THE ANALYSIS OF ILOCUTIONARY ACT IN ENGLISH TEACHING LEARNING PROCESS USED BY THE TEACHERS IN THE ISLAMIC JUNIOR HIGH SCHOOL NURUL ISLAM TENGARAN

A GRADUATING PAPER

Submitted to the Board of Examiners as a partial fulfillment of the requirements for the degree of Sarjana Pendidikan Islam (S.Pd.I) English Education Department of Teacher Training and Education Faculty State Institute for Islamic Studies (IAIN) Salatiga

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2016
DECLARATION

In the name of Allah, The Most Gracious and Most Merciful

Hereby, the writer declares that this Graduating Paper is written by the writer himself. This paper does not contain any materials which have been published by other people and it does not cite any other people’s ideas except the information from the references.
In addition, this declaration is written by the writer to be understood.

Salatiga, 4 March 2016

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ATTENTIVE COUNSELOR’S NOTE
Case: Dzulfikar Sauqy Shidqi’s graduating paper

Dear,
Dean of Teacher Training and Education Faculty

Assalamu’alaikum Wr. Wb.

After reading and correcting Dzulfikar Sauqy Shidqi’s graduating paper entitled THE ANALYSIS OF ILOCUTIONARY ACT IN ENGLISH TEACHING LEARNING PROCESS USED BY THE TEACHERS IN THE ISLAMIC JUNIOR HIGH SCHOOL NURUL ISLAM TENGARAN, I have decided and would like to propose that this paper can be accepted by the Teacher Training and Education Faculty. I hope this paper will be examined as soon as possible.

Wassalamu’alaikum Wr. Wb.

Counselor

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Has been brought to the board of examiners of English and Education Department of Teacher Training and Education Faculty at State Institute for Islamic Studies (IAIN) Salatiga on Thursday, March 24th 2016 and hereby considered to complete the requirements for the degree of Sarjana pendidikan Islam (S.Pd.I) in English and Education.

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“DONE IS BETTER THAN PERFECT”
Sheryl Sandberg- Chief operating officer of facebook

OJO NGOYO TAPI NGUPOYO

“Do not enforce yourself, just try!”
Javanese proverb
DEDICATION

I dedicate this graduating paper to:

1. My God, Allah SWT who always besides me, listens to me, takes care of me, and gives me the best thing ever.

2. All of my family, especially for my Wonder woman, my mother (Ulfah Susilawati) and my father (Ahmad Sarjono), thanks for everything. My Sister (Salsabilla Sofia Rahma) and Brother (Najih Fatha Shidqi). Your smiles give me power to always stand up.

3. Hanung Triyoko, SS, M.Hum, M.Ed “ustad Hanung” as my consultant who always gives me guidance, suggestion and motivation to finish my graduating paper.


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6. The Big Family of CEC (Communicative English Club) IAIN Salatiga. Thanks for anything.

7. All of my beloved people who cannot be mentioned one by one.
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All praise due to Allah, the Most Gracious and the Most Merciful because of His wonderful blessing and His mercy, the writer can finish this graduating paper successfully. The incredible blessings make realize that nothing is impossible in the eyes. Thanks for Your will and endless blessing in my life.

Peace and salutation always be given to our beloved prophet Muhammad SAW that we hope his blessing in the Judgment day.

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Finally, this graduating paper is expected to be able to provide useful knowledge and information to the readers.

Salatiga, February 2016

The writer

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ABSTRACT


Counselor: Mr. Hanung Triyoko, SS, M.Hum, M.Ed,

Keywords: Illocutionary acts, and classroom language.

The aims of this research are (1) to know the types of illocutionary acts in English teaching learning process and (2) to find out the dominant type of illocutionary acts in English teaching learning process used by the teachers of the second grades in SMP IT Nurul Islam Tengaran. The research method that is used in this research is descriptive qualitative research. The subjects of the research were 2 teachers who teach English in second grade at SMP IT Nurul Islam Tengaran. The researcher observed the utterances of English teacher, collected the data, reduced the data and grouped the data. This researcher founds 243 teacher’s utterance that contain illocutionary acts force. The result of this research shows that the teacher used 4 illocutionary acts they are; representatives, expressives, directives, and commissives. And the declaratives are not found in this research. The directives are the most frequent illocutionary acts with 170 data (69.96%). Representatives with 43 data (17.70%) and expressives with 21 data (8.64%). While commissives are fewest with 9 data (3.70%). Questioning is the most dominants of the illocutionary function with 92 datum (37.87%). On the other hand appreciating, encouraging, forbiding have fewest illocutionary function with only 1 datum (0.41%).
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CHAPTER I
INTRODUCTION

A. Background of the Study

Language is one of the tools of communication, by using language people can express their ideas, emotion, and desires. It is used as a tool to interact with other. One of those languages is English. English has been the most important language in international communication. People all over the world use English to help them communicate with other. All countries in the world have set the language as one of the compulsory subject studied at school.

Indonesia has also set its educational curriculum to include English as a foreign language which is studied from junior high school up to the university. Being successful students are not easy, this fact can be seen mostly at the second grades of SMP IT Nurul Islam Tengaran, although they have been studying English for more than a year, but they are still difficult to comprehend English in learning process.

Speaking is one of the four language skill which are considered to be important for student in learning. Speaking is important for them to boost their skill of communication, how to send idea, and how to spell word. In this case English teaching learning process used by teacher of the second grades of SMP IT Nurul Islam Tengaran would be focussed in this research.
In reaching the goal of communication, at least, there will be two parties; they are speaker and hearer. In this case there are teacher and students. A successful communication only can be reached if both of the speaker and the hearer are able to understand the thoughts, feelings, and desires of each other. When the speaker communicates to the hearer, he or she is performing an action via utterance, which in linguistics known as speech acts. When people express themselves, they do not only produce utterances containing grammatical structures and words, they also perform actions via utterances Yule (1996: 47).

According to Radford (2009:389) a sentence is a (grammatical) string of words. When a sentence is spoken or written on an occasion, we have an utterance (of that sentence). Sentences are abstract objects which exist outside of time and place. Utterances are concrete manifestations of sentences and each utterances is unique.

J. L. Austin (1962:100-103) defined speech acts as the actions performed in saying something. Speech acts theory says that the action performed when an utterance is produced can be analysed on the three different levels. These are locutionary act, illocutionary act, and perlocutionary act. Locutionary act is roughly equivalent to uttering a certain sentence with a certain sense and reference, which again is roughly equivalent to meaning in traditional sense. Second, Illocutionary act such as informing, ordering, warning, and undertaking. Thirdly, Perlocutionary
act achieve by saying something, such as convincing, persuading, deterring, and even, say, surprising or misleading.

According to Cutting (2002:16) illocutionary act is the function of the word, the specific purpose that the speakers have in mind. The most important study from the three kinds of speech act is illocutionary acts.

“Raise your hand!”

That is an example of utterance that contains not only illocutionary act but also locutionary act and perlocutionary act as a main purpose of the utterance.

The Locutionary is (1) group of sound (2) formed three words then formed a commanding. Illocutionary act is a speaker may be performing an illocutionary act of commanding hearer to get do something. Perlocutionary is hearer may will comply the command to get do something.

From the explanation before, the researcher aims to find out the illocutionary acts used by the teacher of SMP IT Nurul Islam Tengaran in their learning process. Speech act is a communicative activity that refers to the intention of speakers and the effect achieved on the listeners. The most important study from the three kinds of speech act is Illocutionary act. Illocutionary act becomes the basic of analysis in pragmatic comprehension Cutting (2002: 16). Therefore, when the researcher studies the intention of speech act used by the lecturers as the speakers, it will also
used to find out the effects achieved by the students as the listeners at once.

From the speech act theory defined by Yule, J.L Austin and Joan Cutting, the researcher want to analyze and classify illocutionary acts used by teacher in SMP IT Nurul Islam Tengaran entitled “THE ANALYSIS OF ILLOCUTIONARY ACT IN ENGLISH TEACHING LEARNING PROCESS USED BY THE TEACHERS OF THE ISLAMIC JUNIOR HIGH SCHOOL NURUL ISLAM TENGARAN”.

B. Limitation of the Study

The study is limited to the illocutionary acts in English teaching learning process used by the English teachers of the second grades in SMP IT Nurul Islam Tengaran 2015/ 2016. The researcher selected two English teachers who taught English in SMP IT Nurul Islam Tengaran 2015/ 2016. This research was conducted for one weeks from 26 to 30 januari 2016.

C. Statement of the Problems

The problems that are going to be discussed in this research paper can be stated as follows:

1. What are the types of illocutionary acts in English teaching learning process used by the teachers of the second grades in SMP IT Nurul Islam Tengaran?

2. What is the dominant type of illocutionary acts in English teaching learning process used by the teachers of the second grades in SMP IT Nurul Islam Tengaran?
D. Objectives of the Study

This research has some following purposes:

1. To know the types of *illocutionary acts* in English teaching learning process used by the teachers of the second grades in *SMP IT Nurul Islam Tengaran*.

2. To find out the dominant type of *illocutionary acts* in English teaching learning process used by the teachers of the second grades in *SMP IT Nurul Islam Tengaran*.

E. Significance of the Study

This research is conducted in order to give theoretical and practical benefit.

1. Theoretical benefit

   The result of the research expected can be a reference for the researchers or those who want to conduct a research on illocutionary act.

2. Practical benefit

   The researcher hopes that this study will be a useful input for English Students to enrich their understanding about the illocutionary act especially in teaching learning process, and finally for the readers who are interested in doing the linguistics research especially for pragmatics section to give information about the illocutionary act.
a. For the teachers

From this research, the teachers recognize their types of illocutionary acts in the way they deliver the materials.

b. For students

The students would comprehend the kinds of speech acts that are used by their teachers so that they would be more easily to understanding the meaning of the teacher.

c. The readers

It can help to guide the reader and the researcher in developing speech acts theories and practices.

F. Review of Related Study

In this graduating paper, the researcher reviews two studies made by other researchers as comparison. The first review related to this research entitled “An Analysis of Illocutionary Act in Prince of Persia: The Sand of Time Movie” by Nur Azmi Wardani in 2011 from UIN Sunan Kalijaga. In her graduating paper, she explains how illocutionary acts occur in the utterance of Prince of Persia: The Sand of Time movie based on the context. Consequently for the readers who want to analyze the illocutionary act of the film, they should require their analysis with the context of situation because it is significant in studying speech acts.

The second related research is “A Pragmatic Analysis of Illocutionary Acts in English Teaching-Learning Process at SMA N 1
“Wates Kulon Progo” by Destra Wibowo Kusumo in 2015 From UNY (Yogyakarta State University). In his graduating paper, the researcher aims to seek the types of illocutionary acts and to investigate the types of illocutionary function used by the English teachers of SMA N 1 Wates Kulon Progo. The research was descriptive qualitative. The result show that there are four types of illocutionary by English teachers in classroom communication. Directive is the dominant type used by the teachers in their conversation.

G. Definition of Key Terms

1. Illocutionary Act

   According to Austin (1962:109) *illocutionary acts* are the utterances which have a certain (conventional) force such as convincing, ordering, warning, and undertaking. According to Yule (1996:48) illocutionary act is performed via the communicative force of an utterance. Furthermore, he states an utterance produce with some kind of function in mind, an offer, an explanation, or for some other communicative purpose. This is also generally known as the *illocutionary force* of the utterance.

2. Teaching

   According to Brown (2007:7) teaching is showing or helping someone to learn to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand. He states further that teaching is guiding and
facilitating learning, enable the learner to learn setting the condition for learning.

3. Learning

According to Kimble and Garmezy in Brown (2007:7) learning is a relatively permanent change in a behavioral tendency and is the result of reinforced practice. According to slavin in Brown learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction. Oddly an educational psychologist would define learning even more succinctly as a change in an individual caused by experience. In oxford learner’spocket dictionary (2008:250), learning refers to the process of gaining knowledge or skills in an activity.

4. English Teacher

In oxford learner’spocket dictionary (2008:250), teacher refers to person who teach, give lessons, knowledge and skill. The subjects and objects of this research are English teacher of SMP Nurul Islam Tengaran who teaches the second grades students in the academic year 2015/ 2016.

H. Method of the Research

1. Setting of the Research

The research will be conducted at SMP IT Nurul Islam Tengaran. This school is located in JL. Raya Salatiga Solo, Km. 8 RT. 20 RW. 11 Butuh, Tengaran, Semarang.
2. Subject of the Research

The subject of the research is the English teachers of second grades of *SMPIT Nurul Islam Tengaran 2015/2016*. It consists of 2 teachers.

3. Type of the Research

The research approach used in this study is descriptive qualitative research, where the researcher describes the illocutinary acts are uttered by the teachers, the types of illocutionary, and the dominant types of illocutionary acts in English teaching learning process.

I. Outline of the Research Paper

This research consists of five chapters. Each chapter explain different matters in line with the topic that is discussed. Chapter I is introduction. It consists of the background of the study, statement of the problem, objective of the study, benefit of the study, clarification of the key term, Review of Related Study, research method, and outline research paper. Chapter II is theoretical framework. It is definition of pragmatic, speech act, types of speech act, illocutionary act and classroom language. Chapter III tells about the research methods. In this chapter, the researcher would like to describe the research approach, data source, object of the research methods of data analysis, and methods of data collection. Chapter IV is the data analysis that the researcher would like to explain the description of the research findings and the discussion of the findings of
the illocutionary act used by the teacher of second grades student of SMP IT Nurul Islam Tengaran. Chapter V is conclusion and suggestion. It contents all of data analysis an gives some suggestion of the problems discussed.
CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

This part discusses theories relate to this research. It is divided into five main areas those are; Pragmatics, Context, Speech Act, Illocutionary Act and Classroom language.

1. Pragmatic

There are many branch of linguistics, such as; semantics, syntax, and pragmatics. There is a difference among semantics, syntax and pragmatics. Semantics is the study of linguistic meaning, those are; the literal meaning of words, phrases, and sentences. Syntax is the study of the structure of phrases, clauses, and sentences. Wilson in Thomas (1995:2) states that the study of the semantic representation of sentences belongs to grammar, and the study of the interpretation of utterances is pragmatics.

Salinas (2001:18) stated that syntax, semantics and pragmatics can be associated, all proportions and respect taken into triadic concept that begins with the religious trinity: the father, the son and the spirit. Furthermore, linguistics is the trinity as a whole where the father is semantics, the son is syntax and the spirit is pragmatics. In his book entitled the relation between syntax, semantics and pragmatics he defines semantics is the one that can explain everything and give meaning; syntax conceived as structures, grammar, lexicon,
sounds, intonation, is the means to understand and explain the meaning; and pragmatics which makes semantics and syntax make sense, is the purpose, that holds both semantics and syntax.

According to Yule (1996:4) pragmatics is the study of the correlation between linguistic forms and the users of those forms. It relates with the study of meaning as communicated by the speaker and interpreted by the listener. Leech (1983) and the review in Levinson (1983:17) equates it with speaker meaning. While Wilson in Thomas (1995:2) equates it with utterance interpretation.

To understand the speaker meaning or utterance interpretation in a Pragmatics, let us consider the example conversation below:

Faiz: “I forgot my pencil”

Dzul: “Sorry, I just have one”

From the conversation we learns that Faiz does not just tell that he forgets to bring his pencil, but in fact, Faiz wants Dzul to lend him pencil. Dzul is seemed to know what is desired by Faiz with answers like "Sorry, I just have one”. Therefore, the participants of conversation use the meanings of words are combined with the context in which those words occurred in order to distinguish the meaning intended by speakers.

