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## An Analysis of Speech Acts in Think Globally Act Locally Textbook For 9<sup>th</sup> Grade Studentsa

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### ABSTRACT

This research is motivated by the importance of pragmatic competence in English language learning at the junior high school level, where students often master grammatical structures but struggle to interact naturally in real-life situations. There is a noticeable gap in textbooks which frequently emphasize linguistic aspects over sociopragmatic dimensions. The purpose of this study is to identify the types of speech acts, describe their realization across various text types, and examine their potential in supporting students' pragmatic competence within the 9th-grade English textbook "*Think Globally Act Locally*." The method employed is qualitative content analysis with a library research approach. Data in the form of utterances from the textbook were collected through document observation and note-taking techniques, then analyzed using Searle's classification of speech acts. The research findings reveal four types of speech acts: Directives, Expressives, Representatives, and Commissives. Directives emerged as the most dominant type (49.4%), reflecting the instructional nature of the textbook. The realization of these speech acts highly depends on the text genre; for instance, Directives appear as imperatives in procedure texts, while Expressives are frequently found in interpersonal dialogues. In conclusion, this textbook holds significant potential for supporting pragmatic competence through rich situational contexts, although explicit explanations regarding politeness strategies remain limited.

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## Introduction

English language learning at the junior high school level has shifted from a focus on grammatical structures to the development of comprehensive communicative competence. A key pillar of this competence is pragmatic ability, particularly the understanding of speech acts, where successful interaction is determined by a student's capacity to grasp the speaker's intention behind an utterance. Language has the important role in human's life. With language, people can show their ideas, feeling and thoughts. Language has the important

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role in human's life. With language, people can show their ideas, feeling and thoughts. Understanding and producing the speech acts that is appropriate to the situations in which one is functioning is of the essence in pragmatics domain generally and the speech act performance particularly, because failure to do so may result in misunderstandings and miscommunications (Aziza & Laili, 2024). However, a significant gap remains in practice many students are linguistically capable of forming correct sentences yet fail sociopragmatically due to an inability to adapt their speech to social contexts. This textbook is designed for ninth grade students as the primary learning resource in English classes and is used by teachers as a guideline for lesson planning and assessment. The book presents various types of texts suitable for ninth-grade competence, including narrative, recount, descriptive, report, and procedure texts. It also contains exercises to develop reading, writing, speaking, and listening skills, as well as vocabulary related to cultural and environmental topics (Rahmadhani & Handayani, 2023). This issue often stems from a heavy reliance on textbooks as the primary learning medium, which tends to highlight pragmalinguistic features without providing sufficient space for developing situational awareness. This condition indicates a limited grasp of the pragmatic aspects of language, particularly speech acts. According to Creswell (2024), comprehensive communicative competence must involve situational awareness to ensure that messages are conveyed and received effectively. English textbooks serve as the primary learning resources in the classroom; nevertheless, they frequently place a heavier emphasis on linguistic forms and instructional activities. Recent developments in pragmatic research have highlighted the growing scholarly attention to the study of speech acts across diverse contexts. Afzaal et al. (2024), through a comprehensive bibliometric analysis of international publications, demonstrates that research on speech acts has significantly increased in both quantity and scope, particularly within the fields of education, applied linguistics, and discourse analysis.

A review of previous studies indicates that the representation of speech acts in textbooks is often repetitive and lacks the authenticity of real world communication. Recent journal articles reveal that the dominance of certain types of speech acts can limit students' exposure to diverse linguistic functions. The novelty of this research lies in its in-depth analysis of the 9th-grade textbook *"Think Globally Act Locally"* through a content analysis approach. This study not only classifies speech acts according to Searle's theory but also dissects their realization across various text genres, such as narratives, dialogues, and procedures. The implications of this review suggest a need for critical evaluation of instructional materials to ensure they bridge the gap between theoretical understanding and functional language use.

These studies provide valuable insights and serve as references for the present research. Refualu et al. (2021) conducted a study on the 2018 edition of the Grade IX English textbook. The study found that all five main categories of speech acts representatives, directives, commissives, expressives, and declaratives were present in 232 utterances within the written conversations of the textbook. In addition, Widodo (2022) analyzed communicative competence in the *Think Globally Act Locally* textbook. He reported that while the textbook provides several opportunities for students to practice authentic

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communication, a more detailed investigation of speech acts was needed to understand how pragmatic elements are embedded within the texts.

