

How do Maritime English Coursebooks Facilitate Cadets to Acquire Pragmatic Competence? Focus on Imperative Forms in The Directive Speech Act

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ABSTRACT

This article aims to describe the strategies of current maritime English coursebooks in presenting imperative forms in the speech act of directive. In this case, the strategies and pragmatic meanings of imperatives in two course books were investigated. The course books were also assessed to see if they were representative in terms of presenting imperatives to aid pragmatic competence development. Marlin's coursebook showed multimodality strategies, but it was less sufficient in presenting imperatives since it only displayed them in emergency situation. On the other hand, IMO SMCP coursebook presented completely contexts in imperatives, but it only used text and dialog. Data was collected from 30 cadets with a multiple choice and DCT to measure their pragmatic competence after given the imperative materials. The results revealed that the cadets were able to perform imperatives almost completely appropriate in helpful context with pictures, but they still had problems to release imperatives in certain situations with text-only. Students' attitudes toward the coursebook were they perceived that the coursebooks have already met the expectations in term of imperative forms. However, they saw helpful contexts with pictures like in Marlin coursebook were easier and better in improving their ability to produce imperatives.

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INTRODUCTION

Coursebooks provide EFL learners inevitable materials that serve as the primary source of linguistic input (Kim & Hall, 2002; Vellenga, 2004 in Ekin, 2013). Yet it is still any question related to the adequacy and appropriate knowledge of coursebook that presents comprehensible explanations for EFL Learners to successfully require pragmatic competence. This is in line with some previous researchers that pointed out that many textbooks don't provide much opportunity for students to learn L2 Pragmatics in the classroom (Pearson, 1986; Myers-Scotton and Bernstein, 1988; Wong 2002; Vallenga in Nguyen 2011). This is also similar with some previous arguments that stated that coursebooks are the primary sources of feedback in EFL classrooms along with the teacher, but studies on the subject have found that coursebooks do not provide all of the required feedback, authenticity and coverage of important aspects of speech acts, at the very least (Bouton, 1996; Salazar Campillo, 2007, Schmidt, 1994; Uso-Juan, 2007; Vellenga, 2004 in Delen & Tavit (2010). Therefore, to develop the

learners' pragmatic competence, the coursebook should provide authentic like examples of strategies in using speech acts which meet to the expectations in academic and future workplace setting.

Politeknik Ilmu Pelayaran Semarang (PIP Semarang) is one of the merchant marine polytechnics under ministry of transportation of Republic of Indonesia which yields most graduates to be seafarers. Seafarers must now show an effective command of the English language for both technical and safety reasons. While many seafarers arrive at work with some knowledge of maritime English, their language skills may not be adequate for communicating instructions and commands (Nisbet, et, al.1997). Therefore, the pragmatic knowledge on directive speech act in instructing and commanding needs to be taken into account in teaching maritime English. However, the real use of directive speech acts in board and intra ship communication functionally does not only mean instructing or commanding but it also can be prohibiting, warning, etc. It is necessary to define the different types of directive speech acts in the coursebook, so that the cadets can get appropriate knowledge in the real situations. This is in line with the opinion of Rahardi (2005) who states that doing communication needs to analyze the speech situational context. Coursebooks, therefore, is very important in developing cadets' pragmatic competence, and it should present contextual and meta-pramatic information (Nguyen, 2011).