The study of pragmatics covers several subfields or domains, such as deixis, reference, presupposition, implicature, and speech acts. Deixis is concerned with the referring expressions which pointing the
location of the referents along certain dimensions. Reference deals with the linguistic forms used by the speaker to enable the listener to identify something. Presupposition is related to the things that the speaker assumes as the case of an utterance. Implicature is associated with the existence of norms for the use language in context. Speech acts are concerned with the use of utterance to perform an act. (Griffiths, 2006)

The writer can conclude that the pragmatics is the study of context and language use. It is concerned on the aspect of the meaning that cannot be predicted by linguistic form. The focus of the pragmatics analysis is on the meaning of the speaker utterances on the conversation rather than on the meaning of words or sentences, and the interesting topic to discuss the subfields of pragmatic is speech act (illocutionary act).

2. Context

According to Mey (2001:41) context is another instance which refers to person or things: using proper names, pronouns, articles and so on. A person named ‘Novia’ is refered to as ‘Novia’ only in his own, known context: a person named ‘the teacher’ is an officer we know (or are supposed to know). Saying ‘Novia is the teacher’ makes sense only in context where there is a person Novia whom I know by name and who happens to be the teacher (or is assigned that role in play).
According to Leech (1983: 13) context is the assumption of background knowledge by speaker and hearer, to help hearer’s interpretation of what speaker means by given utterance. Furthermore, Leech explains in his book *principle of pragmatics* that the occurrence one or more of the criterions influence in speech situation. He divides into five main criterions those are; *Addressers or addressees, the context of an utterance, the goal(s) of an utterance, the utterance as a form of act or activity: a speech act, and the utterance as a product of a verbal act.*

a) Addressers or addressees

Following the practice of Searle and others, Leech shall refer to addressers and addressees, as s (‘speaker’) and h (‘hearer’).

b) The context of an utterance

Context has been understood in various ways, for example to include ‘relevant’ aspects of the physical or social setting of an utterance. Leech explains context is the assumption of background knowledge by speaker and hearer, to help hearer’s interpretation of what speaker means by given utterance.

c) The goal(s) of an utterance

Leech shall often find it useful to talk of a goal or function than intention of an utterance, in preference to
talking about its intended meaning or speaker’s intention in uttering it. The term intention can be misleading in this subject.

d)  The utterance as a form of act or activity: a speech act

Pragmatics deals with verbal acts or performances which take place in particular situations, in time. In another hand pragmatics deals with language at a more concrete level than grammar.

e)  The utterance as a product of a verbal act

In pragmatics utterance can refer to the product of verbal act, rather than to the verbal act itself. For instance, “would you please be on time?” spoken with a polite rising intonation, might be described as a sentence, or as a question, or as a request.

From the above mentioned elements of addresser and addressee, context, goals, speech act (illocutionary act), and utterance. We can compose a notion of a speech situation, comprising all these elements, and perhaps other elements as well, such as the time and the place of the utterance. Pragmatics is distinguished from semantics in being concerned with meaning in relation to a speech situation.
3. Speech Act

a. Definition

The concept of speech acts is firstly developed by a philosopher, John L. Austin in his book How to Do Things with Words (1962). Austin defines *speech acts* simply as the action performed by saying something. While in Yule (1996: 48) defines *speech acts* are actions which are performed via utterances.

According to Austin (1962) in Kriedler (2002: 181) distinguish Austin’s theory into three things; *locutionary, illocutionary and perlocutionary*. What is said, the actual utterance, can be called the *locution*. What the speaker intends to communicate to the addressee (hearer) is the *illocution*. The message that the addressee gets, his interpretation of what the speaker says, is the *perlocution*. If communication is successful, the illocution and the perlocution are alike or nearly alike. Furthermore, Leech in his book entitled principle of pragmatics, giving explanation briefly of *locution, illocution, and perlocution*.

Locution : s says to h that X

(X being certain words spoken with a certain sense and reference)

Illocution : In saying X, s *ASSERTS* that P.

Perlocution : By saying X, s *CONVINCES* h that P
Some examples of *locution, illocution, and perlocution.*

**Locution** : “Tommorow is holiday”

**Illocution** : an act of reminding not to go to office, campus or an act of inviting to hang out, depending on the context

**Perlocution** : The hearer will not go to office or agree to hang out.

**Locution** : “*Wes maghrib, gondol wewe*” (This is a very common javanesse utterance said by mother when her kids keep playing in the dusk which more or less means “It was night, kidnapped by ghost”)

**Illocution** : an act of ordering her kids to stop playing or to get home.

**Perlocution** : the kids stop playing or go back to home.

b. Classification of Speech Act

The writer will explain classification of speech acts based on dimensions of the use of language according to Austin’s theory.

1) Locutionary Act

*Locutionary act* is called by the act of saying something, the saying of the speaker, the words uttered by the speaker. According to Yule (1996:48) Locutionary
act is the basic act of utterance, or producing a meaningful linguistic expression.

“The Traffic light shines red”

**Locution** : The words uttered by the speaker.

“Yesterday is Sunday”

**Locution** : The words uttered by the speaker.

2) Illocutionary Act

According to Yule (1996:48) *illocutionary* act is performed via the communicative force of an utterance. Yule forms an utterance with some kind of function in mind. Geoffrey leech in his book defined illocutionary act is performing the act of saying something, in another words it defines speaker intends to communicate to the addressee (hearer).

“The Traffic light shines red”

**Illocution** : an act of encouraging, requesting or suggesting the hearer to stop the car in the traffic light.

“Yesterday is Sunday”

**Illocution** : an act of reminding that yesterday is holiday or an act of inviting to hang out.
3) Perlocutionary Act

*Perlocutionary act* is create an utterance with a function without intending it to have an effect. Depending on the circumstances, the speaker have assumption that the hearer will recognize the effect that the speaker intended Yule (1996:48).

“The Traffic light shines red”

**Perlocution**: The hearer stops the car/motorcycle.

“Yesterday is Sunday”

**Perlocution**: The hearer didn’t join the vacation.

To understanding the material, here are the examples of those kinds of speech act based on Austin’s theory in Yule (1996: 48-49).

“I’ve just made some coffee”

I. **Locution**: The words uttered by the speaker

II. **Illocution**: It might utterances to make statement, an offer, an explanation, or for some other communicative purpose.

III. **Perlocution**: Depending on the context, it will utter on the assumption that the hearer will recognize the meaning (for example, to account for a wonderful smell, or to get the hearer to drink some coffee).

In (I) the concept is concerned with what is said by the speaker aspects. The grammatical and phonological aspect is the main topic. The focus is that whether the
utterance is meaningful or not so that the hearer is able to capture what the speaker says. Next, the (II) or illocutionary is concerning the speaker’s purpose or intention when performing this utterance. Therefore, the illocutionary functions (ordering, explanation or for some other communicative purpose) are the important point here. In (III) both locution and illocution of the utterance are interpreted by the hearer. The effect of the utterance that speaker performs to the hearer is the main focus.

According to Yule in his book pragmatics there is the other classification of speech acts based on the relationship between the three general types of basic sentence types (declarative, interrogative, and imperative) and the three general communicative functions (statement, question, and command) speech acts are classified into two main types Yule (1996: 54).

1) Direct speech acts

In direct speech acts, there is a direct relationship between grammatical structure and communicative function. For instance, an declarative sentence is used to give a statement; an interrogative sentence to ask a question; an imperative sentence to give an command.

Example:
Lecturer : “What time is it?”

Student : “00:08 o’clock.”

In the above utterance performed by lecturer the form and the function are same. Lecturer as a speaker ask a question to student. Grammatically, the question uses interrogative with question words “what time is it” as well as the question mark at the end of it. Viewed from student’s reply, the function of that utterance is to ask for information. In other way, the speaker expects an answer from the listener. Both the grammatical structure types and the communicative function of lecturer’s utterances are the same. Therefore, it is classified as direct speech acts.

2) Indirect speech acts

In indirect speech acts, there is no direct relationship between grammatical structure and communicative function. For instance, an interrogative is not only used to give question or to ask for an answer from the listener, but it can also convey a request, command or warning. Example:

Lecturer : “What time is it?”

Student : “Sorry sir, I come late.”
Grammatically, the utterance that the lecturer performs is in the form of interrogative, the function is to ask for information. However, if we see from the answer the student replies it is clear that the utterance “What time is it? ” is used to warning that is the student comes late. The lecturer’s warning is realized indirect way since it is conventionally realized in imperative structure for example “you late, out of my class!” or “be on time!”. From that reason the lecturer’s utterance is categorized as indirect speech acts.

c. Problems of Classification Illocutionary and Perlocutionary acts

Alston in Leech (1983:203) stated that the contrasts between illocutions and perlocutions have been illustrated by lists of verbs and verb-like expressions, for example:

Illocutionary: report, announce, predict, admit, opine, ask, request, suggest, order, propose, express, congratulate, promise, thank, exhort.

Perlocutionary: bring h to learn that, persuade, deceive, irritate, amuse, get h to do, inspire, impress, distract, get h to think about. Alston (1964:35)

Furthermore, Leech (1983:205) stated that there is a slight difference between verbs like inform and tell (illocutionary function), which appear to imply the fulfilment of the
perlocutionary goal of ‘causing hearer to know something’ and those like report and ask, which seem not to take for granted the success of illocution.

4. Illocutionary Act

a. The concepts of illocutionary acts

People do not only produce utterances containing grammatical structures and words, they perform actions via those utterances. Mostly people produce utterances with purpose. They form an utterance with some kind of purpose, function or force of utterances in mind. Illocutionary acts are one of three speech acts classification proposed by Austin. Austin in leech (1983:199) said this type of speech acts is the central of speech act than the other two. And in this chapter the researcher will discuss the concepts and classification of illocutionary acts clearly and explicitly.

Speakers do not always ‘perform’ their speech acts directly, but they sometimes describe the speech act being performed (indirect). To recognize the intended speaker meaning, the hearer should consider the illocutionary forces that Yule proposed. Yule (1996: 49) proposes two important points there are *illocutionary function indicating device* and *felicity condition*.

According to Yule (1996: 49) (*the Illocutionary Force Indicating Device or IFID*) is an expression of the verb explicitly
indicates the illocutionary function. This verb can be called a performative verb (Vp) and in the other source such as Leech (1983) called speech act verb. Some verbs such as to order, to warn, and to promise can be used to make the illocutionary function explicitly. Example of performative verb: I order you that, I am asking you, I promise you, I (Vp) you.

However, in normal usage the utterances are expressed mostly without performative verbs. The speaker chooses using implicit performative, for example ‘I will see you later’, can be interpreted as ‘I promise that I will see you later’ or ‘I warn that I will see you later’ depending on the context.

Yule (1996:50) defined felicity conditions are condition that the illocutionary acts successfully performed and to fulfill the condition it depends on the context. The felicity follows at least general condition is that the participants have to understand the language and condition. Content condition is main condition that requires the future of the speaker, for example, ‘promising’ and ‘warning’. Preparatory condition is the conditions before the event occur. For example when I promise to do something, there are two preparatory conditions: first, the event will not happen by itself and second, the event will have a beneficial effect. Sincerity condition is the result of the event. For example when someone promise something, the speaker intends to finish the action.
Essential condition is the condition that must be in the utterance content, the context and the speaker’s intentions. all of which deals with the characteristics of illocutionary acts itself.

“I forbid you to go to town square”

To fulfill general condition the speaker and the hearer should understand the language being used. The content condition of that utterance is to warn. There are some assumptions of preparatory condition: it is not clear that the hearer knows the event, and the event will not have beneficial effect. Similar with preparatory condition that the sincerity conditions the speaker believes that the future event will not have beneficial effect. The last is essential condition, the speaker warns the hearer, the utterances changes from non-informing of bad future event to informing.

b. The classification of illocutionary acts

Searle discuss briefly how his classification relates to Austin’s. Based on the explanation of Searle’s theory in his book entitled “Expression and Meaning”. Searle categorizes illocutionary acts into five types. This classification is based on the performative verbs in any utterances, those are; declarative, representative, expressives, directives, and commisives. (Searle, 1979:10).

Declarations are used to announce something clearly and have direct change to the world through certain utterances (Yule,
1996:53). For examples, “You’re hired!” said by Chief Executive Officer to his new employer. “I name this underground drilling machines ‘Antareja’” uttered by President Jokowi inaugurated the operation of underground drilling machines at Pemuda Statue Senayan. It shown the speaker perform such declarations, there are two requirements to be fulfilled; the speaker has to have a institutional role and in a specific context (Yule, 1996:53).

*Representatives* which is stated by Searle (1976: 10) stated that the speaker believes become something’s being the case (factual). Statements of fact, opinion, assertions, conclusions, and descriptions. For examples, “Youssef prophet is handsome”, “Islam didn’t teach terrorism”, “I think it was a incredible match of el-classico”. In using representatives, the speaker makes words fit the world.

*Expressives* which is stated by Searle (1976:10) is to express the psychological condition, in the other words speaker’s feeling. The paradigms of expressive verbs are “thank”, “congratulate”, “apologize”, “condole”, “deplore”, and “welcome”. For examples, “I’m really sorry!” said by someone who ask apologize to someone and“oh, ikeh, yes, great, mmmm, ssshhh!” expression of speaker’s feeling. In using an expressive, the speaker makes words fit the world (of feeling) (Yule, 1996:53-54).
Directives are attempts by speaker to get the hearer to do something (Searle, 1976: 13). It includes suggesting, commanding, or requesting. For example, we say to someone, “could you lend me a phone, please”. In the other words, directives utterances used to express what the speaker wants to do or not by the hearer (Yule, 1996:54). In using a directive, the speaker attempts to make the world fit the worlds (via the hearer).

The last type of speech acts proposed by Searle is called commisives. These are used by the speakers to commit themselves to some future action such as promising, threatening, refusing, and pledging. They can be performed by the speaker alone, or by the speaker as a member of a group (Yule, 1996:54) For examples “I promise to be back”, and “We will watch real madrid vs barcelona tommorrow!” In using a commisive, the speaker undertakes to make the world fit the words (via the speaker).

From the explanation above all the types of illocutionary acts with their general functions are summarized in Table 2.1 Yule (1996:55).
Table 2.1: Five general functions of illocutionary acts

| No. | Illocutionary acts | Direction of fit | S = Speaker  
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th>X = Situation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Declaratives</td>
<td>Word change the</td>
<td>S causes X</td>
</tr>
<tr>
<td></td>
<td></td>
<td>world</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Representatives</td>
<td>Make words fit the</td>
<td>S believes X</td>
</tr>
<tr>
<td></td>
<td></td>
<td>world</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Expressives</td>
<td>Make words fit the</td>
<td>S feels X</td>
</tr>
<tr>
<td></td>
<td></td>
<td>world</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Directives</td>
<td>Make the world fit</td>
<td>S wants X</td>
</tr>
<tr>
<td></td>
<td></td>
<td>the words</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Commisives</td>
<td>Make the world fit</td>
<td>S intends X</td>
</tr>
<tr>
<td></td>
<td></td>
<td>the words</td>
<td></td>
</tr>
</tbody>
</table>

5. Classroom Language

Both learning and acquisition have important position in the foreign language classroom. Salaberri (1995:3) stated learning is conscious process, whereas acquisition helps developing knowledge in different ways, spontaneous and unconscious way. Classroom language helps improve the acquisition in a variety of ways.

According to Salaberri (1995:3) in his book entitled classroom language, in the early stages of the teaching there was two periods of language; first, *silent period* and second,
comprehensible input. Silent period is children acquire its first language and comprehension of language is shown by gestures or actions. Whereas, comprehensible input are the next stages after silent period, its focusing on verbal language. In the comprehensible input children understand with language but not necessarily produce themselves.