Some recent studies have directly analyzed speech acts in Indonesian ELT (English Language Teaching) textbooks, providing valuable insights. For example, Noer Aida et al. (2022) examined the *Think Globally Act Locally* textbook published by the Ministry of Education and Culture. The study revealed five categories of illocutionary speech acts proposed by Searle. Furthermore, Fitriani et al. (2023) investigated speech acts in the *Merdeka Belajar* textbook for junior high school students. Their study revealed that directive and expressive acts were the most dominant types, as they appeared frequently in dialogues and classroom activities. This study aims to identify the dominant categories of speech acts and describe how situational contexts influence linguistic realization within the textbook. The expected contribution is to provide an empirical foundation for developing teaching materials that are more adaptive to students' practical communication needs. Theoretically, the findings strengthen pragmatic studies in the educational domain, while practically, they serve as a guide for educators to provide explicit explanations of politeness strategies and the social functions of language. Ultimately, the significance of this research rests on identifying speech act representation issues, which is expected to trigger improvements in the quality of linguistic input for students, ensuring that curriculum goals for communicative competence are more effectively achieved.

### **Research Methods**

This study is a qualitative research employing a content analysis design. This approach was selected to objectively and systematically describe each utterance unit found within the instructional media. The research setting focuses on written document analysis without involving physical school observations. The research subject, serving as both the population and sample, is the latest revised edition of the 9th-grade English textbook titled *"Think Globally Act Locally."* According to F. Fitriani et al. (2023), qualitative research will aim to explore and understand the meaning contained in data such as utterances or texts, which will make it appropriate for research in the field of language and education. In this study, the main focus will be to interpret the types of speech acts based on Searle's classification, namely representatives, directives, commissives, expressives, and declarations.

Data collection was conducted through document observation and note-taking techniques. The primary instrument is a data analysis matrix designed to classify data based on Searle's speech act theory. This matrix includes columns for speech act categories, text types, communicative functions, and situational contexts. According to John W. Creswell (2022), in qualitative research, data can be collected through document analysis by identifying, selecting, recording, and organizing relevant information based on the research focus. Therefore, this technique is considered appropriate as the study focuses on analyzing the content of a textbook. To ensure data validity, the study applied theoretical triangulation, where each data finding was validated against relevant pragmatic theoretical frameworks. Furthermore, the data analysis technique was carried out descriptively through stages of

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identification, classification, data tabulation into the matrix, and drawing conclusions to map how speech acts are realized within the textbook.

## Findings

The research findings reveal that the 9<sup>th</sup> grade English textbook *"Think Globally Act Locally"* incorporates four categories of speech acts based on Searle's classification: Directives, Representatives, Expressives, and Commissives. Data analysis indicates that Directives are the most dominant category, accounting for 49.4% of the total utterances. This is evident from the high frequency of instructions within procedure texts and transactional dialogues requiring students to perform specific actions. Representatives rank second (32.1%), followed by Expressives (14.8%), while Commissives show the lowest frequency (3.7%). Notably, no Declarations were found, suggesting that the instructional material focuses more on classroom interaction and information sharing rather than institutional status changes.

These findings highlight a significant departure from previous studies, which often identify Representatives as the most dominant speech act in general English textbooks. In this particular textbook, the prevalence of Directives suggests a highly instructional and task-oriented pedagogical approach. Furthermore, the realization of speech acts in this book demonstrates a strong integration between visual and textual contexts, where linguistic functions often depend on supporting illustrations. This contrasts with the findings of other researchers who frequently criticize textbooks for providing dialogues isolated from visual context. This distinction emphasizes the textbook's novelty in presenting more practical linguistic functions for junior high school students, although the variety of Commissives and explicit politeness strategies still warrants further expansion.

### The Sub Findings

The data analyzed in this study consists of all utterance units found in the 9th-grade English textbook *"Think Globally Act Locally."* Based on the results of the content analysis using the data matrix instrument, a total of 85 utterances containing speech acts were identified. The findings reveal four categories of speech acts based on Searle's classification: Directives, Representatives, Expressives, and Commissives. The frequency distribution of each category is presented in Table 1 below:

**Table 1** Distribution of Speech Act Frequencies in the Textbook

Types of Speech Acts	Frequency (f)	Percentage (%)
Directives	42	49.4%
Expressives	18	21.2%
Representatives	16	18.8%
Commissives	9	10.6%
Declarations	0	0
Total	85	100

The data indicates that Directives are the most frequently occurring type in the instructional materials. This is due to the structure of the book, which contains numerous task instructions, procedure texts, and requests for information in transactional dialogues. Representatives rank second, encompassing factual statements, descriptions of objects, and expressions of opinion by the characters in the book.

**Table 2** Samples of Speech Act Analysis Matrix

Utterance	Speech Act Category	Text Type	Sociopragmatic Context (P-D-R)	Pragmatic Support
<i>"Congratulations on being the champion of the class, Lina!"</i>	Expressives	Dialogue	P: Equal, D: Close, R: Low	High (Visual-Contextual)
<i>"First, we will listen and repeat the conversation..."</i>	Directives	Procedure	P: Teacher > Student, D: Close	High (Visual-Contextual)
<i>"Keep away from children."</i>	Directives	Label	P: Producer > Consumer, D: Distant	Low (Textual only)
<i>"A long time ago, there was a rich old man living in Vietnam."</i>	Representatives	Narrative	P: Writer > Reader D: Distant R: Low	Low (Textual context)
<i>"I will pay for the fruits with gold."</i>	Commissive	Narrative	P: Equal, D: Distant, R: High	Low (Story context)

The data presented in the matrix above illustrates the practical application of speech act classification and sociopragmatic analysis within the textbook. Each sample highlights how different genres and social contexts influence the choice of language functions.