Some previous researchers have investigated the effectiveness of coursebooks in the development of pragmatic competence. Nguyen (2011) analyzed and rated textbooks for their pragmatic material, which aided in the development of intercultural pragmatic competence This study argued that textbooks are not always a reliable and adequate source of pragmatic information, and that realistic pragmatic models, along with adequate explanations of rules of use, are needed to help learners gain pragmatic competence in the target language. Similarly, Ekin (2013) described whether EFL coursebooks met for the development of L2 pragmatic competence. In her study, how the suggestion speech act portrayed in EFL textbooks was described based on the strategies, and then compared according to presentation of representatives of authentic-like materials. This review of ten EFL textbooks revealed a lack of adequate feedback for students in the strategies of suggestion. The study's implications were clear: further research was necessary to look into the use of coursebooks in the classroom in order to assess their effectiveness in the acquisition of knowledge of pragmatic competence. Moreover, Barron (2016) examined how English G2000A (Cornelsen), an EFL textbook series used in many German schools, was used to teach requests. The research focused on the linguistic request techniques and request modification (pragma linguistics), as well as the qualitative details on the use of these linguistic forms (sociopragmatics). According to the findings, widely used request techniques and cognitively simple ways of adjustment were added, which was consistent with developmental trends. However, it was discovered that several methods were not addressed, and that adjustment was only briefly discussed.

Furthermore, the politeness, speech act theory, and conversation analysis were also evaluated to the textbooks by Petraki and Bayes (2013). This included whether and how often the textbooks discussed the cultural appropriateness of requests, the relationship between requests and other contextual variables, how pre-sequences and re-requests were explained, and whether or not there were enough practice exercise. This research discovered that none of the coursebooks met all of the criteria, and some of the coursebooks perceived to be poor lesson material. The results of the textbook review showed that teachers who used these five coursebooks, as well as future coursebook designers, must use pragmatics research and authentic examples to

improve their lessons on request. In addition, the reserach of Thumvichit (2018) provided enrichment for analysis on the textbooks. Thumvichit, have not only analyzed cultural content presented in visuals and reading texts, but also investigated teacher's attitudes toward cultural presentation in ELT coursebooks. In all of the coursebooks, native speakers' contexts were dominantly represented in both visuals and reading texts, with the exception of Time Zone 1, which yielded a significant number of non-native speakers' contexts. The results of the survey showed that Thai secondary teachers were ready to accept the intercultural dimensions of ELT, with the vast majority of respondents indicating a turn toward locally tailored and culturally diverse content.

Previous research has largely concentrated on the practical content of coursebooks. Some studies have already measured the teacher's attitudes toward the presentation of coousebooks. However, the competence and attitude from the students after given the materials form the coursebooks remains to be measured and explored. As a result, the latest research aims to fill in the gaps that is to determine whether current English textbooks used in PIP Semarang adequately present the speech act of imperatives and to measure the effectiveness of the coursebooks in facilitating the cadets to acquire pragmatic competence after they have been given the materials. As a result, the aim of this research is to address the following questions: What types of imperative forms are provided in English coursebooks for the directive speech act? How do English coursebooks present imperative types of directive speech acts differently? Do the cadets' pragmatic competence increase as a result of the imperative forms of directive speech act provided in English coursebooks?

THEORY AND METHOD

Imperative

In a theory of speech act by Searle in Rahardi (2009), there are at least three acts that a speaker should realize while using a language: an act of speaking (a locutionary act), an act of doing something (an illocutionary act), and an act of influencing the interlocutor (a perlocutionary act). The current research focuses on an illucutionary act that are directive speech acts, which are those in which the speaker's aim is for an interlocutor to do what the speaker says (Searle, 1979). commanding, ordering, asking for, advising, praying, inviting, permitting, defending, begging, and recommending are some of the forms of directive speech act (Searle, 1979 in Amin, et.al 2017). Furthermore, the forms of directive speech acts are divided into command, request, suggestion, warning, and they can be in the form of imperative, interrogative and declarative (Yule, 1996 in Yustina 2020).

This study concentrates on imperative as one of the directive speech acts beside of interrogative and declarative forms. Imperative interpreted as a form of sentences or verb to express the requirement or prohibition orders or acts (Kridalaksana, 1994, in Masykur et al, 2019). It is typically found in the directive speech act which has the formal characteristics such as intonation by a low tone at the end of speech, the use of particle affirmation, refinement, hopes, requests and prohibitions (Yustina, 2020). In conducting the research in imperative, the context of the situation that underlies the emergence of a speech needs to be considered in order to be able to describe the various possible pragmatic meanings of imperative (Kunjana, 2005).