According to Salaberri (1995:4) the goal of the language classroom is to mastering the communicative competence. Furthermore, he divided into eight common areas of classroom communication, those are; simple instruction, dealing with the language of spontaneous situations, the language of social interaction, pair and group work: classroom layout, question types, using audio-visual aids, dealing with errors, evaluation.

a. Simple instructions,

Simple instruction helps the teachers to familiarize the children, to start non-verbal responses from children. Procedure of simple instruction, teachers start by introducing themselves. For instance, “my name is Luthfi and I am your teacher of English”. Salaberri gives example a set of common instructions; come in, go out, sit down, put your hands up.

b. Dealing with the language of spontaneous situations,
Dealing with the language of spontaneous situations helps the teachers to relate the target language to the learner’s immediate environment, to take advantage of any spontaneous situation. For instance, when the teachers want to check who is not present, they can use “who is not here today?”, when the children was sick, the teachers can use “do you feel better today, (nafi)?”, when the teachers feel unwell during the class, they can use “I’ll be back in a moment”.

c. The language of social interaction,

The aims of the language of social interaction are to relate the use of English to situations outside the language syllabus, to create good relationship and relaxed condition. Procedure of the language of social interaction focuses on the language of greeting, getting attention, asking for help, saying thank you, talking about what interests them.

d. Pair and group work: classroom layout,

The aims of this part are to help the teacher developing their materials through small and large groups, to develop strategies to get the class more actively. For instance of key moments; “who.... come to the front?”, “get.... groups of four”.
e. Question types,

   Question types help the teacher to check the comprehension of children, to build good communication between teacher and children. Starting points of this part the teacher can give instruction which generate non-verbal responses to check how much the children understood. Furthermore teacher can give Yes/ No question or Wh-question. For instance, “Show me...”, “Are you tired?”, “What time is it?”. 

f. Using audio-visual aids,

   This part relates the use of classroom audio-visual aids likes board, posters, video, computer, etc. The aims of using audio-visual are to develop strategies and technique in English classroom language. When using audio-visual teacher can make communicative situations with some actions. For instances “Ah, here it is!” , “I am going to draw a picture”, “Honang, push the play button!”. 

g. Dealing with errors,

   The aims of dealing with errors are to help the teacher and student think critically, to develop the problem solving of teacher and children. Teacher can start the classroom with asking questions about previous knowledge. Teacher using gestures and stress words to
help the children correcting the errors. For instances, teacher open with the question “Do you know the meaning of ...?”, “What is it about, class?”. h. Evaluation.

Salaberri explains the aims of evaluation to get the learners to take part in the process of evaluation and to familiarize between the teacher and children when they evaluate the progress of learning. In this part, teacher can give a feedback to children and giving motivation.
CHAPTER III

RESEARCH METHODOLOGY

A. Research Approach

The research approach used in this study is descriptive qualitative research where the writer can describe the use of illocutionary acts, the type of the illocutionary acts, and the dominant types of illocutionary acts used in teaching process. According to Kothari (2004:5) qualitative research is “concerned with subjective assessment of attitudes, opinion and behavior”. In the book entitled methods and techniques by Kothari (2004:2-3) stated that descriptive focuses in surveys and fact-finding enquiries of different kinds. Furthermore, descriptive has characteristic that the researcher has no control over the variables, and can only report what has happened or what is happening. This method is chosen by the researcher because it can give description in detailed towards individual, language, and certain group.

B. Method of Collecting Data

1. Data Sources

The researcher categorizes the source of data in this research into primary data and secondary data, those are:

a. Primary Data

Primary data that the researcher used in this research are collected from observing the illocutionary act used by English
teacher. The researcher selected two English teachers who teach second grades in SMP IT Nurul Islam Tengaran.

b. Secondary Data

The secondary data that is used to fitted out and support the primary data. In this research, particular secondary data are taken from many relating source books that deal with the topic of this research such as Searle’s book on pragmatic, Leech’s book, articles, the data of English teacher, photos, etc.

2. Technique of Data Collecting

In this research, the technique of data collecting that be used is observation method. Marshall (2006:99) defines “observation is a fundamental and highly important method in all qualitative inquiry”. The researcher used observation as basic technique and combines it with recording technique. It means to get the data, the researcher should observe and record the dialogue of the English teacher SMP IT Nurul Islam Tengaran and write it as the data, as further technique. In this research, the researcher used smartphone for recording the dialogue in the format audio data and notes technique during the data collecting.

C. Method of Analyzing Data

According to Berg in Miles and Huberman (1994: 9) “All data are qualitative, they refer to essences of people, object and situations”. Furthermore, Miles stated that data are not usually immediately accessible
for analysis, but require some processing. For instances, raw field notes need to be corrected, edited, typed up and tape or video recordings need to be transcribed and corrected.

According to Miles and Huberman (1994: 10) the method of data analysis called *Interactive Model* which is includes four streams of analysis activity in cyclical and interactive process. Those are: *data collection, data reduction, data presentation and conclusion*. Those types of data analysis can be explained as follows:

1. Data collection

   In this research, researcher focuses on data in the form of words. The words are based on observation, and documents. Researcher uses video or tape recorded to collect data. Researcher collected the data of the teacher utterances in the classes with make list of conversation between students and the English teacher of SMP IT Nurul Islam.

2. Data reduction

   According to Miles and Huberman (2012: 36), “*data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions*”. The data reduction process is varied in several ways, such as through selection, summary or paraphrase and being subsume in larger pattern. After collecting the data of teacher’s utterances, the researcher continued with *transcribing* and *translating* process.
According to Marshall (2006:110) transcribing is “transposing the spoken word (from a tape-recording) into a text (a transcription)”. Furthermore, Esposito in Marshall (2006:111) defines translating is “the transfer of meaning from a source language to a target language”. The researcher continued the research by selecting and simplifying the data of the teacher’s utterances so that there are no unimportant utterances in the data display.

3. Data display

The next point of data analysis is data display. After collect and reduce the data, the researcher displays the data in organized and compressed information to conclusion. The function of these types of data display is to perform accessible, compact, and organized information of the data. The researcher classified the data of the teacher’s illocutionary acts and displayed them in the data sheet of research.

Table 3.1 The data sheet of research

<table>
<thead>
<tr>
<th>No</th>
<th>Code</th>
<th>Dialogue</th>
<th>Illocutionary Acts</th>
<th>Context</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dec</td>
<td>Rep</td>
<td>Exp</td>
<td>Dir</td>
<td>Com</td>
<td></td>
</tr>
</tbody>
</table>

Dec : Declaratives

Rep : Representatives

Exp : Expressives

Dir : Directives

Com : Commisives
4. Conclusion drawing and verification

After the data displayed in a form of table, then the researcher will analysis it and reaches conclusions and verifications. Derived from the data displayed in tables, the next step conducted by the researcher is describing and interpreting the data so that the conclusions and verifications of the use of illocutionary act by the teachers can be drawn.

**Figure 3.1 Components of Data Analysis: Interactive Model**

*(Miles & Huberman 1994: 12)*

![Figure 3.1 Components of Data Analysis: Interactive Model](image)

From the figure 3.1, we can see that data reduction and data presentation go along with data collection. After the required data is collected, the next step is running the three pivotal components in analysis, data reduction, data presentation and conclusion, in the interaction.
CHAPTER IV
DATA ANALYSIS

A. Findings of Research

The researcher observed, collected, reduced and grouped the data of the teacher’s utterance that contains illocutionary acts force. In this research the researcher found 243 utterances in the field. Afterwards, the researcher classified and analyzed them into illocutionary acts function. There are five types of illocutionary acts (*declaratives, representatives, expressives, directives and commissives*) performed by the English teachers of SMP IT Nurul Islam Tengaran.

**Table 4.1** Data findings of illocutionary acts

<table>
<thead>
<tr>
<th>No.</th>
<th>Illocutionary Acts</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Declaratives</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>2</td>
<td>Representatives</td>
<td>43</td>
<td>17.70%</td>
</tr>
<tr>
<td>3</td>
<td>Expressives</td>
<td>21</td>
<td>8.64%</td>
</tr>
<tr>
<td>4</td>
<td>Directives</td>
<td>170</td>
<td>69.96%</td>
</tr>
<tr>
<td>5</td>
<td>Commisives</td>
<td>9</td>
<td>3.70%</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>243</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

*Table 4.1* shows 243 data contains illocutionary acts. The directives are the most dominant type of illocutionary acts used by teachers. They are 170 data (69.96%) containing directives acts. And the declaratives is the lowest rank frequency of illocutionary acts with 0 data (0%).
<table>
<thead>
<tr>
<th>No.</th>
<th>Illocutionary Functions</th>
<th>Frequency</th>
<th>(%)</th>
<th>Examples (code)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Agreeing</td>
<td>3</td>
<td>1,23</td>
<td>DT-2/12/27-01-2016/An</td>
</tr>
<tr>
<td>2.</td>
<td>Apologizing</td>
<td>3</td>
<td>1,23</td>
<td>DT-5/2/29-01-2016/An</td>
</tr>
<tr>
<td>3.</td>
<td>Appreciating</td>
<td>1</td>
<td>0,41</td>
<td>DT-4/6/28-01-2016/Wd</td>
</tr>
<tr>
<td>5.</td>
<td>Encouraging</td>
<td>1</td>
<td>0,41</td>
<td>DT-4/6/28-01-2016/Wd</td>
</tr>
<tr>
<td>6.</td>
<td>Explaining</td>
<td>10</td>
<td>4,11</td>
<td>DT-1/16/26-01-2016/Wd</td>
</tr>
<tr>
<td>7.</td>
<td>Forbidding</td>
<td>1</td>
<td>0,41</td>
<td>DT-1/5/26-01-2016/Wd</td>
</tr>
<tr>
<td>8.</td>
<td>Greeting</td>
<td>2</td>
<td>0,82</td>
<td>DT-5/1/29-01-2016/An</td>
</tr>
<tr>
<td>9.</td>
<td>Informing</td>
<td>25</td>
<td>10,28</td>
<td>DT-1/3/26-01-2016/Wd</td>
</tr>
<tr>
<td>10.</td>
<td>Joking</td>
<td>6</td>
<td>2,47</td>
<td>DT-3/1/28-01-2016/Wd</td>
</tr>
<tr>
<td>11.</td>
<td>Permitting</td>
<td>4</td>
<td>1,64</td>
<td>DT-1/2/26-01-2016/Wd</td>
</tr>
<tr>
<td>12.</td>
<td>Promising</td>
<td>7</td>
<td>2,89</td>
<td>DT-5/6/29-01-2016/An</td>
</tr>
<tr>
<td>13.</td>
<td>Questioning</td>
<td>92</td>
<td>37,87</td>
<td>DT-2/2/27-01-2016/An</td>
</tr>
<tr>
<td>15.</td>
<td>Stating an opinion</td>
<td>2</td>
<td>0,82</td>
<td>DT-2/7/27-01-2016/An</td>
</tr>
<tr>
<td>16.</td>
<td>Stating a fact</td>
<td>3</td>
<td>1,23</td>
<td>DT-2/3/27-01-2016/An</td>
</tr>
<tr>
<td>17.</td>
<td>Suggesting</td>
<td>2</td>
<td>0,82</td>
<td>DT-5/5/29-01-2016/An</td>
</tr>
<tr>
<td>18.</td>
<td>Surprising</td>
<td>2</td>
<td>0,82</td>
<td>DT-5/4/29-01-2016/An</td>
</tr>
<tr>
<td>19.</td>
<td>Threatening</td>
<td>2</td>
<td>0,82</td>
<td>DT-3/4/28-01-2016/Wd</td>
</tr>
<tr>
<td>20.</td>
<td>Thanking</td>
<td>8</td>
<td>3,29</td>
<td>DT-1/3/26-01-2016/Wd</td>
</tr>
<tr>
<td>21.</td>
<td>Warning</td>
<td>2</td>
<td>0,82</td>
<td>DT-3/2/28-01-2016/Wd</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>243</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>
Table 4.2 shows that 243 data contains illocutionary functions. Questioning is the most frequent illocutionary function used by the English teachers of SMP IT Nurul Islam Tengaran. There are 92 data questioning (37, 87%) of illocutionary function. On the other hand appreciating, encouraging, and forbidding have the fewest illocutionary function with only 1 datum (0, 41%).

B. Discussions

This part explains about the analyzing data of illocutionary act. The researcher found four types of illocutionary acts in this research. There are; representatives, expressives, directives, commisives. And declaratives are not found in the research.

1. Representatives

Based on the Searle’s theory, the researcher analyzes representative acts as the teachers’ statement whether it is true or false, factual or non factual. On the data analyze, representative acts are in the second rank of the illocutionary act performed by the English teachers of SMP IT Nurul Islam Tengaran. There are five types of representative functions found in the data. They are agreeing, explaining, informing, stating a fact, and stating an opinion.

a. Agreeing

Agreeing is illocutionary function which is expressed when the speakers have same opinion or when the speaker accepts the listener’s though. The researcher found 3 data illocutionary
function of agreeing (1,23%). Agreeing and stating a fact function is the fewest in the representatives. Datum (DT-2/12/27-01-2016/An) is the example of agreeing functions in English teaching-learning process used by the teachers in SMP IT Nurul Islam Tengaran.

T: “Okay, five minutes for checking your job”
Ss: (Silence)
T: “Do you need your friend to check your task? or by yourself?”
Ss: “No, myself, Sendiri-sendiri ustadzah”
S: “More students said that matematics is harder more difficult than social science.”
T: “More students said that mathematics is harder more difficult than social science. (repeat answer of the student)
S: “Easier, ustadzah”
T: “Ya, it is ok.

(DT-2/12/27-01-2016/An)

The bold expression in datum (DT-2/12/27-01-2016/An) shows that the teacher has argument mathematics is harder and more difficult than social science, but the student has different opinion. The student has argument social science is harder than mathematics. Teacher replied “Ya, it is ok”. The words of “Ya” and “ok” have purpose that the teacher agreed on the student’s answer and it indicates the teacher has same opinion with other participant.
b. Explaining

*Explaining* is expressed when the speaker wants to make the listener understand about something by giving more information about it. The researcher found 10 data illocutionary function of explaining (4, 11%). Datum (DT-1/16/26-01-2016/Wd) is the example of explaining functions in English teaching-learning process used by the teachers in SMP IT Nurul Islam Tengaran.

T: “*Kalau makan siang bukan I eat ya, I have lunch, kalau lampau jadi I had lunch.* Ya? I have ever told you before that translating from Bahasa into English can not word to word. *Kalau diterjemahin ke Bahasa masak menjadi aku mempunyai makan siang.* Haduuh. Stand up comedy, *komedi yang berdiri,* gitu ya? Atau misalnya *make up? Buat atas? Okay sudah?*”

Ss: “Sudah”

T: “Salewa, what are you doing?”

Ss: (Laughing)

(DT-1/16/26-01-2016/Wd)

Datum (DT-1/16/26-01-2016/Wd) especially, in the sentences of “*Kalau makan siang bukan I eat ya, I have lunch, kalau lampau jadi I had lunch*” shows the teacher said that when we eat something in the afternoon is not using I eat but I lunch. Explaining is more complex than informing, because in the explaining need to give a reasons. In this case, the teacher has purpose to give more information using past and past perfect.
c. **Informing**

*Informing* is expressed when the teacher gives the students information about what the students do in teaching-learning process. Informing functions is the most dominant in the representatives.

The researcher found 23 data illocutionary function of explaining (9, 47%). Datum (DT-1/3/26-01-2016/Wd) is one of the examples of informing functions in English teaching-learning process used by the teachers in SMP IT Nurul Islam Tengaran.

T : “Thank you mr dzul. **Okay, we have our vocabularies test today.** Prepare and write verb 2, verb 3 and the meaning.”

Ss : (Preparing test)

T : “So will be two verb 2 and verb 3, write number 1 until number 10! Give space between verb 1 and verb 3. Ok! I will say it once, so listen to me carefully.”

