

CHAPTER I

INTRODUCTION

1.1. Background of the Study

Nowadays, many people agree that English is a universal language which is widely spoken around the world. Crystal (1997) stated that English is the dominant or official language in over 60 countries and is represented in every continent (p.106). Due to this fact, it can be understood that the English language is a vital means of communication for million people around the world. During the twentieth century most of the scientific technology and academic information in the world is expressed in English and over 80 % of all the information stored in electronic retrieval system is in English (Crystal, 1997). Given that English has acquired its world wide reputation due, we can state that in this globalization era, English holds an important role. In its role as a global language, English has become one of the most important academic and professional tools. It means that the ability to speak and understand English is mandatory in certain fields, professions and occupation.

As the time goes by, this phenomenon is also widely extended to Indonesia as one of the developing countries where some of the speakers learn English with varied purposes and through several ways, such as movie, music and textbooks. Regarding this fact, Indonesian people should prepare their English skill in order to face this globalization era since Indonesian people will meet English native speakers or other foreigners who use English as their second/

foreign language who come to Indonesia due to several purposes: some of them want to study, some of them want to go to go travelling to Indonesia, or some of them are experts who work in Indonesia. Therefore, it is very possible for Indonesian people to meet or even work together with the native speakers of English or other English users in offices, schools or many other fields.

In contrast, English is not widely spoken by the Indonesian people since only some of them will speak English just for some occasion in a certain event. Beside that, it is difficult to find Indonesian people willing to speak English in some public places, such as in the street or at the bus stop. Indonesian people will speak English in their English classes or in international offices. They will not speak English anymore outside their English classes or outside their international offices. These circumstances happen due to the fact that Indonesian people have not realized the importance of English for their future yet. Indonesian people only hear spoken English for the first time through the dialogues in the movie, music lyrics from CD or cassette of international singers or they learn English through the English textbook when they studied English in a formal education.

From several phenomena that have been mentioned by the writer, English textbook plays an important role for Indonesian people when they learn English as their foreign language in a formal institution such as school, as their guidance in acquiring the lesson. This circumstance makes Indonesian people dependent on the English textbook while learning English since English textbook helps them understand many aspects of English. As a result, it makes Indonesian people infrequently apply their skills in their daily lives because they are theoretical

mind, which means that they only know the theory of English aspects without willing to apply their English skills in their daily lives. Besides, Indonesian people will apply their English skills in formal institutions only, such as schools or English courses. Regarding these facts, Indonesian people will face some problems when they meet native speakers of English. Although most Indonesian people infrequently meet the native speakers of English- still, many Indonesian people feel nervous or inconfident to answer or to talk with native speakers of English because they can only think of the appropriate grammar to respond the native speakers' statements. Furthermore, it might become a problem when English textbooks (which are supposed to be the real language of English described different data from the real life aspect of English norms. Furthermore, since Indonesian people are dependent on English textbook and reluctant to apply their English skills, consequently, textbook is the main resources for Indonesian people in learning English as a foreign language (EFL).

According to the writer's experience in evaluating his sister's invitation, most of the English teachers in Indonesia teach English based on the English textbook which omit the English norms while they teach English in the class. This problem occurred when the writer's sister makes an invitation to invite her friend in her birthday party, she directly invite her friends by saying "Can you come to my birthday on this Saturday" instead of using pre-invitation, such as "Are you free this Saturday?" As a matter of fact, according to Schegloff (2007) pre-invitation is considered important due to several reasons: first, to project the possibilities that the invitation will be produced; second, it makes relevant next

the production of second pair part (response to pre-invitation). Another example is taken from the request action. In Conversation Analysis (CA), if someone (first pair part) requests to borrow something from other speaker (second pair part), he or she should follow several steps. At first, the conversation begins with pre-request, then followed by showing aim, and responding action in the right way. In a pre-request, an offer would be more preferred than request. Beside that, in pre-request, if an offer is not responded, a go-ahead which then leads to a request can be done (Schegloff, 2007). Consider the following conversation:

(Schegloff, 2007, p.30)

(In a class situation)

1	Stephanie	:	"I can't find my pen. I put here
2			yesterday....."
3	Jess	:	"Here, take mine."
4	Stephanie	:	"Can I borrow your pen?"
5	Jess	:	"Sure. You can."
6	Stephanie	:	"Thanks"

The example above shows a pre-request done in line 1 and 2. It has a go-ahead response in line 3. This response is then followed by a base sequence, a request by Stephanie in line 4 and the response by line 5.