One of the pragmatic meaning of imperative forms that are frequently used in board and intra ship communication is commanding. Commanding is one of the few

speech acts utilized to communicate speaker's feelings, thoughts, intention and desires (Chudori, 2020). There are nine strategies to state directive acts in commanding (Blum Kulka, 1987, in Kunjana 2009) including (1) mood derivable or using imperative sentence (2) performative (3) hedge performative (4) obligation statement (5) want statement (6) suggestory formulae (7) query preparatory (8) strong hints (9) mild hints.

Pragmatic competence

'Pragmatic competence,' which refers to "the ability to perform language functions in a context," is how the communicative nature of the language is realized (Taguchi, 2008, in Delen & Tavit (2010). In accordance with Taguchi's opinion, Nguyen (2011) defines pragmatic competence as the ability of a speaker to effectively convey his or her meanings and intentions through speech in a given social and cultural communication context.

If the aim of the classroom is to develop pragmatic competence, it must fulfill three functions: (1) providing adequate target language input, (2) increasing learners' pragmatic understanding of the instructed component, and (3) providing authentic opportunities for learners to exercise pragmatic knowledge (Rieda, 2006 in Zayed, 2014). This is in line with Tulgar (2016) opinion that states that since pragmatic competence is an inseparable part of language capacity, pragmatic features of the target language should be included in language instruction to provide learners with the required skills. As a result, the aim is to provide learners with the best opportunities to be exposed to pragmatic features so that they can practice and gain experience in a variety of situations.

Methods

The study of English coursebooks was conducted using qualitative approaches. This method was used to examine and expose qualitatively the strategies used by the coursebooks in presenting pragmatic materials and the attitude of the participants in expecting the content of the materials to make them easier to understand the context or situation of the imperative forms. The coursebooks set analyzed in this study include two books: Marlins: English for Seafarers Study Pack 1 and the International maritime language program (IMO SMCP), intended for the fourth semester of nautical program. The method of analyzing this study is content analysis. The coursebooks will be examined in terms of the range and distribution of imperative forms included; the linguistics presentation of the imperative forms of the types of contextual knowledge used in those coursebooks. After pragmatically analyzed, the strengths and the weakness of coursebooks are described.

Having analyzed the coursebooks, a web based questionnaire consisting 20 scenarios in multiple choice and discourse completion task taken from both coursebooks was administered to the participants measuring their pragmatic competence and attitude. The participants of the test were the fourth semester of nautical cadets consisting twenty six males and four females who are purposively taken based on the concept of focusing on individuals with specific characteristics that would be best able to help with the study. The cadets' attitude toward the coursebooks was evaluated with 4 questions using likert scale which focused on the notion that any underlying phenomenon can be quantified by aggregating an individual's rating of his or her feelings, actions, or perceptions in relation to a series of statements or items. (Harpe, 2015). In this analysis, the statements of attitudes were adapted from Thumvichit (2018) and the results were divided into five categories: 1) strongly

disagree 2) disagree, 3) agree, 4) strongly agree.

RESULT AND DISCUSSION

There are two coursebooks that are primarily used in PIP Semarang which present the cadets with pragmatic competence on imperative forms in the directive speech acts. However, even the book entitled *Marlin: English for Seafarer* has presented the materials about imperative in multimodality, it only presents topic with the title of 'command' without any explanation of the pragmatic meanings. Unlike '*Marlin: English for Seafarer*', book entitled the International maritime language program (IMO SMCP) has presented pragmatic knowledge in intra ship communication. This book has been already provided with some utterances with contexts, and followed by pragmatic meanings. Further discussion will be explored one by one to give detail information of their strengths and weakness.