The Expressive act (e.g., "Congratulations...") and Directive act in the classroom procedure demonstrate High Pragmatic Support. In these cases, the textbook provides clear visual cues and a situational bridge, making it easier for students to identify the relationship between the speaker and the hearer (Power and Distance). This visual-contextual integration is essential for lowering the cognitive load of 9th-grade students when interpreting social meanings.

On the other hand, the samples from the Narrative and Label genres represent a shift toward Low Pragmatic Support. In the narrative example from Vietnam, the Representative act (stating a fact about the past) and the Commissive act (making a promise to pay with gold) rely entirely on the textual story context. Here, the Distance (D) between the writer and the reader is Distant, and students must use their inferential skills to understand the illocutionary force without the help of immediate visual interaction. Similarly, the Directive in the product label ("Keep away...") shows a distant relationship between producer and consumer, where the message is conveyed through purely textual means. This variation ensures that the textbook challenges students to develop both visual-contextual and purely linguistic pragmatic competence.

## Discussion

The findings of this study offer crucial insights into how linguistic functions are represented within the *"Think Globally Act Locally"* textbook. The dominance of Directives (49.4%) is not merely a statistical figure but reflects the pedagogical orientation of the book. The high frequency of instructions, commands, and requests indicates that the textbook is designed to create a procedurally active learning environment. Theoretically, this supports the argument that intermediate-level textbooks often function as "written instructors" directing students toward concrete actions (*speech-to-world direction of fit*). However, such an overwhelming focus on directives may limit students' exposure to other complex linguistic functions, such as negotiation or long-term commitment.

A compelling gap is found in the absence of Declarations and the low frequency of Commissives (10.6%). Sociopragmatically, this is justifiable as the life context of 9th-grade students typically does not involve the institutional authority required to formally alter social status (the function of Declarations). Nevertheless, the low presence of Commissives (such as promises and offers) suggests that the instructional material may under explore aspects of interpersonal responsibility and social commitment. In reality, the ability to make and keep promises is a vital part of the communicative competence students need for interactions beyond the school environment.

Practically, the findings regarding the integration of visual context in speech act realization (as seen in the *Expressives* category) demonstrate the textbook's strength in providing pragmatic support. Most dialogues are accompanied by illustrations that clarify the *sociopragmatic context* (social distance, power, and ranking of imposition). The implication for language teaching is that teachers may not need to invent artificial contexts, as the textbook provides sufficient visual stimulation. However, the limited explicit explanation of *politeness strategies* remains a concern. Without critical teacher guidance, students might merely mimic utterance forms without understanding why specific levels of politeness are employed in certain situations.

Overall, this study confirms that the *"Think Globally Act Locally"* textbook meets the minimum standards for presenting linguistic functions but still requires enrichment in speech act variety to achieve a more holistic pragmatic competence. The novelty of this research reinforces the idea that the quality of a textbook should be judged not only by its vocabulary or grammar but by how well it prepares students to perform actions through language "how to do things with words" within diverse social realities.

## Conclusion

The analysis of the 9<sup>th</sup> grade English textbook *"Think Globally Act Locally"* confirms that the material is heavily oriented toward developing students' functional and instructional communicative competence. The study concludes that Directives are the primary linguistic tool used to drive the learning process, reflecting the textbook's "learning by doing" approach. While the textbook successfully provides High Pragmatic Support through visual-contextual integration in interpersonal dialogues, it shows a significant gap in the representation of Declarations and Commissives. This suggests that while students are

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well-trained to follow and give instructions, their exposure to language functions involving social commitments and institutional changes remains limited.

In terms of practical application, these findings serve as a strategic guide for English teachers to consciously supplement the textbook with activities that bridge this pragmatic gap. Educators are encouraged to design role-play scenarios that involve negotiation and promising (Commissives) to ensure a more balanced pragmatic development. Furthermore, the high frequency of Low Pragmatic Support in functional texts (such as labels and narratives) implies that teachers must provide explicit scaffolding to help students decode illocutionary forces when visual cues are absent.

For future research, it is suggested to conduct a comparative analysis between this government-mandated textbook and private publications to see if the dominance of Directive speech acts is a universal pedagogical trend in Indonesia. Additionally, exploring how students actually perceive and produce these speech acts in a real classroom setting would provide a deeper understanding of the textbook's impact on actual communicative performance.

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