Ss : “Okay”

*(DT-1/3/26-01-2016/Wd)*

The sentences in datum (DT-1/3/26-01-2016/Wd) shows the teacher gives information to students that they will have test of vocabularies. The bold sentence has informing function because it contains information to the past and future activities of students in the teaching-learning process.

d. **Stating a fact**

*Stating a fact* is expressed by the speaker to state fact in general condition. The researcher found 3 data illocutionary function of stating a fact (1, 33%). Datum (DT-2/3/27-01-2016/An) is one of the examples of stating a fact functions in
English teaching-learning process used by the teachers in SMP IT Nurul Islam Tengaran.

T: “Okay, have u finished three sentences?(b) It’s ok three. Let’s check! I choose you or you will choose your friend by yourself, ok! Teman-teman silahkan akhiri pekerjaannya sekarang kita dengarkan teman-teman kita bicara, **today is 27 januari**, so I call Ringu (the name of the students)”

S: “Baru three ustadzah”

T: “No, problem. Say 3 sentences about your friend.”

*(DT-2/3/27-01-2016/An)*

In datum (DT-2/3/27-01-2016/An) presents the teacher stated that day is 27 January. It is correct because when the teacher stated that she taught in 27 January 2016. 27 January 2016 indicates as the function of stating a fact because the teacher mentioned the date coincides with the date when she taught and it is true.

e. **Stating an opinion**

*Stating an opinion* is expressed the ideas, though to the listener. The researcher found 2 data illocutionary function of agreeing (0,82%). Datum (DT-2/7/27-01-2016/An) is one of the examples of stating an opinion functions in English teaching-learning process used by the teachers in SMP IT Nurul Islam Tengaran.

T: “Ini buat berdua, and please discussed it with your friend.

Is ten minutes enough for you?”
The bold sentence in datum (DT-4/5/28-01-2016/Wd) explains about the teacher opinion. The teacher expressed her ideas and opinion by saying I think. The word “think” in the sentence “I think ten minutes enough for you, ya” indicates that the teacher has assumption that ten minutes is ideal time for students to finish the material.

2. Expressives

In this research expressive acts have intention of teacher’s feeling or express psychological condition. The researcher found 20 frequency of expressives. There are five functions of expressives in this research; apologizing, greeting, joking, surprising and thanking.

a. Apologizing

Apologizing as the illocutionary function is expressed by the speaker for saying sorry for the mistakes. The researcher found 3 data illocutionary function of apologizing (1, 23%). Datum (DT-5/2/29-01-2016/An) is the example of apologizing functions in English teaching-learning process used by the teachers in SMP IT Nurul Islam Tengaran.
T: “Sorry, this morning I should handle 2 classes”
Ss: “Yes, ustadzah”

(DT-5/2/29-01-2016/An)

In the Datum (DT-5/2/29-01-2016/An), the bold sentence has purpose to apologize. The teacher expressed her mistakes by saying “sorry” in the sentence “sorry, this morning I should handle 2 classes”. The teacher said sorry because she can’t full teach that day, she should handle 2 classes.

b. Greeting

_Greeting_ is expressed to welcome someone. The researcher found 2 data illocutionary function of greeting (0,82%). Datum (DT-5/1/29-01-2016/An) is the example of greeting functions in English teaching-learning process used by the teachers in SMP IT Nurul Islam Tengaran.

T: “Ok good morning?”
Ss: “Good morning.”
T: “How are you today?”
Ss: “I am fine, thank you and you?”
T: “Alhamdulillah, I am fine today. Today, I cant accompany you fulltime but I will give you task”
Ss: “Waa,”

(DT-5/1/29-01-2016/An)

The bold utterance of datum (DT-5/1/29-01-2016/An) shows that the teacher is welcoming the students. The words “_good morning_” are the words to greet the students. The teacher greets
the students, and the students replied “good morning”. It indicates that students understand and respond it.

c. **Joking**

*Joking* is expressed by the speaker to make listener happy, laugh and to entertain. The researcher found 6 data illocutionary function of joking (2, 47%). Datum (DT-3/1/28-01-2016/Wd) is the example of joking functions in English teaching-learning process used by the teachers in SMP IT Nurul Islam Tengaran.

T : “How are you today?”
Ss : “I’m fine, thank you and you?”
T : “I’m fine too. Ready?”
Ss : “Ready”

**T** : **“One? One? One?”** (call the name ridwan)
Ss : “Laughing”

*(DT-3/1/28-01-2016/Wd)*

In the datum (DT-3/1/28-01-2016/Wd) the teacher is greeting the student. After that, the teacher make joke with say one, the students confused, after she says it three times, students understand that the teacher not say one but wan, Ridwan. The pronunciation of one and wan on Ridwan is same. And the bold utterance above indicates joking.

d. **Surprising**

Expression of *surprise* happened when the speaker feeling shock. The researcher found 2 data illocutionary function of surprising (0, 82%). Datum (DT-5/4/29-01-2016/An) is the
example of surprising functions in English teaching-learning process used by the teachers in SMP IT Nurul Islam Tengaran.

T : “Have you finished, semua?” (Have you finished, all?)
Ss : “Not yet ustadzah”
T : “Lha ini, siapa baba?” (Who is baba?)
S : “Teman hayalan” (Imaginary friend)
Ss : (Laughing)

T : “Hah? Imaginary friend?”
S : “Yes, ustadzah”
T : “Kan perintahnya describe your roomates friend” (follow the instruction, describe your roomates friend)
Ss : (Laughing) “Ustadzah, minimal berapa kalimat? (At least, How many sentences, mrs?)
T : “At least, make ten sentences. (e) How many sentences did you get?”(f)
Ss : “6, 8, 2 ustadzah”
T : “Hah 2? Apa saja yang kalian lakukan?” (Hah, two? What have you done?)
Ss : “Diskusi ustadzah, haha” (Discussion mrs, haha)

(DT-5/4/29-01-2016/An)

The bold expression in the datum (DT-5/4/29-01-2016/An) express surprised. The word “Hah” represent the teacher’s feeling. The teacher surprised the answer of the students. The students answer “imaginary friend”, he didn’t listen what the teacher explained. Teacher asked to make descriptive text and describe the student’s roommates. The expression of “hah? Imaginary friend” is the expression of surprise.
e. Thanking

*Thanking* is expressed by speaker to say gratitude to listener. The researcher found 8 data illocutionary function of thanking (3.29%). Datum (DT-1/3/26-01-2016/Wd) is the example of thanking functions in English teaching-learning process used by the teachers in SMP IT Nurul Islam Tengaran.

T : “*Thank you Mr. Dzul.* Okay, we have our vocabularies test today. Prepare and write verb 2, verb 3 and the meaning.”
Ss : (Preparing test)
T : “So will be two verb 2 and verb 3, write number 1 until number 10.(d) Give space between verb 1 and verb 3. (e)Ok! I will say it once, so listen to me carefully.(f)”
Ss : “Okay”

(DT-1/3/26-01-2016/Wd)

In the datum (DT-1/3/26-01-2016/Wd), the teacher say thank you to the listener. The words “*Thank you*” is represent the teacher’s feeling. The teacher says thank you because the teacher feels gratitude for what Mr. Dzul does.

3. Directives

*Directives* are attempts by speaker to get the listener do something. In this research directives are the most dominant illocutionary act. There are nine illocutionary function; appreciating, commanding, encouraging, forbidding permitting, questioning, requesting, and warning. And questioning is the most dominant illocutionary function in this research.
a. Appreciating

Appreciating is expressed when speaker appreciate listener does. The researcher found 1 data illocutionary function of appreciating (0.41%). Datum (DT-4/6/28-01-2016/Wd) is the example of appreciating functions in English teaching-learning process used by the teachers in SMP IT Nurul Islam Tengaran.

T : “Anyone? It is okay to make mistake. Nggak tak brakot kalau salah.” (Anyone? It is okay to make mistake. I didn’t bit if you made mistake”
Ss : (Laughing)
T : “Ok, you type the first sentence. The second? Anyone? Hurry up. Ok, nice come forward”

(DT-4/6/28-01-2016/Wd)

In the datum (DT-4/6/28-01-2016/Wd), the teacher appreciates students who come forward to type the first sentence of the task in whiteboard. The word “nice”, is represent of appreciate function.

b. Commanding

Commanding is expression by the speaker to get the listener do something in direct way. The researcher found 16 data illocutionary function of commanding (6, 59%). Datum (DT-3/8/28-01-2016/Wd) is the example of commanding functions in English teaching-learning process used by the teachers in SMP IT Nurul Islam Tengaran.

T : “Please, finds out! Circle, put some color, or underline, to be for past tense, or verb two.”
Ss : (Students do the task.)
T : “Hello finished?”
Ss : “Yes”

(DT-3/8/28-01-2016/Wd)

The bold utterance in the datum (DT-3/8/28-01-2016/Wd) shows that the teacher commands the students to find out and circle the past tense or verb two from the task. The utterance “*Please, find out!*” is represent the function of commanding. The intonation when the teacher says the utterance “Please, finds out!” is directly. It is indicating that the utterance “Please, finds out!” is commanding.

c. Encouraging

*Encouraging* is expression by the speaker that has purpose to support the listener does. The researcher found 1 data illocutionary function of encouraging (0, 41%). Datum (DT-4/6/28-01-2016/Wd) is the example of encouraging functions in English teaching-learning process used by the teachers in SMP IT Nurul Islam Tengaran.

T : “Anyone? *It is okay to make mistake, Nggak tak brakot kalau salah.*” (Anyone? *It is okay to make mistake. I didn’t bit if you made mistake*)
Ss : (Laughing)
T : “Ok, you type the first sentence. The second? Anyone? Hurry up. Ok, nice come forward”

(DT-4/6/28-01-2016/Wd)
The datum (DT-4/6/28-01-2016/Wd) presents the function of encouraging. The teacher supports the students with utterances “*it
is okay to make mistake” and “nggak tak brakot kalau salah”. The second utterances are to support the main utterances “it is okay to make mistake”. Both of them have purpose to make students do confidently the task.

d. Forbidding

Forbidding is expression by speaker that has purpose to prevent the listener to do something. The opposite of commanding is forbidding. The researcher found 1 data illocutionary function of forbidding (0, 41%). Datum (DT-1/5/26-01-2016/Wd) is the example of forbidding functions in English teaching-learning process used by the teachers in SMP IT Nurul Islam Tengaran.

T : “Have you finished number 1? What?”
Ss : “Finish, greet.”
T : “Number 2?”
Ss : “Sell, Sold”
T : “Sold, no, no, no, coro, coro.”
Ss : “Sold, no, no, no, coro, coro”
T : “Don’t say sold ya! (wrong pronunciation) , once again sold”
Ss : “Sold”
T : “Three?”
Ss : “Sent”

(DT-1/5/26-01-2016/Wd)

The datum (DT-1/5/26-01-2016/Wd) shows that the students said sold with wrong pronunciation, the teacher forbids to say sold and then the teacher gives example the correct pronunciation. The word “don’t” is represent the function of forbiding.
e. Permiting

Permitting is the function of illocutionary acts that speaker allows the listener to do something. The researcher found 4 data illocutionary function of permitting (1.64%). Datum (DT-1/2/26-01-2016/Wd) is the example of permitting functions in English teaching-learning process used by the teachers in SMP IT Nurul Islam Tengaran.

T: “How are you today?”
Ss: “I’m fine, thank (not focus)”
T: “How are you today?”
Ss: “I’m fine, thank you and you?”
T: “I’m well thank you. And for the next meeting we got new person here, you can introduce yourself.”

(DT-1/2/26-01-2016/Wd)

In the datum (DT-1/2/26-01-2016/Wd), the teacher permits the researcher to introduce himself. The word “can” in the bold utterance “you can introduce yourself” has function as permitting because the teacher allows the researcher to introduce himself.

f. Questioning

Questioning is the function of illocutionary act that the speaker have purpose to get reply, answer or information from the listener. This function is the most dominant that used by English teachers. The researcher found 92 data illocutionary function of questioning (37, 87%). Datum (DT-2/2/27-01-2016/An) is the example of questioning functions in English teaching-learning process used by the teachers in SMP IT Nurul Islam Tengaran.
T : “How are you today?”
Ss : “I’m fine, thank you and you?”
T : “Alhamdulillah, and great today. Okay, lets reciting basmallah together.”
Ss : “Bismillahirrahmanirrahim.”
T : “Are you ready to learn today?”
Ss : “Yessss, Insyaallah.” (Preparing the book)
T : “How about your homework?”
Ss : “Yaaahh.”

(DT-2/2/27-01-2016/An)

In the datum (DT-2/2/27-01-2016/An) there are three question that have questioning function. The first utterances “How are you today?” has purpose the teacher asks about the student’s condition. The utterances “Are you ready to learn today?” has purpose the teacher asks about preparation from the students to learn English. The last utterance “how about your homework?” has intention to asks the students’ homework. All of the utterances above, give information to the teacher. Both of them have question mark “?” to indicate they are as a question function.

g. Requesting

Requesting is similar with commanding but requesting is used to order someone indirect way. The researcher found 52 data illocutionary function of requesting (23, 11%). Datum (DT-3/5/28-01-2016/Wd) is the example of requesting functions in
English teaching-learning process used by the teachers in SMP IT Nurul Islam Tengaran.

T : “Okay return to the owner, 1, 2, 3 Yup! Hello, have you already gotten your work? Anyone get below six? Okay 1, 2, 3 and dont forget to say your password.”
S : “Kapan?”
T : “Now!”

(DT-3/5/28-01-2016/Wd)

The datum (DT-3/5/28-01-2016/Wd) the teacher requests to the students to return the book to the owner. The utterance “Okay return to the owner, 1, 2, 3 Yup!” has intention to ask the students return the book. The teacher ask to return indirectly. Indirectly order is included a request function.

h. Suggesting

Suggesting is idea by the speaker for suggest someone to think or do something beneficial for listener. The researcher found 3 data illocutionary function of suggesting (1, 23%). Datum (DT-5/5/29-01-2016/An) is the example of suggesting functions in English teaching-learning process used by the teachers in SMP IT Nurul Islam Tengaran.

T : “Where is yours?
S : “Ini ustadzah”
T : “Ayo diteruskan!” (come on, continue it)
S : “Ya, ustadzah”
T : “Diperhatikan penggunaan comparison degreenya, jangan lupa grammar, dan tensesnya” (Pay attention in
using comparison degree, don’t forget the grammar and tenses)

S : (Silence)

(DT-5/5/29-01-2016/An)

In the datum (DT-5/5/29-01-2016/An) presents the utterance that used by teacher to suggest the students to give more attention in using grammar and tenses. In this function the teacher want deliver her ideas to give advantages for students.

i. Warning

Warning is the function of illocutionary act that have function to tell the listener about danger. The researcher found 2 data illocutionary function of warning (0, 82%). Datum (DT-3/2/28-01-2016/Wd) is the example of warning functions in English teaching-learning process used by the teachers in SMP IT Nurul Islam Tengaran.

T : “Okay number 1 tell 2 jump 3 keep 4 look 5 sit greet 9 listen 10 see. One minute to complete!”
Ss : (Silence)

T : “Be careful! Be careful! 1, 2, 3, 4, 5, 9, 10. Finish. Now give your task to your side, 1, 2, 3, hurry up! Keep going! Enough. Boys listen kita latihan cepat, 15 tahun lagi orang-orang butuh yang bagus dan cepat. Okay?”
Ss : “Okay”

(DT-3/2/28-01-2016/Wd)

The datum (DT-3/2/28-01-2016/Wd) shows the teacher using the utterance “Be careful!”. The utterance “be careful” is
representing the warning function. It has function that the teacher want to tell there is danger or disadvantages context.