Firstly, findings indicate that coursebook entitled "*Marlins: English for Seafarers Study Pack 1*" does not cover adequate variety of imperative forms in directive speech acts in any situation. This coursebook only presents the language used in producing accurate commands in emergency situation. Whereas, International Maritime Organization (IMO) has developed standard of Marine Communication Phrases (SMCP) which covers communication not only on board communication but also ship to ship and a ship to shore communication. Therefore, contexts beyond situation are not merely emergency situations.

In this coursebook, directive speech acts are presented in two strategies based on Blum Kulka (1987) in Kunjana (2009) that are (1) mood derivable or using imperative sentence that are patterns which are considered as the most direct or transparent indicated explicitly, they are usually marked syntactically with verb infinitive in the beginning of the sentence; (2) obligation statements are marked with semantic devices such as 'must', don't. The descriptive categories of imperatives are seen in the following examples:

Table. 1 Imperative Strategies in Marlin Coursebook

Descriptive categories of imperatives	Examples
Mood derivable or using imperative sentence	Sound the alarm! Put on your left jacket!,
Obligation statements	You must use safety equipment! You must go to your muster station! You must not smoke in the holds! Don't open the door!

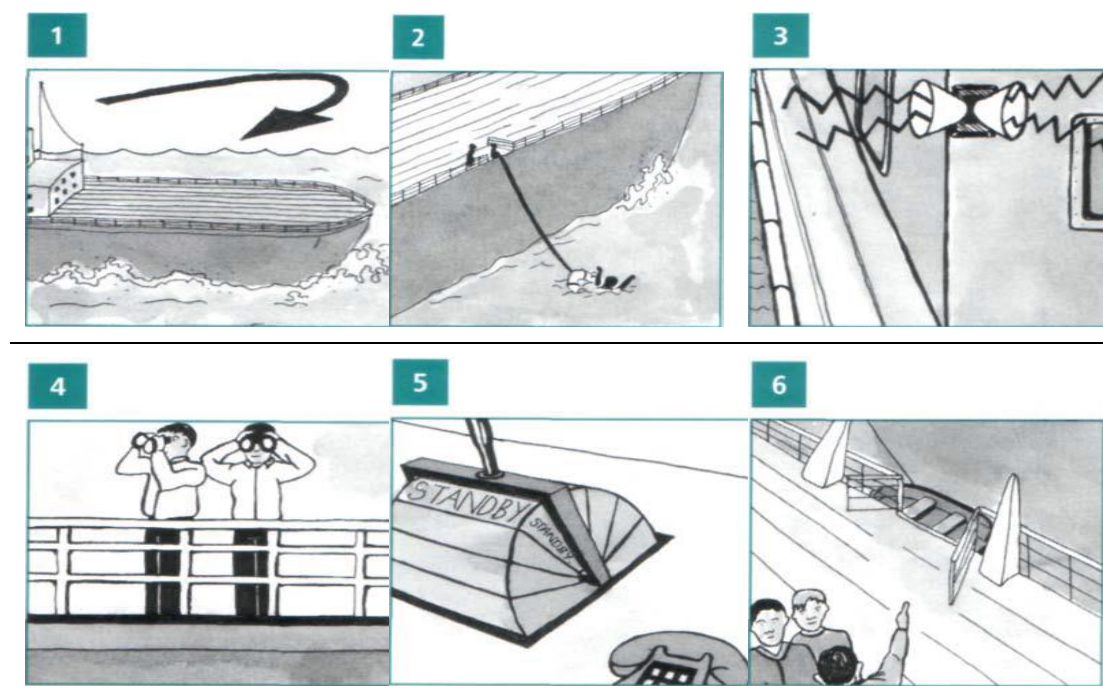
The pragmatic strategies in delivering the materials about commands in *Marlin's* coursebook are various and helpful for the cadets in acquiring pragmatic competence. However, this coursebook does not elaborate the pragmatic meanings of imperative forms, and all the imperative forms are regarded as commanding. Whereas, the functional meanings of the expressions used in the exercises are not merely commanding, but they can also be in the forms of warning, prohibiting, etc Rahardi (2009). The lack of pragmatic knowledge about the meaning of interaction will result in not smooth communication.