Nevertheless, not all the native speakers of English tend to use the pre-sequences because it depends on the interaction that contextually bound between the speaker and also degree of intimacy. For example, opening calls can be different because of the degree of intimacy between the caller and the recipient. If the caller and the recipient are already close and they know each other very well, the caller does not need to introduce herself/ himself. Furthermore, the recipient will do the second turn greeting in order to complete the greeting sequence which

also claims that the recipient recognizes the caller very well (Schegloff, 2007). In this case, Indonesian students should learn about manner which does not only deal with choosing the right language but also paying attention to the appropriate steps which are usually taken by native speaker. On the other hand, if teaching English only focuses on the true language in grammatical manner, there is a big possibility for the students to be good at doing the exam only but unskilled in communication because of the absence of doing communication steps that is appropriate to Conversation Analysis. However, from the previous explanation, the writer can state that there are some reasons why the American English/ British English norms (and may be other standard norms of English) are very important to be taught in Indonesia.

First, the core of teaching English in Indonesia is based on the CLT (Communicative Language Teaching) which aims to reach the goal of communicative competence- teach the students how to use the language appropriately. Hence, it indicates that when teaching English, the EFL students need to understand all aspects of English not only the grammatical aspects but also including sociocultural, discourse, actional and strategic competence (Celce-Murcia, 1995). Beside that, teaching communicative competence of English deals with the real English materials which represent those aspects of English appropriately. If there are some aspects not received by the EFL students, it will cause an imbalanced and inappropriate language in use. Therefore, by adapting the English norms, it will help the Indonesian students to learn the real English

according to the English speaker way (either native speaker of English or other English speaker who use English as their second language).

Moreover, each EFL student learns English with different purposes to other. Some of them want to succeed in their fields, some want to continue their education abroad, and some others want to practice their English skills and prepare for their school examination. However, no matter what their purposes of their study are, it is very important for them to learn the English norms in order to improve their English skills; especially their speaking skills to be better and consequently they can communicate either with the Indonesian people or foreigner by using English through the Indonesian norms.

As a matter of fact, in teaching EFL, textbooks are needed in order to reach the goal of teaching communicative competence in English. The EFL/ESL textbooks are generally used as means in providing examples of real life conversation. The English textbooks which are used by the EFL students should contain materials deal with daily conversation of English speakers based on the real language of English either American English/British English norms or may be other English norms. Furthermore, by using CA, we can identify the organization of talk –based on which can help the EFL students learn English better, particularly in oral language and in different contexts of English as a Second language (ESL) and English as a Foreign Language (EFL) since CA is one approach that is used in the study of conversation. Beside that, by recognizing the organization of talk, the EFL students can recognize some factors that influence a dialogue in a conversation according to the Standard English.

Therefore, through this thesis the writer tries to analyze the accuracy of dialogues in some English textbooks used by the eighth graders of Junior High School compared to the CA theory. The writer decides to evaluate some English textbooks used by eighth graders of Junior High Schools in Surabaya due to several factors: first, the eighth grade Junior High School students learn English more deeply than in Elementary school and they have learnt English when they were in seventh grade Junior High School. Second, the purpose is to avoid a misinterpretation that might happen between other English speakers (particularly with the native speaker). This misinterpretation might happen when the EFL students do not use natural structures of talk as been found in CA data. For example, when an EFL student (first pair) invites another EFL student (second pair) to go to a party together, then the second pair agrees to go to a party without following the pattern in the widely-spoken English norms dialogue. As a result, the first pair does not know whether the second pair accepts or refuses the first pair's invitation.

In addition, investigation about the accuracy in structures of talk dealing with preferred and dispreferred responses- in four action sequences; invitation, offers, requests and apologies in the EFL textbooks are very important because invitations, requests, offers and apologies can easily be found in the real life since they are contextually bound, which means that context of a situation plays an important role in giving the response and depends on the degree of the intimacy between the speakers. Therefore, recognizing how and when to do those actions appropriately can help the speaker to communicate with others. Beside that,

recognizing how to respond to the actions is also significant in maintaining the relationship with others. This thesis uses CA research on a particular practice of structures of talk- preferred and dispreferred responses regarding the aim of this study, which is to evaluate the dialogues in the EFL/ESL textbooks. The writer will also follow the discussion with some suggestions of lesson plans for teaching EFL in order to help the EFL students learn the structures of talk more accurately. Besides, regarding some aspects of talk, preferred and dispreferred responses are considered very important in turn-taking of a conversation (distribution of talk among two participants) in adjacency pairs (Levinson, 1983).