4. Commisives

Searle said that commisives are used by the speakers to commit themselves. In this research there are two functions of commisives. There are promising and threatening.

a. Promising

*Promising* is a function used by the speaker to tell the listener that the speaker do or not to do something. The researcher found 7 data illocutionary function of promising (2, 89%). Datum (DT-5/6/29-01-2016/An) is the example of promising functions in English teaching-learning process used by the teachers in SMP IT Nurul Islam Tengaran.

T : “Are you ready to bring forward?
Ss : “No, gak usah maju ustazah”(No, Dont performances in forward mrs)
T : “Yaudah, kalau kamu tidak ingin maju hari ini we will meet at Thursday. Ya, you should memorize the text.” (Yes, if you don’t want to perform today, we will meet at Thursday, you should memorize the text)
Ss : “Wah, emoh, emoh, No ustazah. Don’t memorize ustazah (Wah, no, no , no mrs. Don’t memorize mrs.)

T : “I will take the score.”
Ss : “Ini sudah selesai kok us, kita maju sekarang saja tapi baca.” (We have finished mrs, we will performs today but read)

T : “Okay? Next meeting I will take the score.”
Ss : “Jangan kasih tugas banyak-banyak ustadzah” (Don't give us many task mrs)

(DT-5/6/29-01-2016/An)

There is two utterances that contain promising in the datum (DT-5/6/29-01-2016/An). Both of them have the same function. The word “will” represent promising function. In this case the teacher is telling to students that she will take the score for next week.

b. Threatening

This function has purpose if the speaker does not get what he want the listener got trouble. The researcher found 2 data illocutionary function of threatening (0, 89%). Datum (DT-3/4/28-01-2016/Wd) is the example of threatening functions in English teaching-learning process used by the teachers in SMP IT Nurul Islam Tengaran.

T : “For today! Who got score below six, sing your password here.”
Ss : “Wah,”
T : “Nanti kalian sing, did you remember the password? Next”
Ss : “Sleep, tidur”

(DT-3/4/28-01-2016/Wd)

The datum (DT-3/4/28-01-2016/Wd), the teacher tell to the students who got score below six, they will be get a punishment to sing a song.
5. Declaratives

The declaratives are not found in the research. Searle says in Yule that directives acts is special. there are should two requirements to be fulfilled; the speaker has to have a institutional role and in a specific context. For example “I name this underground drilling machines Antareja” uttered by President Jokowi inaugurated the operation of underground drilling machines at Pemuda Statue Senayan.. Furthermore, the declarative uses specific illocutionary force indicative device, e.g. “I declare that...”, “I name this...”. Other example in the learning teaching context, when the electing process of the leader class, the teacher says “I declare you as the leader of this class” or when the teacher found new trick(formulas) to learn something easiest “I name this formula Halina”.
CHAPTER V
CONCLUSIONS AND SUGGESTION

A. Conclusions

This part discusses the conclusions of this research paper. There are two major conclusions that answer as a response to the two research questions in the chapter I.

1. There are four types of illocutionary acts used by the English teachers at SMP IT Nurul Islam Tengaran. They are *representatives, expressives, directives, and commissives*. And the *declaratives* are not found in this research.

2. The directives are the most frequent illocutionary acts with 170 datum (69, 96%). Following by representatives with 43 datum (17, 70%) and expressives with 21 datum (8, 64%). While the commissives are the fewest with 9 datum (3, 70%). Questioning is the most dominants of the illocutionary function with 92 datum (37, 87%). On the other hand *appreciating, encouraging, forbidding*, have the fewest illocutionary function with only 1 datum (0, 41%).

B. Suggestions

The researcher suggests English teachers of SMP IT Nurul Islam Tengaran to develop and keep their practice method (students center). The
teachers should give more attention to choose utterances. The illocutionary acts used by the teacher are so important in the teaching-learning process. The main focus of this research is to help instructions that uttered by the teacher are understood by students. Moreover, the teacher can use illocutionary function optimally, for helping the students to develop their knowledge and critical awareness.
REFERENCES

TRANSCRIPT 1

Subject : Bahasa Inggris
Class : VIII D
Topic : Verb (past participle)
Teacher : Wida
Date : 26 Januari 2016
Time : 10.30-11.50

T : “Okay, please close the door!”
S : (Closing the door)

T : “Assalamu’alaikum warahmatullahi wabarakatuh”
Ss : “Wa’alaikumsalam warahmatullahi wabarakatuh”

T : “How are you today?”
Ss : “I’m fine, thank (not focus)”

T : “How are you today?”
Ss : “I’m fine, thank you and you?”

T : “I’m well thank you. And for the next meeting we got new person here, you can introduce yourself.”

The researcher introduces himself

T : “Thank you mr dzul. Okay, we have our vocabularies test today. Prepare and write verb 2, verb 3 and the meaning.”

Ss : (Preparing test)

T : “So will be two verb 2 and verb 3, write number 1 until number 10. Give space between verb 1 and verb 3. Ok! I will say it once, so listen to me carefully.”

Ss : “Okay”
“Okay for me, number 1 greet 2 sell 3 sent 4 buy 5 read 7 come 8 spend 9 meet and number 10 cut. Ok, put some space in number one.”

Students do the task

Have you finished number 1? What?”

“Finish, greet.”

“Number 2?”

“Sell, Sold”

“Everybody, repeat after me. Sold, no, no, no, coro, coro.”

“Sold, no, no, no, coro, coro”

“Bukan sal ya, once again sold”

“Sold”

“Three?”

“Sent”

“Four?”

“Buy”

“How to say this?”

“Bou, bugh, bo...”

“You get forget easily, everybody repeat after me. She bought something”

“She bought something”

“Something!”

“Something!”
T : “Tsshhh”
Ss : “Tsshhh”
T : “Tsa-tsa, tsi-tsi, tsu-tsu, tse-tse, tso-tso”
Ss : “Tsa-tsa, tsi-tsi, tsu-tsu, tse-tse, tso-tso”
T : “Tsh, something, heleh kau”
Ss : “Laughing”
T : “Remember this is tsh,”
Ss : “Tsh”
T : “I think I though”
Ss : “I think I though”
T : “Bukan though, makhorijul makhrojnya dibaca semua.”
Ss : (silence)
T : “Are you crazy?”
Ss : “No”
T : “Are you sure?”
Ss : “Yes, laughing”
T : “Five?”
Ss : “Read”
T : “Even this same in spelling but this is different to say it, read, read, read.”
Ss : “Read, read, read.”
T : “Ten?”
Ss : “Cut”
T : “Ya, cut. The second session number one?”
Ss : “Go, went gone”
"Heh it is not gone but gone"
"Gone"
"Number three, eh number two"
"Write, wrote, wroten"
"Next"
"Speak, spoke, spoken"
"Six?"
"Open"
"Seven?"
"Find"
"The verb two?"
"Found"
"I found you"
"I found you"
"Number eight?"
"Wait"
"Wait, waited. Remember to put for after wait, I waited for you. She waited for you, yesterday. Kalau salewa wait me lah."
(Laughing)
"Dont go please lah, wait-wait me, don’t like that lah"
"Laughing"
"The last one"
"Close"
"Everybody, repeat after me. Close, Closed.”
"Close"
T : “Okay, don’t forget the meaning. Prepare, I will input your score next meeting.”

Second session: Teacher gives students paper of recount and narrative

T : “Remember, focus on narrative and recount, narrative and recount focus on past tense and past perfect, verb two and verb three. Okay?”

Ss : “Silence (read the story in the paper)”

T : “Find the keywords, ustadzah give you paper it contains recount text, please circle the verb two, you also put underline, and to be nya verb 2, apa to be nya verb 2?”

Ss : (Silence)

T : “Was and?”

Ss : “Were”

T : “You were crazy”

Ss : “You were crazy”

T : “They were ugly”

Ss : “They were ugly”

T : “I was beautiful”

Ss : (Silence)

T : “Sudah, the first recount? Please pu some color or underline the verb two. One minute. One minute. Finished? What did you get?”

Ss : (Analyzed the paper)

T : “Are you crazy?”

Ss : “No”

T : “No, no (correcting the pronunciation)

Ss : “No”

T : “Have you finished? Finished?”

Ss : “Finish”
T : “Check it out. The first sentence, what is the verb two?”
Ss : “Spend”
T : “What is spend?”
Ss : “Menghabiskan”
T : “I spend my money to buy smartphone. Then?”
Ss : “Stayed”
T : “Then?”
Ss : “Had”
T : “Had artinya tidak selalu mempunyai ya, kalau following to I have to? Artinya apa?”
S : “Saya harus”
T : “The next paragraph, what is the verb?”
Ss : “Made”
T : “Made, Made in USA”
Ss : “Made in USA”
T : “Made in, dulu kalian bacanya ma de in ya?”
Ss : (Laughing)
T : “Next”
Ss : “Came”
T : “Came, came, came, came, came, came”
Ss : “Came, came, came, came, came, came”
T : “Orang luar negeri, berarti kita ya?”
Ss : “Iya” (still confuse)
T : “Kita luar negeri”
S : “How can?”
T : “How can? Because this school is not state, SMP Negeri, SMA Negeri, kitakan SMP IT”

Ss : (Laughing)

T : “Kalau makan siang bukan I eat ya, I have lunch, kalau lampau jadi I had lunch. Ya? I have ever told you before that translating from Bahasa into English can not word to word. Kalau diterjemahin ke Bahasa masak menjadi aku mempunyai makan siang. Haduuh. Stand up comedy, komedi yang berdiri, gitu ya? Atau misalnya make up? Buat atas? Okay sudah?”

Ss : “Sudah”

T : “Salewa, what are you doing?”

Ss : (Laughing)

T : “Fall, fallen”

Ss : “Fall”

T : “I would like to ask, Why it is love be called fall? Why fall? Kenapa tidak meresap? Kenapa jatuh?”

Ss : (Silence)

T : “Jadi PR ini nanti ya”

Ss : “Ya”

T : “The last sentence, ada apa?”

Ss : “Were”

T : “They were, you were crazy”

Ss : “You were crazy”

T : “Okay now, focus on the question. Remember, ustadzah sudah memberikan trick. Lupa ya? Recount focus on?”

Ss : “Group of event”

T : “Sesuatu yang berubah menjadi pengalaman berarti sudah selesai belum?”

Ss : “Ya”
T: “Kalau belum terjadi berarti angan-angan. I want to eat ice cream.”

Students answer the question from paper

T: “Wassalam’alaikum warrahmatullahi wabarakatuh”

Ss: “Wa’alaikumsalam warrahmatullahi wabarakatuh”
T : “Okay, are you ready?”
Ss : “Yes”
T : “Bismillahirrahmanirrahim Assalamu’alaikum warahmatullahi wabarakatuh”
Ss : “Wa’alaikumsalam warahmatullahi wabarakatuh”
T : “How are you today?”
Ss : “I’m fine, thank you and you?”
T : “Alhamdulillah, and great today? Okay, lets reciting basmallah together.”
Ss : “Bismillahirrahmanirrahim.”
T : “Are you ready to learn today?”
Ss : “Yessss, Insyaallah.” (Preparing the book)
T : “How about your homework?”
Ss : “Yaaahh.”
T : “Did you forget it?.”
S : “Yes.”
T : “Okay siapa yang sudah selesai Prnya? Cindy?”
S : “Not yet”
T : “I give you five minutes to finish it. Ayo selesaikan dulu. At least five sentences”

Ss : (finishing the task)

Students finish the homework

T : “Okay, have you finished three sentences? It’s ok three. Let’s check! I choose you or you will choose your friend by yourself, ok! Teman-teman silahkan akhiri pekerjaannya sekarang kita dengarkan teman-teman kita bicara, today is 27, so I call Ringu (the name of the students)”

S : “Baru tiga ustadzah”

T : “No problem. Say 3 sentences about your friend.”

Ringu comes to forward and read her homework

S : “Ustadzah bahasa inggrisnya mengaku apa?”

T : “Admit. Okay after Ringu, Aida! Please, stand up Aida!”

Aida comes to forward and read her homework

T : “Aida said that alifa is thinner than haliza, and haliza is the tallest in my room”

Ss : “Haha (Laughing)

T : “Is it right?”

Ss : “Yeessss”

T : “Somebody, want to try? Anggun?”

Ss : “Yeessss”

S : “I want to try, ustadzah”

T : “Ok Ashima, after Anggun”

Anggun and Ashima come to forward and read her homework

T : “Ok, thanks for the homework and now, I have exercises for you, please share with your friend. Discuss with your friend with comparative degree.”

Ss : (The class is crowded)
T : “Hello”
Ss : “Hi”
T : “Ini buat berdua, and please discussed it with your friend. Is ten minutes enough for you?”
Ss : “No, more.”
T : “Fifteen? I think ten minutes enough for you, ya?”
Ss : (silence, focus on the material)
T : “Have you finished? Yes?”
Ss : “Yes”
T : “Hello?”
Ss : (silence)
T : “Hello hi?”
Ss : “Hi, hello”
T : “Ok, please come forward, absent number 22 atau dari sana?”
Ss : “Ustadzah dari tengah, jangan ustdzah.”
S : “Saya, saya ustadzah”
T : “Ok, from number 2. Please read!”
S : “Slow, slower, the slowest”
T : “Next you! Yes you”
S : “Active, more active, most active.”
T : “You can use more active and most active. Kalau more pakai?”
Ss : “Most”
T : “Good”
Ss : “Better and best”
T : “Bad”
Students and the teacher analyzed the 2 task

T : “Any question?”
Ss : “No”
T : “Okay, lets continue to the next task”
Ss : “Ini ustadzah?”
T : “Yes, silahkan dibagikan! Ada yang sisa tidak?”
S : “Sinonimnya short apa ustadzah?”
T : “Hee, Long”
Ss : “Short sama long”
T : “High-low”

Students discussed and analyzed the 3 task

T : “Okay, five minutes for checking your job”
Ss : (Silence)
T : “Do you need your friend to check your task? or by yourself?”
Ss : “No, my self, Sendiri-sendiri ustadzah”
T : “Number 1 is from you Marisa”
S : “Dona is taller than Andi.”
T : “So Dona is taller than andi, yes. Doble L. Number 2, Iha.”
S : “My mother is older than my father.”
T : “So, the answer is my mother is older than my father. How about yout father?”
Ss : “Older, my father.”
T : “Okay, number four is? Yes, you!”
S : “Bengawan solo river is long but Nil river is longer than Bengawan solo river”
T : “Okay, very good. Do you agree?”
Ss : “Yes”
T : “Do you want to Egypt? Next number five, you!”
S : “More students said that mathematics is harder more difficult than social sience. “
S : “Easier, ustadzah”
T : “Ya, it is ok. Yang tahun lalu juga merasa matematika lebih mudah
T : Okay, lets say hamdallah
Ss : Alhamdulillahirab‘il-‘Alamin
T : Wassalamu‘alaikum warrahmatullahi wabarakatuh
Ss : Wa’alaikumsalam warrahmatullahi wabarakatuh
T : “Assalamu’alaikum warahmatullahi wabarakatuh”
Ss : “Wa’alaikumsalam warahmatullahi wabarakatuh”
T : “How are you today?”
Ss : “I’m fine, thank you and you?”
T : “I’m fine too. Ready?”
Ss : “Ready”
T : “One? One? One?” (call the name ridwan)
Ss : “Laughing”
T : “Okay number 1 tell 2 jump 3 keep 4 look 5 sit greet 9 listen 10 see. One minute to complete!”
Ss : “Silence”
T : “Be careful! 1, 2, 3, 4, 5, 9, 10. Finish. Now give your task to your side, 1, 2, 3, hurry up! Keep going! Enough. Boys listen kita latihan cepat, 15 tahun lagi orang-orang butuh yang bagus dan cepat. Okay?”
Ss : “Okay”
T : “Number 1?”
Ss : “Tell”
T : “What is number 1?”
Ss : “Memberitahu, menceritakan, menjelaskan?”
T : “Hmm, menceritakan is ok, menjelaskan? Number 2”
Ss : “Jump, melompat”
T : “Three?”
Ss : “Keep, menjaga”
T : “Four?”
Ss : “Look, melihat”
T : “For today! Who got score below six, sing your password here.”
Ss : “Wah,”
T : “Nanti kalian sing, did you remember the password? Next”
Ss : “Sleep, tidur”
T : “Kalau ketiduran? What is ketiduran in English?”
Ss : (Silence)
T : “Kan lampau, kalau ketiduran jadinya Over slept. Bukan I ke-sleeping-an”
Ss : (Laughing)
T : “Seven?”
Ss : “Greet”
T : “Eight?”
Ss : “Read”
T : “Nine?”
Ss : “Listen, Lis-ten (wrong pronounce)”
T : “Heh Lis-ten, Listen. Last?”
Ss : “See, Saw, Seen”
T : “Okay lets check the result!”
Ss : “(calculate the score)”
T : “Okay return to the owner, hurry up, 1, 2, 3 Yup! Hello, have you already gotten your work? Anyone get below six? Okay 1, 2, 3 and dont forget to say your password.”
S : “Kapan?”
T : “Now!”

