to provide a more comprehensive and nuanced understanding of the use of speech acts in English.

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