This is also enlightened that pragmatic failure occurs when students can generate grammatically correct yet pragmatically incorrect utterances that can lead to communication breakdowns (Delen & Tavail, 2010). The pragmatic meanings that should be explained can be in the following examples:

Table. 2 Pragmatic Meanings in Marlin Coursebook

Pragmatic Meanings	Examples of Imperative forms
Announcing	Man overboard! The air is toxic! The oil is leaking! Fire in the cabins! Flooding in the engine room!
Warning	Emergency!
Prohibiting	Don't open the door Don't smoke on the deck!
Commanding	Sound the alarms!

This coursebook shows various ways in presenting exercise of imperative forms in directive speech acts in multimodality. Multimodality is a paradigm that emerges from the study of discourse and expands language studies to include other resources including pictures, colors, scientific symbolism, movement, motion, music, and sound (O'Halloran, 2011 in Oktafiani & Sari, 2020). Marlin presents command exercises with sound in practicing listening to cassette and then repeating the commands, using lists of imperative expressions, using exercise in the form of matching pictures with certain context or situation as illustrated in the examples below:



Picture 1. Contexts presented in Marlin's coursebook

The pictures were tested to the cadets to measure their pragmatic competence by choosing the appropriate imperatives presented in the given contexts. The results showed

that all cadets found them easily answered, and they could answer all of the questions appropriately. This results indicated that the materials presented using multimodality like image, pictures, and so forth improve the cadets' pragmatic competence. Meanwhile, the answers of multiple choice text related to the imperatives meanings were still various. The results showed that the cadets still have problems to differentiate the imperative meanings. For example imperative meanings for (1) 'Man overboard' was answered by 76.7% of the cadets with announcing, 16.7% of commanding, and 6.6% of warning; (2) 'The oil is leaking' was answered 73.3% of announcing, 20% of warning, 3,3% of advising and 3,3% of commanding. Although the questionnaire results were various, the DCT result showed that the cadets have already performed pragmatic competence by presenting some acts by given certain situations in appropriate ways for example when the cadets were heard 'man overboard', they said that they will go to the sound of direction and implement emergency procedures for people falling into the sea; 'You are approaching obscured area!' the cadets answered that they will avoid the area. The answers indicated that the cadets have already understood well the meanings of the imperatives in the certain contexts.

The coursebook entitled IMO SMCP, on the other hand, shows different ways in presenting imperative forms in the directive speech. The imperative meanings have already presented in this coursebook with messages in SMCP (Standard Maritime Communication Phrases). The coursebook is completed with many examples of various contexts with message markers as illustrated below:

Table 3. Imperative meanings in IMO SMCP Coursebook

Imperative meanings	Message markers
Instruction	Usually followed by "You must..." or "Do not...." only give by authorities
Advice	Usually followed by "You must..." or "Do not...."
Warning	Often followed by the phrase "You are running into danger", followed by information concerning the exact sort of danger
Information	usually concerning ship-movement and traffic image e.g "Thickness of ice expected to increase. Increase!"

The following are certain situations which are presented in this course books:

Table 4. Imperative situations in IMO SMCP Coursebook

Situations	Imperative
Vessel is forbidden to dredge the anchor	Do not dredge the anchor
Seaborne is sailing into a fogbank North of her. She must go to emergency anchorage.	Warning! You are running into danger! Fog bank to the North of you. Instruction: proceed to emergency!