Students who get score below six come forward to say password (sing a song)

T : “1, 2, 3, 4, 5”
Ss : “Give me L, give me L-O, L-O-V, L-O-V-E. Everybody need some love, ckckck.”
T : “Once again”
Ss : “Everybody need some love, ckckck”
T : “How about your body?”
Ss : (Moving their body)
T : “Ya everybody. 1, 2, 3 go!”
T & Ss : “Give me L, give me L-O, L-O-V, L-O-V-E. Everybody need some love, ckckck.”
T : “Okay stand up everyone!”
T & Ss : “Give me L, give me L-O, L-O-V, L-O-V-E. Everybody need some love, ckckck.”

Second session: Teacher gives their work from the last meeting
T : “Please, find out! Circle, put some color, or underline, to be for past tense, or verb two.”
Ss : “Students do the task.”
T : “Hello finished?”
Ss : “Yes”
T : “First sentence?”
Ss: “Spend, menghabiskan”
T: “Next?”
Ss: “Stayed”
T: “Next?”
Ss: “Had, mempunyai”
T: “Hati-hati ya had tidak selalu mempunyai, in this condition, I had my lunch, apakah had disini bermakna mempunyai? Kalau terjemahinnya word by word jadi tidak synchronise. Next? Ada apalagi?”
Ss: “Came,”
T: “Next?”
Ss: “Watched”
T: “Last sentence?”
Ss: “Worked”
T: “Work, worked, worked”
Ss: “Work, worked, worked”
T: “Number one what is the keyword of number one?”
Ss: “What and tell”
T: “What is the keyword of number two?”
Ss: “Main idea and structure”
T: “What is main idea of second paragraph?”
Ss: “Silence”
T: “Ok, we go to number 9, what is accident? Hello what is accident?”
Ss: “Kecelakaan”
T: “Accident guilty, ma ma’na accident guilty?”
Ss: “Silent”
T : “Kalau accidently berarti yang berhubungan dengan kecelakaan, kalau kecelakaan berarti tidak disengaja yakan? Kalau accident guilty apa? Open your dictionary, kalau guilty artinya bersalah. Jadi accident guilty artinya tidak sengaja melakukan kesalahan. Okay. For your next homework, give underline or circle all of the text that contains verb two. Next, what is the keyword?”

Ss : “Where and location.”

T : “Okay, clear? Mudah to sekarang sampai sini? I want to discuss the next meeting about your vocabularies, verb two and verb three. For Webe and Indra open the next meeting with say the password.”

Ss : “Ya,”

T : “Thankyou, Wassalamu’alaikum warrahmatullahi wabarakatuh”

Ss : “Wa’alaikumsalam warrahmatullahi wabarakatuh”
T : “Assalamu’alaikum warahmatullahi wabarakatuh”
Ss : “Wa’alaikumsalam warahmatullahi wabarakatuh”
T : “How are you today?”
Ss : “I’m fine, thank you and you?”
T : “I’m fine too. Is the speaker in good condition?”
Ss : “Ya, bu.”
T : “Where is it? Please give me the cable (looking for the cable of speaker) Please pay attention, after this we will have vocabularies term.”
Ss : (Preparing the book)
T : “Ok ready number 1, our vocabularies adjective number 1, ok once again adjective number 1 dirty, 2 crazy, 3 ugly, 4 lazy, 5 pretty, 6 gloomy, 7 smart, 8 clever, 9 handsome, 10 great, 11 incredible, 12 beautiful, 13 weak, 14 bright, 15 jealous, 16 kind, 17 cute, 18 good, 19 dark, the last one number 20, number 20 and number 20 clean. One minute to complete the meaning, please complete the meaning in one minute only.”
Ss : (Students does the task)
T : “Finish, Have you finished hello ok anyone? Ten nine eight and please switch to someone besides you.”
S : “Ustadzah purple!”
T : “Ustadzah purple? I’m not purple”
Ss : (Laughing)
T : “You said ustadzah purple and I’m not purple.”
S : “The... Ehm, itunya (appointing to LCD)”
T : “What? What do you mean by itu?”
Ss : “LCD ustadzah”
T : “Oh, the LCD not me. I’m not purple you know. Ok what is number 1?”
Ss : “Dirty”
T : “You’re. Yes you’re. Number 2?”
Ss : “Crazy”
T : “You’re. It’s about you all?”
Ss : (Laughing) “No, ustadzah”
T : “Number five?”
Ss : “Preety”
T : “Me”
Ss : “Not, me, me ustadzah. Haha” (laughing)
T : “Eleven?”
Ss : “Incredible”
S : “Me, me ustadzah”
T : “Hashtag gagalfokus.com. Pay attantion. Please focus. Ok now, read and find out what is the adjective and any subject that you dont understand. Please catat dengan benar, full senteces lebih baik. Lets check it! (play the video)”
(Hashtag gagalfokus.com. Pay attantion. Please focus. Ok now, read and find out what is the adjective and any subject that you dont understand. Please, write clearly, better full sentences. Lets check it!

Students analyze the video from teacher

T : “The last part of video will show the last sentence and show the moral value, and what do you think about it?”

Ss : (silence)

T : “Video ini merupakan iklan yang bagus dan berisikan moral, tidak seperti iklan yang lain yang sering di ulang-ulang. Have you finished class?” (This video is a great advertisement and it is contains of good morals, not like the other advertisement which are often repeated. Have you finished class?)

Ss : “Yess, ustazah”

T : “Ok, anyone write down here?”

Ss : (Silent)

T : “Can anyone write down the sentences here? Lets, hurry up. We don’t have much time.”

Ss : (Silent)

T : “Anyone? It is okay to make mistake. Nggak tak brakot kalau salah.” (Anyone? It is okay to make mistake. I didn’t bit if you made mistake”

Ss : (Laughing)

T : “Ok, you type the first sentence. The second? Anyone? Hurry up. Ok, nice come forward”

The students come forward one by one

T : “Okay we will check again”

Teacher plays the videos and check the task

T : “What is the new thing for you? Did you notice the word sweetest? Have you learned about comparison degree? Sudah belum?”

Ss : (Silence)

T : “When did you get?”
Ss : “Elementery school”
T : “Elementery school?”
S : “Yes, ustadzah”
T : “Okay, besok the next meeting we will discuss the modal value of the text, degree comparison or comparison degree and also we discuss adjective with the opposite then put the meaning, ready?
Ss : (Silence)
T : “Ready?”
Ss : “Ready ustadzah”
T : “Before out, you still have 10 minutes.”
Ss : “Ustadzah purple”
T : “I am not purple, dikit-dikit purple, dikit-dikit ustadzah.”
Ss : (Silence)

**Teacher shows the next material on the LCD**

T : “Now, your homework”
S : “Ah... no homework”
T : “First, study adjective, cari kemungkinan kata yang ada sinonimnya. Second, make at least five sentences about this comparison degree. Jadi kalian buat lima sentences kemudian kita pelajari, setelah kita pelajari nanti kalian buat lagi, ada perbedaan atau tidak. Okay, Do you understand? (First, study adjective, Looking for the possibility of word that contains synonym. Second, make at least five sentences about this comparison degree. So you create five sentences then we analyze it, after we learn it together, there is a difference or not. Okay, do you understand?)

Ss : (Silence)
S : “No”
T : “Okay I will repeat again. Your homework the first is study the adjective, find out the possibility that have opposite meaning, better, worst, incredible, horrible, dark, bright. And soon. At least make five sentences using comparison
degree after that I give you the material and we will compare. Do you understand?”

Ss : “Yes”

T : “Is it clear anybody?”

Ss : “Yes”

T : “Wassalamu’alaikum warrahmatullahi wabarakatuh”

Ss : “Wa’alaikumsalam warrahmatullahi wabarakatuh”
Assalamu’alaikum warahmatullahi wabarakatuh.

Wa’alaikumsalam warahmatullahi wabarakatuh.

“Ok good morning?”

“Good morning.”

“How are you today?”

“I am fine, thank you and you?”

“Alhamdulillah, I am fine today. Today, I cant accompany you fulltime but I will give you task”

“Waa,”

“Sorry, this morning I should handle 2 classes”

“Yes, ustadzah”

“I want you to make a description that focus in using comparative degree, Ok? Sesuai dengan kamarnya, describe your friend, every roomates have different characteristics, and unique.”

“Misalnya ni Huda, Huda is my bestfriend, he is humble, he is tall but not the tallest in his room.”
Teacher leaves the room and students do the task

T : “Have you finished, semua?” (Have you finished, all?)

Ss : “Not yet ustadzah”

T : “Lha ini, siapa baba?” (Who is baba?)

Ss : “Teman hayalan” (Imaginary friend)

Ss : (Laughing)

T : “Hah? Imaginary friend?”

S : “Yes, ustadzah”

T : “Kan perintahnya describe your roomates friend” (follow the instruction, describe your roomates friend)

Ss : (Laughing) “Ustadzah, minimal berapa kalimat? (At least, How many sentences, mrs?)

T : “At least, make ten sentences. How many sentences did you get?”

Ss : “6, 8, 2 ustadzah”

T : “Hah 2? Apa saja yang kalian lakukan?” (Hah, two? What have you done?)

Ss : “Diskusi ustadzah, haha” (Discussion mrs, haha)

The teacher checks the task one by one

T : “Where is yours?

S : “Ini ustadzah”

T : “Ayo diteruskan!” (come on, continue it)

S : “Ya, ustadzah”
“Diperhatikan penggunaan comparison degreenya, jangan lupa grammar, dan tensesnya” (Pay attention in using comparison degree, don't forget the grammar and tenses)

(Silence)

“Are you ready to bring forward?

“No, gak usah maju ustadzah” (No, Don't performances in forward mrs)

“Yaudah, kalau kamu tidak ingin maju hari ini, we will meet at Thursday. Ya, you should memorize the text.” (Yes, if you don't want to perform today, we will meet at Thursday, you should memorize the text)

“Wah, emoh, emoh, No ustadzah. Don’t memorize ustadzah (Wah, no, no, no mrs. Don’t memorize mrs.)

“I will take the score.”

“Ini sudah selesai kok us, kita maju sekarang saja tapi baca.” (We have finished mrs, we will performs today but read)

“Okay? Next meeting I will take the score.”

“Jangan kasih tugas banyak-banyak ustadzah” (Dont give us many task mrs)

Teacher checks the task one by one

“Grammar and tensesnya diperhatikan, ya” (Pay attention on grammar and tenses)

“Geh, geh ustadzah” (Yes, mrs)

“Yeah, the bell is ringing ustadzah”


“Alhamdulillahirrabbil’alamin”

“Wassalamu’alaikum warrahmatullahi wabarakatuh”

“Wa’alaikumsalam warrahmatullahi wabarakatuh”
T : “Assalamu’alaikum warahmatullahi wabarakatuh.”
Ss : “Wa’alaikumsalam warahmatullahi wabarakatuh.”
T : “Ok, good morning?”
Ss : “Good morning.”
T : “How are you today?”
Ss : “I am fine, thank you and you?”
T : “Alhamdulillah, I am good today. I am sorry. Yesterday, I leaved you.”
Ss : “wah, jahat.” (wah, bad)
T : “Apakah saya jahat? Saya kembali lagi kesini, insyaallah and thanks for finishing your job. Today, we will check your job. Sudah kalian kerjakan semuanya?” (Am I bad? I come back, If God willing and thanks for finishing your job. Today, we will check your job. Have you done, everything?)
Ss : “Yes”
T : “Lets check the job, from corner. Andi, number one An.”
S : “Slow, Slower and Slowest.”
T : “Slow, Slower and Slowest. Next active.”
S : ”Active, more active and the most active.”
T : ”Next, sweeter. Who is sweeter Reyhan or Farhan? ”
Ss : "Reyhan, Farhan, Farhan han han (laughing). ”
T : "Serious? ”
S : "Serious, more serious, the most serious.”
T : "Do you agree? Semuanya setuju?” (Do you agree? All of you agree?)
Ss : "Agree. ”
T : "Next, you. ”
S : "Good, gooder, and goodest. ”
Ss : "Better bro”
T : "Do you agree good, gooder, and goodest?”
Ss : "No,” (laughing)
T : “What is your answer Agil?”
S : “Good, better and best.”
T : “Ok, the next is bad.”
S : “Bad, bader, and badest.”
T : “Bad, bader, and badest Do you agree?”
Ss : “No.”
T : “So, what is the correct answer?”
Ss : “Bad, worse, and worst.”
T : “The next is you!”
Ss : “Important, more important, the most important.”
T : ‘What is the different between many and much?”
Ss : “Beda tulisan, penggunaan kata.” (Different in writing, the use of the word)
T : “Apakah memiliki arti yang sama?” (Is it have the same meaning?)
Ss : “Sama” (It is same)
“Terus perbedaan yang lain lagi?” (Then, is there another differences?)

“Bisa dihitung dan tidak bisa dihitung” (Countable and uncountable)

“Yang mana yang uncountable dan countable?” (Where is uncountable and coutable?)

“Many is countable and much is uncountable.”

“Students use?”

“Many,”

“Water?”

“Much.”

Students read and analyze the task. The teacher give scores to students.

“Okay, kita lanjutkan. How many roomates do you have?” (Okay, we continue. How many roomates do you have?)

“Seven, Nine, Ten.”

“And every roomates have different caracteristics, and unique. I want you to make a description that focus in using comparative degree, Okay?”

“Ya, ustadzah.”

“But di kamarku g ada yang unik, us.” (But there was no unique person in my room, mrs)

“At least, you make 10 sentences or you can describe your classmates”

“Ya, ustadzah.”

Students do the task

“Mengapaaa, mengapaa... ( sing a song)

“Agil, have you finished?”

“Tidak bisa, ustadzah (stop to sing)

Students continue the task

“Ustadzah, delapan saja, ya?” (Mrs, only eight, okay?)
The teacher checks the task one by one and help the students

T : “Okay, have you finished your job? Sudah selesai?” (Okay, have you finished your job? Already completed?)

S : (Silence)

T : “Yak, ditulis lagi dengan menulis yang lebih rapi and memorize the text.” (Written again by writing neater and memorize the text)

Ss : “Tidak usah maju ustadzah, jangan sekarang ustadzah.”

T : “Next meeting you will performe and I will take score from that”

Ss : “Ya, us”

T : “Thanks for you attention, kita belajar apa hari ini?” (Thanks for you attention, what have we learnt today?)