Moreover, in sequences like invitations, requests, offers or apologies, there will appear two opportunities of responses produced by the second pair which is categorized as preferred (those which align with the action initiated by the first pair part) and dispreferred responses (those which do not align with the action initiated by the first pair part) (Schegloff, 2007). For instance, in an invitation dialogue, if the second pair part accepts the invitation, it means that the second pair produces a preferred response. In contrast, if the second pair rejects the invitation, it means that the second pair produces a dispreferred response. In other words, the writer can state that the acceptance of an invitation favors the accomplishment of the invitation itself while the rejection does not (Schegloff , 2007).

In addition, the objectives of preferred and dispreferred responses are to determine the accuracy of the dialogues based on the structures of talk in CA. Some features of preferred responses are: simple and no delay. Whereas

dispreferred responses have four features, such as mitigation, elaboration, delay, preemptive reformulation with preference reversal, and proforma agreements (Levinson, 1983; Schegloff, 2007). These features will be discussed in this thesis in order to evaluate the accuracy of dialogues in three EFL textbooks used by the eighth grade Junior High Schools in Surabaya based on the structures of talk in CA theory.

1.2. Statement of the Problem

In the background of the study, it is already stated the goal of this thesis is to evaluate the dialogues in the three EFL/ESL textbooks used by the eighth grade Junior High Schools: “Let’s Talk, The Bridge English Competence, and Smart Steps” by using CA as the parameter of talk in four action sequences: invitation, request, offer, and apology dialogues. Hence, the writer would like to state the question as follows:

- 1.2.1. Are preferred and dispreferred characteristics in invitation, request, offer and apology accurately presented in the three textbooks according to the characteristics described in CA theory?

1.3. Objective of the Study

By this study, the writer attempts to find out the use of preferred and dispreferred responses in four action sequences in the three English textbooks

used by the eighth graders Junior High Schools in Surabaya in order to evaluate the accuracy of the dialogues in those three English textbooks deal with the structures of talk in CA theory.

1.4. Significance of the study

As the writer has stated, the purpose of this study is to evaluate the accuracy of the dialogues in three English textbooks used by the eighth grade Junior High Schools in Surabaya deal with the structures of talk in CA theory. Hence, through this research the writer expects that this study can give information to the teachers and the ESL/EFL students to learn about conversational analysis, particularly dealing with the structures of talk, preferred and dispreferred responses in four action sequences based on the Standard English. In long term purposes, the result of the study can be used as one of the sources for a guide in understanding about the structures of talk in order to acquire the real life conversation.

1.5. Definition of key terms

In this research, there are some essential terms used to clarify their meaning and concept:

a. Turn taking pattern:

A term to describe distribution of talk among two speakers; where one speaker being able to show and respond what the previous speaker has just said and done- one speaker needs to talk after the first speaker (Schegloff, 2007).

b. Preferred response:

An acceptance response produced by the second pair part (the second speaker) towards the first pair part (the first speaker) actions (Schegloff, 2007).

c. Dispreferred response:

A refusal response produced by the second pair part (the second speaker) towards the first pair part (the first speaker) actions (Schegloff, 2007)

d. Invitation:

Invitation is a sub class of offering. Invitation deals with an action when someone is asking somebody else to join or to accompany him/her to do something. Invitation is usually about asking somebody to parties, dinner, or some other activities (Schegloff, 2007).

e. Request:

A request is an action when someone asks somebody to do something in a polite or formal way (Oxford Advanced Learner's Dictionary 7th Edition).

f. Offer:

An offer is an action when somebody give suggestions to somebody else or giving something to someone else (Oxford Advance d Learner's Dictionary 7th Edition).

g. Apology:

Apology is a primary action that solicits a response. Apology is an action when someone regret for having done of something wrong of for disappointing somebody (Oxford Advance d Learner's Dictionary 7th Edition).