In this coursebook, directive speech acts are also presented in two strategies that are mood derivable or using imperative sentence and obligation statements. However, there are standard verbs that governing the communication since SMCP should be simple and unambiguous. For example, the standard verbs of the use 'must' instead of 'have to/

should', 'may not instead of do not', e.g Do not say: "You have to/ should alter course to port", but say: "You must alter course to port"; Do not say: "You may not enter the fairway", but say: "Do not enter the fairway"; Do not say: "You might run into danger", but say: "Warning: you are running into danger!". There are also shortened forms recommended in SMCP to use 'Do not instead of Don't e.g Do not say "Don't cross the fairway", but say: "Do not cross the fairway".

The situations were tested to the cadets to measure their pragmatic competence. The result showed in different way from tests given form Marlin coursebook. The cadets still have some problems in giving imperatives for the messages that can be seen from the various answers. For example, the situation such as 'Seaborne is sailing into a fogbank', the cadets answered (1) Begin 60 60 turn!, (2) Warning: you are running into danger!, (3) See with binoculars!, (4) Avoid sailing into a fogbank north of you!. Next example is situation of 'Vessel is not permitted to anchor in the present position' answered by the cadets with answers like (1) Ask situation and do what to do!, (2) Do not anchor in the present position!, (3) Don't anchor in the presnt position!, (4) Put the engine on standby!. Different from the result of text presenting situation with images or pictures in Marlin which were appropriately answered by the cadets, the test from this coursebooks rated more difficult. The cadets also still used not standard forms of verbs based on SMCP such as Don't instead of Do not. In SMCP, communication must be precise, unambiguous, and simple, therefore the use of Do not is recommended to be clearer than Don't.

After the cadets' pragmatic competence were evaluated, the students attitudes toward the coursebook presentation were rated in order to get their perspectives and values for two coursebooks. From the result, it can be seen that the cadets were agree that a variety of context will help them in communciating imperatives. Although, the coursebooks have already met their expectation towards imperatives, there was no objection that various strategies in presenting materials using multimodality such as images, video, and so forth will be helpful and easier to be implemented in practicing imperatives. The results of questionnaires can be seen in the following table:

Table 5. Cadets' attitudes toward imperative communication presented in Coursebooks

Statement	SD	D	A	SA
It is essential to provide a variety of contexts. (e.g., emergency, on board, intra ship ect) in English coursebooks (Marlin and IMO SMCP).	6,7%	0%	13,3%	80%
Do the English coursebooks you're using meet your requirements for imperative forms (commanding, warning, informing, etc)?	0%	3,3%	26,7%	70%
It is important to present exercises in multimodality (pictures, images, sounds, video, ect) in English coursebooks (Marlin and IMO SMCP) to make feel more at ease expressing imperative forms	0%	6,7%	10%	83,3%
To effectively communicate in intra ship, the competence about understanding context or situation is very essential	0%	3.3%	10%	86.7%

CONCLUSION

There is no objection that to communicate effectively and appropriately, one

should have the knowledge of the meaning of language in interaction which is called as pragmatic competence. Therefore, there should be more awareness and strategies in presenting coursebooks with not only grammatical ability but also pragmatic ability, since language should be used properly in various maritime interactional contexts including in board and intra ship communication. The maritime English coursebooks should display various situations and exercises to enhance the students' pragmatic competence. Marlin strategies with the use of multimodality in encouraging cadets to perform imperatives easily should be added with various situations like in IMO SMCP. Therefore, the strategies in presenting materials in Marlin and IMO SMCP are better combined to give more complete knowledge and to make the students easier to understand and to get appropriate experience and practice in producing imperatives.

There are two strategies in imperatives presented in both coursebooks that are mood derivable or using imperative sentence and obligation statements. Unlike Marlin coursebook which still lacks of adequacy in presenting knowledge of imperative meanings, IMO SMCP coursebook provides the information with message markers and standard verbs that help the cadets understand the meaning of the language used in interaction. The pragmatic meanings in board and ship to ship communication are not only commanding, but they can also be in prohibiting, warning, announcing, advising and so forth. The knowledge about pragmatic meanings, therefore, should be provided in the coursebooks to avoid pragmatic failure in maritime communication.

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