# CHAPTER I

# INTRODUCTION

This chapter presents an overview of this study. It consists of eight sections which are background of the study, research question, purpose of the study, scope of the study, significances of the study, research methodology, clarification of terms, and paper organization.

## 1.1. Background of the Study

Textbook has been believed to hold an important role in English language teaching and learning. It is considered as a key and universal element of language teaching (Hutchinson & Torres, 1994; Richards, 2002) and even called as 'the visible heart of any ELT program', according to Sheldon (as cited in Nguyen, 2011). Textbook is needed as it provides language models and input, especially for non-native English teachers who may not be able to generate accurate language input on their own (Richards, 2002). Thus, teachers can use a textbook to provide models for conversation and to introduce new functions and structure (Bernsten, 2002).

According to Richards (as cited in McGrath, 2002), many teachers tend to assume that they have to teach any content included in a textbook and should not question the quality of materials provided by the author. However, textbook has potentially negative effect regarding inauthenticity of language models presented in it (Richards, 2002). It has been justified by some studies indicating that textbook dialogues are unrealistic and do not reflect the naturally occurring conversations (Nguyen, 2011; Petraki & Bayes, 2013; Bernsten, 2002; Wong, 2002) because they are usually composed based on someone's intuitions about what people are likely to say or in most cases drawn from written language, as argued by Jaen & Basanta (as cited in Sert & Seedhouse, 2011). In Nguyen (2011), it was stated Boxer and Pickering's research in 1995 which found that

textbooks generally do not contain indirect complaints as a solidarity-establishing strategy, such as complaining about oneself or someone/ something that is not present in the conversation. Moreover, Bouton (as cited in Nguyen, 2011) found that invitations in the textbooks he investigated rarely occurred in published native speaker's (NS) corpora.

In fact, as stated by Nguyen & Ishitobi (2012), the inauthenticity of language examples in textbooks can impede students' ability to communicate successfully in a second language. In this regard, McCarthy argued that students should be at least given the impression that they are "being taught authentic and naturally occurring structures and vocabulary to use in simulation of real-life talk" (as cited in Nguyen & Ishitobi, 2012). According to McCarthy & Carter (1994), to successfully present authentic language samples and tasks, textbook writers and teachers need to first understand how real-life conversations are organized. This effort can be accomplished through analyzing the accordance of sequence organization presented in the textbook conversations with that of naturally occurring conversations.

Related to the above issue, Conversation Analysis has been believed to be appropriate framework for such studies. Seedhouse (as cited in Sert & Seedhouse, 2011) said, "CA is well positioned to portray the similarities and differences between invented dialogue and naturally occurring interaction, both in terms of ordinary conversation and institutional interaction". Sert and Seedhouse (2011) further stated that although CA was developed to analyze naturally occurring conversation, it can also be used to reveal the potential problems of dialogues in language textbooks. Moreover, CA findings can help teachers crystallize the rules and patterns of authentic interactions that will further help them offer students with a more specific, more complex and more situated picture of how language works (Wong & Waring, 2011). These assumptions underlie the method of research used in this study.

Some researches were carried out to evaluate the model conversations in ESL/EFL textbooks using conversation analytic method. Wong (2002) examined telephone dialogues in eight ESL textbooks in terms of the sequence elements often found in naturally occurring telephone dialogues, such as *summon–answer*, *identification*, *greeting*, and *how-are-you sequences*. The research resulted in dissatisfaction since those elements are absent, incomplete or problematic in the textbook dialogues. Bernsten (2002) conducted a research evaluating pre-sequences in invitation, offer, and request dialogues in ESL textbooks. Similarly, the result of this research seems to be unsatisfactory, showed by the few occurrences of pre-sequence and many dialogues which were interactionally inadequate, as they lacked explicit teaching about the form and function of pre-sequences. In terms of request dialogue analysis, Petraki and Bayes (2013) found that none of the coursebooks they investigated covered the analysis criteria, including pre-request and re-request. Finally, in Nguyen & Ishitobi's study (2012), it was demonstrated that the textbook dialogues of ordering fast-foods differ from the recorded real-life interactions in the sequencing of actions and completeness of actions. Those researches, again, justify the assumptions that most textbook dialogues are inauthentic and differ from real-life conversations.

Based on the consideration above, this study is aimed to evaluate the invitation dialogues in EFL textbooks used in Indonesia, focusing on how those dialogues display the pre-expansion (pre-sequence) and preference/dispreference organization of invitation as suggested by some conversation analysts, including Schegloff (2007), Yule (1996), Levinson (2008), Davidson (2003), and Drew (2003). This research is expected to contribute to the improvement of model dialogues/conversations presented in EFL textbooks in Indonesia.

## 1.2. Research Question

Based on the background above, the research questions can be formulated as follows:

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1.2.1. To what extent do the invitation dialogues in the textbooks present pre-expansions suggested in Conversation Analysis studies?

1.2.2. Are the preference/dispreference organization displayed accurately in the dialogues?

## 1.3. Purpose of the Study

Based on the research question formulated above, this research aims to:

1.3.1. Analyze the presentation of pre-expansion in the invitation dialogues of the textbooks.

1.3.2. Analyze the accuracy of the preference/dispreference organization displayed in the dialogues.

## 1.4. Scope of the Study

This study focuses on analyzing the invitation dialogues included in students' English textbooks published by Indonesia Ministry of Education. The textbooks are five textbooks of School-Based Curriculum (KTSP), consisting of three textbooks for grade 8, entitled *Contextual Teaching and Learning*, *English in Focus*, and *Scaffolding*, and two textbooks for grade 10 entitled *Developing English Competencies* and *Interlanguage*. The use of conversation analytic research is limited to the analysis of pre-expansions (pre-sequences) and preference and dispreference organization proposed by Emanuel A. Schegloff (2007), George Yule (1996), Stephen C. Levinson (2008), Judy Davidson (2003), and Paul Drew (2003).