Ss : “Comparison degree, happy happy ustadzah haha.... (laughing)”

T : “Any question?”

Ss : “No”

T : “Sudah paham semua?” (Have you understood?)

Ss : (Silence)

T : “What is the task for the next meeting?”

Ss : “Hafalan, memorizing”

T : “Hafalkan teksnya. Ok, let’s reciting hamdalah together!” (Memorize the text. Ok, let’s reciting hamdalah together!)

Ss : “Alhamdulillahirrabbil’alamin”

T : “Wassalamu’alaikum warrahmatullahi wabarakatuh”

Ss : “Wa’alaikumsalam warrahmatullahi wabarakatuh”
### Data Sheet 1

<table>
<thead>
<tr>
<th>No</th>
<th>Code</th>
<th>Dialogue</th>
<th>Illocution Acts</th>
<th>Context</th>
<th>Function</th>
</tr>
</thead>
</table>
| 1  | DT-1/1/26-01-2016/Wd | T: “Okay, please close the door!”(a) S: (Closing the door) |                | P1: Teacher  
P2: Students  
L: Class  
D: Before the teacher starts the class, she requests (indirect) to students to close the door. Students sit on their's chair. | a. Requesting |

**Notes**
- DT-1 : Number of data sheet  
- 1 : Number of datum in data sheet  
- 26.01.2016 : Date of data  
- Wd : Teacher's initial

**Codes:**
- T : Teacher  
- S : Student  
- P : Participant  
- L : Location  
- D : Description  

**Functions:**
- Dec : Declaratives  
- Rep : Representatives  
- Exp : Expressives  
- Dir : Directives  
- Com : Commissives
<table>
<thead>
<tr>
<th></th>
<th>Date</th>
<th>Time</th>
<th>Activity</th>
<th>Participant(s)</th>
<th>Action</th>
</tr>
</thead>
</table>
| 2 | DT-1/2/26-01-2016/Wd | T : “How are you today?”(a) Ss : “I’m fine, thank (not focus)”  
T : “How are you today?”(b) Ss : “I’m fine, thank you and you?”  
T : “I’m well thank you.”(c) And for the next meeting we got new person here (d), you can introduce yourself.”(e) | P1 : Teacher  
P2 : Students  
P3 : Researcher  
L : Class  
D : The teacher opens the class with asked to students about student's condition. The teacher asked twice because all of students didn't reply her greeting. Students had been on their chair. Teacher gives information about the researcher and allows him to introduce himselfs. The researcher stand up beside the teacher. | a. Questioning  
b. Questioning  
c. Thanking  
d. Informing  
e. Permiting |
| 3 | DT-1/3/26-01-2016/Wd | T : “Thank you mr dzul.(a) Okay, we have our vocabularies test today.(b) Prepare and write verb 2, verb 3 and the meaning.(c)”  
Ss : (Preparing test)  
T : “So will be two verb 2 and verb 3, write number 1 until number 10.(d) Give space between verb 1 and verb 3. (e)Ok! I will say it once, so listen to me carefully.(f)”  
Ss : “Okay” | P1 : Teacher  
P2 : Students  
L : Class  
D : After the teacher permits the researcher to introduce himselfs, the teacher asked to students preparing the test of vocabularies. The teacher request the students to give space between verb 1 and verb 3. The teacher warns to listen carefully because she will say it once. | a. Thanking  
b. Informing  
c. Requesting  
d. Requesting  
e. Requesting  
f. Warning |
| DT-1/4/26-01-2016/Wd | 4 | T : “Okay for me, number 1 greet 2 sell 3 sent 4 buy 5 read 7 come 8 spend 9 meet and number 10 cut. (a) Ok, put some space in number one.”(b)  
Ss : (silence)  
T : “Ready? Okay number 1 go, number 2 write, 3 speak, 4 sit, 5 seek, 6 open, 7 find, 8 wait, 9 put, and the last number 10 close.(c)  
Five minutes to complete all!. Five minutes to complete all!”(d)  |
|---|---|---|
| DT-1/5/26-01-2016/Wd | 5 | T : “Have you finished number 1? What?”(a)  
Ss : “Finish, greet.”  
T : “Number 2?”(b)  
Ss : “Sell, Sold”  
T : “Sold, no, no, coro, coro.”(c)  
Ss : “Sold, no, no, no, coro, coro”  
T : “Dont say sold ya!(wrong pronunciation) (d), once again sold”(e)  
Ss : “Sold”  
T : “Three?”(f)  
Ss : “Sent”  
T : “Four?”(g)  
Ss : “Buy”  
T : “How to say this?”(h)  
Ss : “Bou, bugh, bo...”  |

**P1 :** Teacher  
**P2 :** Students  
**L :** Class  
**D:** The teacher gives some 20 vocabularies, and students write and change it into verb 1 and verb 2.

| DT-1/4/26-01-2016/Wd | 4 | a. Informing  
b. Requesting  
c. Informing  
d. Commanding  |
|---|---|---|
| DT-1/5/26-01-2016/Wd | 5 | a. Questioning  
b. Questioning  
c. Requesting  
d. Forbiding  
e. Requesting  
f. Questioning  
g. Questioning  
h. Questioning |
| DT-1/6/26-01-2016/Wd | T : “You get forget easily, everybody repeat after me! She bought something”(a)  
Ss : “She bought something”  
T : “Something!”(b)  
Ss : “Something!”  
T : “Tsshhh”(c)  
Ss : “Tsshhh”  
T : “Tsa-tsa, tsi-tsi, tsu-tsu, tse-tse, tso-tso”(d)  
Ss : “Tsa-tsa, tsi-tsi, tsu-tsu, tse-tse, tso-tso”  
T : “Tsh, something, helch kau”(e)  
Ss : “Laughing”  
T : “Remember this is tsh,” (f)  
Ss : “Tsh”  
T : “I think I though”(g)  
Ss : “I think I though”  
T : “Bukan though, makhori jul makhrojnya dibaca semua.”(h)  
Ss : (silence) | P1 : Teacher  
P2 : Students  
L : Class  
D: The teacher gives example to say the pronunciation of the word correctly. The students repeat the teacher said. | a. Commanding  
b. Requesting  
c. Requesting  
d. Requesting  
e. Joking  
f. Explaining  
g. Requesting  
h. Explaining |
|---|---|---|
| DT-1/7/26-01-2016/Wd | T : “Are you crazy?”(a)  
Ss : “No”  
T : “Are you sure?” (b)  
Ss : “Yes, laughing” | P1 : Teacher  
P2 : Students  
L : Class  
D: In this context the teacher gives question the students, “Are you crazy?” has intention to make students focus on the material | a. Requesting  
b. Requesting |
| DT-1/8/26-01-2016/Wd | T : “Even this same in spelling but this is different to say it, read, read, read.”(a)(b)  
Ss : “Read, read, read.” | P1 : Teacher  
P2 : Students  
L : Class  
D: Teacher gives more information about how to pronounce correctly | a. Explaining  
b. Requesting |
<table>
<thead>
<tr>
<th>Page</th>
<th>Date</th>
<th>Time</th>
<th>Text</th>
<th>P1</th>
<th>P2</th>
<th>L</th>
<th>D</th>
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</table>
| 9    | DT-1/9/26-01-2016/Wd | 9    | T : “Ten?”(a) 
Ss : “Cut” 
T : “Ya, cut. (b)The second session number one?”(c) 
Ss : “Go, went gone” | T : Teacher 
P2 : Students 
L : Class 
D: Teacher opened the second task by ask the answer of the number one |
|      |               |      |                                                                        | a. Questioning | b. Agreeing | c. Questioning |
| 10   | DT-1/10/26-01-2016/Wd | 10   | T : “Wait, waited. Remember to put for after wait, I waited for you. She waited for you, yesterday.(a) Kalau salewa wait me lah.”(b) 
Ss : (Laughing) 
T : “Dont go please lah, wait-wait me, don’t like that lah”(c) 
Ss : “Laughing” 
T : “The last one?”(d) 
Ss : “Close” | T : Teacher 
P2 : Students 
L : Class 
D: The teacher checks the second students task. The teacher jokes with salewa as the example. |
| 11   | DT-1/11/26-01-2016/Wd | 11   | T : “Okay, don’t forget the meaning.(a) Prepare, I will input your score next meeting.”(b) 
Ss : “Yes, ustadzah” | T : Teacher 
P2 : Students 
L : Class 
D: Teacher ask to student to prepare the next meeting, because she will input the score |
|      |               |      |                                                                        | a. Requesting | b. Promising |
| 12   | DT-1/12/26-01-2016/Wd | 12   | T : “Remember, focus on narrative and recount, narrative and recount focus on past tense and past perfect, verb two and verb three. Okay?”(a) 
Ss : “Silence (read the story in the paper)” 
T : “Find the keywords!(b), ustadzah give you paper it contains recount text, please circle the verb two, you also put underline, (c)and to be nya verb 2, apa to be nya verb 2?”(d) 
Ss : (Silence) 
T : “Was and?”(e) 
Ss : “Were” | T : Teacher 
P2 : Students 
L : Class 
D: Teacher gives narrative and recount paper, she ask to student to find the verb 2. Students focussed on the material. |
<p>|      |               |      |                                                                        | a. Explaining | b. Commanding | c. Requesting | d. Questioning |</p>
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<th>Date</th>
<th>Time</th>
<th>Description</th>
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</table>
| 13| DT-1/13/26-01-2016/Wd | T : “Sudah, the first recount? (a) Please put some color or underline the verb two. (b) One minute. One minute. Finished? What did you get?” (c)  
Ss : (Analyzed the paper)  
T : “Are you crazy?” (d)  
Ss : “No”                                                           | P1 : Teacher  
P2 : Students  
L : Class  
D: Teacher ask to student to finish the task, and student not give respond. She requests to student to give respond and focus on her, and she ask student with an question “Are you crazy?” |
| 14| DT-1/14/26-01-2016/Wd | T : “Have you finished? Finished?” (a)  
Ss : “Finish”  
T : “Check it out. The first sentence, what is the verb two?” (b)  
Ss : “Spend”                                                      | P1 : Teacher  
P2 : Students  
L : Class  
D: Teacher checks the task |
| 15| DT-1/15/26-01-2016/Wd | T : “The next paragraph, what is the verb?” (a)  
Ss : “Made”  
T : “Made, Made in USA” (b)  
Ss : “Made in USA”  
T : “Orang luar negeri, berarti kita ya?” (c)  
Ss : “Iya” (still confuse)  
T : “Kita luar negeri” (d)  
S : “How can?”  
T : “How can? Because this school is not state, SMP Negeri, SMA Negeri, we are SMP IT kan?” (e)  
Ss : (Laughing)                             | P1 : Teacher  
P2 : Students  
L : Class  
D: Teacher gives joke to make the student focus and not stressed |
<table>
<thead>
<tr>
<th>16</th>
<th>DT-1/16/26-01-2016/Wd</th>
<th>T : “Kalau makan siang bukan I eat ya, I have lunch, kalau lampau jadi I had lunch. Ya? I have ever told you before that translating from Bahasa into English can not word to word. Kalau diterjemahin ke Bahasa masak menjadi aku mempunyai makan siang. Haduuh. Stand up comedy, komedi yang berdiri, gitu ya? Atau misalnya make up? Buat atas? Okay sudah?”(a) Ss : “Sudah” T : “Salewa, what are you doing?”(b) Ss : (Laughing)</th>
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<tr>
<td>No</td>
<td>Code</td>
<td>Dialogue</td>
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<td>--------------------------------------------------------------------------</td>
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<tr>
<td>1</td>
<td>DT-2/1/27-01-2016/An</td>
<td>T : “Okay, are you ready?”(a)</td>
</tr>
<tr>
<td></td>
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<td>Ss : “Yes”</td>
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<td>2</td>
<td>DT-2/2/27-01-2016/An</td>
<td>T : “How are you today?”(a)</td>
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<tr>
<td></td>
<td></td>
<td>Ss : “I’m fine, thank you and you?”</td>
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<tr>
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<td>T : “Alhamdulillah, and great today (b)Okay, lets reciting basmallah</td>
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<td></td>
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<td>together.”(c)</td>
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<td></td>
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<td>Ss : “Bismillahirrahmanirrahim.”</td>
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<tr>
<td></td>
<td></td>
<td>T : “Are you ready to learn today?”(d)</td>
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<tr>
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<td>Ss : “Yessss, Insyaallah.” (Preparing the book)</td>
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<td></td>
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<td>T : “How about your homework?”(e)</td>
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<td></td>
<td></td>
<td>Ss : “Yaallah”</td>
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<td>Time</td>
<td>Text</td>
<td>Part 1</td>
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</table>
| DT-2/3/27-01-2016/An | **T:** “I give you five minutes to finish it. Ayo selesaikan dulu. At least five sentences”  *(a)*  
**Ss:** (finishing the task)  
**T:** “Okay, have you finished three sentences?”  *(b)*  
It’s ok three.  
**Ss:** (finishing the task)  
**T:** “Let’s check! I choose you or you will choose your friend by yourself, ok!”  
Teman-teman silahkan akhiri pekerjaannya sekarang kita dengarkan teman-teman kita bicara,  
*today is 27 januari*  *(d)*, so I call Ringu (the name of the students)”  *(f)*  
**S:** “Baru three ustadzah”  
**T:** “No, problem. Say 3 sentences about your friend.”  *(g)*  | **P1:** Teacher  
**P2:** Students  
**L:** Class  
**D:** Student didn’t finish the homework so the teacher gives students time to finish the homework. Teacher asks one of them (Ringu) to read the task in front of the class. | a. Requesting  
| DT-2/4/27-01-2016/An | **S:** “Ustadzah bahasa inggrisnya mengaku apa?”  
**T:** “Admit. Okay after Ringu, Aida! Please, stand up Aida!”  *(a)*  | **P1:** Teacher  
**P2:** Students  
**L:** Class  
**D:** After Ringu reads her homework in front of the class, the teacher asks Aida to read her homework too. | a. Requesting  
| DT-2/5/27-01-2016/An | **T:** “Aida said that alifa is thinner than haliza, and haliza is the tallest in my room”  *(a)*  
**Ss:** “Haha (Laughing)”  
**T:** “Is it right?”  *(b)*  
**Ss:** “Yessss”  
**T:** “Somebody, want to try? Anggun?”  *(c)*  
**Ss:** “Yessss”  | **P1:** Teacher  
**P2:** Students  
**L:** Class  
**D:** Aida reads the homework in front of the class, teacher repeats Aida’s answer. After that the teacher offers to other student to try. | a. Explaining  
<p>| | | | | |
|     |                                                                       |        |        |        |</p>
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<tr>
<th>ID</th>
<th>Date</th>
<th>Time</th>
<th>Action</th>
<th>Role</th>
<th>Response</th>
<th>Description</th>
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</thead>
</table>
| 6    | DT-2/6-27-01-An | T : “Ok, thanks for the homework (a) and now, I have exercises for you, (b) please share with your friend. Discuss with your friend with comparative degree.”(c)  
Ss : (The class is crowded)  
T : “Hello?”(d)  
Ss : “Hi”  
| 2016/An | P1 : Teacher  
P2 : Students  
L : Class  
D: Teacher close the first session, and continue to the next session by giving exercises about comparative degree. Teacher ask to student discuss with other. The class is crowded, the teacher greet to make student focused  
| a. Requesting  
b. Requesting  
c. Requesting  
d. Requesting  |
| 7    | DT-2/7-27-01-An | T : “Ini buat berdua, and please discussed it with your friend. Is ten minutes enough for you?”(a)  
Ss : “No, more?”  
T : “Fifteen? I think ten minutes enough for you, ya?”(b)  
Ss : (silence, focus on the material)  
| 2016/An | P1 : Teacher  
P2 : Students  
L : Class  
D: Teacher offers to students about the time to finish the exercises  
| a. Questioning  
b. Stating an opinion  |
| 8    | DT-2/8-27-01-An | T : “Have you finished? Yes?”(a)  
Ss : “Yes”(some student)  
T : “Hello?”(b)  
Ss : (silence)  
T : “Hello hi?”(c)  
Ss : “Hi,hello”  
| 2016/An | P1 : Teacher  
P2 : Students  
L : Class  
D: Teacher ask the students "have you finished?” but students not give answer (respond), and she greets the class to make them giving attention to her  
| a. Questioning  
b. Requesting  
c. Requesting  |
| 9    | DT-2/9-27-01-An | T : “Ok, please come forward, absent number 22 atau dari sana?”(a)  
Ss : “Ustadzah dari tengah, jangan ustazah.”  
S : “Saya, saya ustazah”  
T : “Ok, from number 2. Please read!”(b)  
S : “Slow, slower, the slowest”  
| 2016/An | P1 : Teacher  
P2 : Students  
L : Class  
D: Teacher commands to the student read their answer.  
| a. Requesting  
b. Requesting  |
<table>
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<th></th>
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<th>Event</th>
<th>Participant</th>
<th>Event Description</th>
<th>Role</th>
<th>Type</th>
</tr>
</thead>
</table>
|10 | DT-2/10/27-01-2016/An | T : “Next you! Yes you”(a)  
S : “Active, more active, most active.” | P1 : Teacher  
P2 : Students  
L : Class  
D: Teacher | Teacher commands to the student read her answer. | a. Commanding |         |
|11 | DT-2/11/27-01-2016/An | T : “Any question?”(a)  
Ss : “No”  
T : “Okay, lets continue to the next task”(b)  
Ss : “Ini ustadzah?” | P1 : Teacher  
P2 : Students  
L : Class  
D: Teacher | Teacher close the second session and continue the next session. Teacher gives new exercises | a. Questioning  
b. Requesting |         |
|12 | DT-2/12/27-01-2016/An | T : “Okay, five minutes for checking your job”(a)  
Ss : (Silence)  
T : “Do you need your friend to check your task? or by yourself?”(b)  
Ss : “No, my self, Sendiri-sendiri ustadzah”  
S : “More students said that matematics is harder more difficult than social sience. “  
T : “More students said that matematics is harder more difficult than social sience.(c) Ada yang herfikir matemathics lebih mudah? Semuanya merasa? Jawabanmu apa? Ha? Jawabanya apa haura? Easier?”(d)  
S : “Easier, ustadzah”  
T : “Ya, it is ok. (e) Yang tahun lalu juga merasa matematika lebih mudah” | P1 : Teacher  
P2 : Students  
L : Class  
D: Teacher | Teacher informs 5 minutes to check again the student's job. Teacher offers to check the task by friends or by themselves. Teacher discuss with student and checks the last exercises. | a. Informing  
b. Questioning  
c. Explaining  
d. Questioning  
e. Agreeing |         |
## Data Sheet 3