## 1.5. Significances of the Study

The study is believed to have several significances for theoretical, practical and professional benefits. Theoretically, the result of the study can enrich the literature of applying conversation analytic research in ESL/EFL textbook

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analysis. Practically, the result of the study can provide useful information for English teachers in Indonesia in case of selecting and developing natural model dialogues from textbooks that can support students' communicative competence. It can also give the consideration for the government and textbook developers to improve the quality of model conversations in English textbooks. Professionally, the study is expected to contribute to teachers' quality development, in terms of their critical consideration when selecting, evaluating, and developing teaching materials particularly of language functions.

## 1.6. Research Methodology

The method employed in this study is qualitative approach equipped with Conversation Analysis method. The qualitative approach is chosen since the data and results of this study are mainly presented in the form of narrative description, not numerical or statistical (Fraenkel & Wallen, 2009). Furthermore, Conversation Analysis method is used to portray the sequence organization of invitation dialogues in the textbooks, as this method has been believed to well reveal the potential problem of textbook dialogues and portray their accordance with the organization of authentic conversations (Sert & Seedhouse, 2011).

The use of this research design helps the researcher to effectively describe how the model conversations of invitation in the textbooks present the pre-expansions (pre-sequences) and preference and dispreference organization proposed by Schegloff (2007), Yule (1996), Levinson (2008), Davidson (2003), and Drew (2003). The writer decides to choose these two elements of sequence organization to be analyzed, since the objectives of learning invitation stated in Indonesia curriculum are expressing, accepting, and declining invitation. Those three language functions are related to the two previous elements of sequence organization.

### 1.6.1. Data Collection

The primary data of this study are students' English textbooks consisting of three textbooks for grade 8, entitled *Contextual Teaching and Learning*, *English in Focus*, and *Scaffolding*, and two textbooks for grade 10 entitled *Developing English Competencies* and *Interlanguage*. As those textbooks are published by the government, they have been used in most Indonesian schools as the fundamental sources of teaching and learning English. The textbooks selected are those which contain the materials of invitation in accordance with what are stated in content standard of School-Based Curriculum (KTSP) 2006. After selecting the textbooks, the writer collects the invitation dialogues from them which add up to 34 dialogues.

**1.6.2. Data Analysis**

After the data are gathered, they are then analyzed in some steps as below:

1. Reading carefully the model dialogues of invitation from each textbook in order to understand the organization of the dialogues.

2. Analyzing pre-expansions and preference organization displayed in each dialogue based on the theory proposed by Schegloff (2007), Yule (1996), Levinson (2008), Davidson (2003), and Drew (2003). This step includes the analysis of occurrence, types/features and interactional functions of pre-expansions as well as preferred/dispreferred second pair parts in each dialogue.

3. Qualitatively elaborating the way the textbooks present pre-expansions and preference organization of the invitation dialogues. For the sake of practicability, the name of the textbooks in the elaboration are abbreviated as CTL for *Contextual Teaching and Learning*, EF for *English in Focus*, SC for *Scaffolding*, DEC for *Developing English Competencies*, and INT for *Interlanguage*.

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## 1.7. Clarification of Terms

To avoid unnecessary misunderstanding and ambiguity, some terms used in the study are clarified as follows:

### 1.7.1 Textbook

In this study, the term "textbook" is referred to a book written for and used by students as a standard work in a particular subject or as a source of information and exercises, activities, projects, etc., intended to help the user develop specific skills (McArthur, T., 1992).

### 1.7.2 Conversation Analysis

Conversation Analysis (CA) is an approach to study humans' talk produced in everyday situations of their social interaction: *talk-in-interaction* (Hutchby & Wooffitt, 2002; Sert & Seedhouse, 2011; The Blackwell Encyclopedia of Sociology Online, 2008).

### 1.7.3 Model dialogue/conversation

Model dialogue/conversation in this study refers to the examples of talk between two people or more presented in English textbooks which include certain language functions, such as greeting, asking for things, inviting, etc.

### 1.7.4 Pre-Expansion

Pre-expansion or so called pre-sequence, is a term in Conversation Analysis referring to the preliminary exchanges in conversation which usually come before a particular pair type, such as an invitation, an offer, a request, an announcement, etc (Schegloff, 2007).

### 1.7.5 Preference Organization

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Preference organization is conversation analysts' term referring to the alignment in which a second action of the recipients in a conversation takes up toward a first, which implements their response (Pomerantz, as cited in Schegloff, 2007).

1.7.6 Accuracy

In this study, accuracy refers to the exactness of features and interactional functions of pre-expansions as well as preference organization reflected in the dialogues in accordance with those described in Conversation Analysis studies.

## 1.8. Organization of the Paper

This paper is organized into five chapters. Each chapter is subdivided into subtopics elaborating the given issue. The chapters are arranged as follows:

### Chapter I. Introduction

It includes background of the study, research questions, purpose of the study, scope of the study, significances of the study, research methodology, clarification of terms, and organization of the paper.

### Chapter II. Theoretical Framework

It elaborates some theoretical foundations which are relevant to the topic of the study.

### Chapter III. Research Methodology

This section contains the research design, object of the study, research questions, and data collection and analysis method of the present study.

### Chapter IV. Findings and Discussions

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This chapter presents the result found in relation to both the research questions and existing knowledge.

**Chapter V. Conclusion and Suggestion**

It contains a brief description of the result of the study and suggestion for future research.