### Notes

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<td>: Teacher's initial</td>
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<td>Dir</td>
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<td>Com</td>
<td>: Commissives</td>
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### Dialogue

**1 DT-3/1/28-01-2016/Wd**

T : “How are you today?” (a)
Ss : “I’m fine, thank you and you?”
T : “I’m fine too. Ready?” (b)
Ss : “Ready”
T : “One? One? One?” (call the name ridwan) (c)
Ss : “Laughing”

**2 DT-3/2/28-01-2016/Wd**

T : “Okay number 1 tell 2 jump 3 keep 4 look 5 sit greet 9 listen 10 sec. (a) One minute to complete!” (b)
Ss : (Silence)
T : “Be careful! (c) 1, 2, 3, 4, 5, 9, 10. Finish. Now give your task to your side, 1, 2, 3, hurry up! Keep going! Enough. (d) Boys listen kita latihan cepat, 15 tahun lagi orang-orang butuh yang bagus dan cepat. Okay?” (e)
Ss : “Okay”

### Illocutionary Acts

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<td>Teacher</td>
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<tr>
<td>P2</td>
<td>Students</td>
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<td>L</td>
<td>Class</td>
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<tr>
<td>D</td>
<td>Teacher opens the class by greeting. Teacher asks about student's condition. She makes joke by called ridwan (pronunciation of ridwan similiar with one).</td>
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### Context

**P1 : Teacher**

**P2 : Students**

**L : Class**

**D : Teacher opens the class by greeting. Teacher asks about student's condition. She makes joke by called ridwan (pronunciation of ridwan similiar with one).**

### Function

<table>
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<tbody>
<tr>
<td>a. Questioning</td>
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<tr>
<td>b. Questioning</td>
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<tr>
<td>c. Joking</td>
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<tr>
<td>a. Informing</td>
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<tr>
<td>b. Commanding</td>
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<tr>
<td>c. Warning</td>
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<tr>
<td>d. Commanding</td>
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<td>e. Suggesting</td>
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<td>Page</td>
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</tbody>
</table>
| 3    | DT-3/3/28-01-2016/Wd | T : “Number 1?” *(a)*  
Ss : “Tell”  
T : “What is number 1?” *(b)*  
Ss : “Memberitahu, menceritakan, menjelaskan?” | P1 : Teacher  
P2 : Students  
L : Class  
D: Teacher asks question and students read the their answer | a. Questioning  
b. Questioning |
| 4    | DT-3/4/28-01-2016/Wd | T : “For today! Who got score below six, sing your password here.” *(a)*  
Ss : “Wah,”  
T : “Nanti kalian sing,(b) did you remember the password?(c) Next?” *(d)*  
Ss : “Sleep, tidur” | P1 : Teacher  
P2 : Students  
L : Class  
D: Teacher warns to students who got score below six, will punish by singing the password | a. Threatening  
b. Requesting  
c. Questioning  
d. Questioning |
| 5    | DT-3/5/28-01-2016/Wd | T : “Okay return to the owner, hurry up, 1, 2, 3 Yup! *(a)* Hello, have you already gotten your work? Anyone get below six? Okay 1, 2, 3 and don’t forget to say your password.” *(b)*  
S : “Kapan?”  
T : “Now!” *(c)* | P1 : Teacher  
P2 : Students  
L : Class  
D: Teacher commands to return the task to the owner, and then there was students who ask “when?” the teacher commands to him “now!” | a. Commanding  
b. Questioning  
c. Commanding |
| 6    | DT-3/6/28-01-2016/Wd | T : “1, 2, 3, 4, 5” *(a)*  
Ss : “Give me L, give me L-O, L-O-V, L-O-V-E. Everybody need some love, cckck.”  
T : “Once again!” *(b)*  
Ss : “Everybody need some love, cckck” | P1 : Teacher  
P2 : Students  
L : Class  
D: 5 students get punishment and sing the password in front of the class | a. Informing  
b. Commanding |
| 7    | DT-3/7/28-01-2016/Wd | T : “How about your body?” *(a)*  
Ss : (Moving their body)  
T : “Ya everybody. 1, 2, 3 go!” *(b)*  
T & Ss : “Give me L, give me L-O, L-O-V, L-O-V-E. Everybody need some love, cckck.”  
T : “Okay stand up everyone!” *(c)* | P1 : Teacher  
P2 : Students  
L : Class  
D: Teacher ask to repeat the password because the student didn't move their bodies. Teacher commands all of students to sing together | a. Requesting  
b. Commanding  
c. Commanding |
<table>
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<th>Time (Start)</th>
<th>Time (End)</th>
<th>Text</th>
<th>Actors</th>
<th>Actions</th>
<th>Notes</th>
</tr>
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</table>
| 8 | DT-3/8/28-01-2016/Wd | T : “Please, find out! Circle, put some color, or underline, to be for past tense, or verb two.”(a) Ss : (Students do the task.) T : “Hello finished?”(b) Ss : “Yes” |   | P1 : Teacher  
P2 : Students  
L : Class  
D: Teache opens the second session with new exercise.  
She ask to student to find out verb for past tense. | a. Requesting  
b. Questioning |
P2 : Students  
L : Class  
D: Teacher commands to students to read their answer. Students reads the answer. | a. Questioning  
b. Questioning |
P2 : Students  
L : Class  
D: Teacher discuss and correct the answer (correcting the pronunciation) | a. Questioning  
b. Requesting  
c. Explaining |
| 11 | DT-3/11/28-01-2016/Wd | T : “Ok, we go to number 9.(a) what is accident? Hello what is accident?”(b) Ss : “Kecelakaan” T : “Accident guilty, ma ma’na accident guilty?”(c) Ss : “Silent” |   | P1 : Teacher  
P2 : Students  
L : Class  
D: Students looks confused and then the teacher discuss some difficult vocabularies and ask to students to make student think critically. | a. Informing  
b. Questioning  
c. Questioning |
T: “Okay, clear? Mudah to sekarang sampai sini? (a) I want to discuss the next meeting about your vocabularies, verb two and verb three. (b) For Webe and Indra open the next meeting with say the password.” (c) Ss: “Ya,”
## Data Sheet 4

### Notes
- **DT-4**: Number of data sheet
- **Dec**: Declaratives
- **1**: Number of datum in data sheet
- **Rep**: Representatives
- **28.01.2016**: Date of data
- **Exp**: Expressives
- **Wd**: Teacher's initial
- **Dir**: Directives
- **Com**: Commissives

### Data Sheet 4

<table>
<thead>
<tr>
<th>No</th>
<th>Code</th>
<th>Dialogue</th>
<th>Illocutional Acts</th>
<th>Context</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>DT-4/1/28-01-2016/Wd</td>
<td>T: “How are you today?”(a) Ss: “I’m fine, thank you and you?” T: “I’m fine too. Is the speaker in good condition?”(b) Ss: “Ya, bu.”</td>
<td>Dec</td>
<td>Rep</td>
<td>Exp</td>
</tr>
<tr>
<td>2</td>
<td>DT-4/2/28-01-2016/Wd</td>
<td>T : “Where is it? (a)Please give me the cable (looking for the cable of speaker)(b) Please pay attention(c), after this we will have vocabularies term.”(d) Ss : (Preparing the book) T : “Ok ready number 1, our vocabullaries adjective number 1, ok once again adjective number 1 dirty, 2 crazy, 3 ugly, 4 lazy, 5 pretty, 6 gloomy, 7 smart, 8 clever, 9 handsome, 10 great, 11 incredible, 12 beautiful, 13 weak, 14 bright, 15 jealous, 16 kind, 17 cute, 18 good, 19 dark, the last one number 20, number 20 and number 20 clean.(e) One minute to complete the meaning, please complete the meaning in one minute only.”(f) Ss : (Students does the task)</td>
<td>P1 : Teacher P2 : Students L : Class D: Teacher looks for the cable of LCD. After that the teacher reads some adjective vocabularies. Teacher commands to complete in 1 minute. Students write and translate it.</td>
<td>a. Questioning b. Requesting c. Requesting d. Informing e. Informing f. Commanding</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>DT-4/3/28-01-2016/Wd</td>
<td>S : “Ustadzah purple!” T : “Ustadzah purple? I’m not purple”(a) Ss : (Laughing) T : “You said ustadzah purple and I’m not purple.”(b) S : “The... Eh. itu ya (appointing to LCD)” T : “What? What do you mean by itu?”(c) Ss : “LCD ustadzah”</td>
<td>P1 : Teacher P2 : Students L : Class D: The teacher didn't know that the LCD display is purple (bad condition) so students inform to teacher that the color of LCD display is purple, and they ask to teacher to plug in the cable correctly.</td>
<td>a. Stating a fact b. Stating a fact c. Questioning</td>
<td></td>
</tr>
<tr>
<td>Page</td>
<td>Date</td>
<td>Time</td>
<td>Text</td>
<td>Role 1</td>
<td>Role 2</td>
</tr>
<tr>
<td>------</td>
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</tr>
<tr>
<td>5</td>
<td>DT-4/5/28-01-2016/Wd</td>
<td>T : “The last part of video will show the last sentence and show the moral value,(a) and what do you think about it?”(b) Ss : (Watch the video) T : “Video ini merupakan iklan yang bagus dan berisikan moral, tidak seperti iklan yang lain yang sering di ulang-ulang. (c)Have you finished class?” (d) (This video is a great advertisement and it is contains of good morals, not like the other advertisement which are often repeated. Have you finished class?) Ss : “Yess, ustadzah” T : “Ok, anyone write down here?”(e) Ss : (Silent)</td>
<td>P1 : Teacher P2 : Students L : Class D : Teacher opens the second session with play video. Teacher asks student to analyze the conversation in video. Teacher commands student to write the conversation in the whiteboard. Teacher stats an opinion after she watched the video.</td>
<td>a. Informing b. Questioning c. Stating an opinion d. Questioning e. Requesting</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>DT-4/6/28-01-2016/Wd</td>
<td>T : “Anyone? (a) It is okay to make mistake. Nggak tak brakot kalau salah.” (b) (Anyone? It is okay to make mistake. I didn’t bit if you made mistake” Ss : (Laughing) T : “Ok, you type the first sentence.(c) The second? Anyone? Hurry up(d). Ok, nice come forward”(e)</td>
<td>P1 : Teacher P2 : Students L : Class D : Teacher asked to student to write the conversation in the whiteboard briefly.</td>
<td>a. Questioning b. Encouraging c. Commanding d. Questioning e. Appreciating</td>
<td></td>
</tr>
<tr>
<td>Day</td>
<td>Date</td>
<td>Time</td>
<td>Description</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>DT-4/7/28-01-2016/Wd</td>
<td>10:00 AM</td>
<td>Teacher asks about new things and learning about comparison degree.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>DT-4/8/28-01-2016/Wd</td>
<td>10:00 AM</td>
<td>Teacher announces the next meeting and gives homework.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>DT-4/9/28-01-2016/Wd</td>
<td>10:00 AM</td>
<td>Teacher reminds students about the remaining time and asks a question.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>DT-4/10/28-01-2016/Wd</td>
<td>10:00 AM</td>
<td>Teacher gives homework and checks on students' understanding.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Description:**
- **Teacher** (P1): Explains new concepts and asks questions.
- **Students** (P2): Respond to the teacher's questions and provide feedback.
- **Class** (L): Setting and interaction of the educational environment.
- **D:**
  - Teacher helps students to connect new material with previous knowledge.
  - Teacher asks about students' learning experiences.
  - Teacher surprises students with new information.
  - Teacher provides information about the next meeting.
  - Teacher gives students the opportunity to ask questions.
  - Teacher assigns homework.

**Actions:**
- **Questioning:**
  - Teacher asks questions about new concepts.
- **Surprising:**
  - Teacher is surprised by students' responses.
- **Promising:**
  - Teacher promises information about the next meeting.
- **Informing:**
  - Teacher informs students about the next meeting.
- **Joking:**
  - Teacher makes a light-hearted comment about students' responses.
- **Requesting:**
  - Teacher requests attention or clarification.
- **Informing:**
  - Teacher assigns homework.

**Examples:**
- **Teacher** (T): “What is the new thing for you? (a) Did you notice the word sweetest? (b) Have you learned about comparison degree? (c) Sudah belum?”
- **Students** (Ss): “When did you get?”
- **Teacher** (T): “Elementery school!”
- **Students** (S): “Yes, ustadzah”
T: “Okay I will repeat again. Your homework the first is study the adjective, find out the possibility that have opposite meaning, better, worst, incredible, horrible, dark, bright. And soon. At least make five sentences using comparison degree after that I give you the material and we will compare. (a) Do you understand?”(b) 
Ss: “Yes” 
T: “Is it clear anybody?”(c) 
Ss: “Yes”
Data Sheet 5

<table>
<thead>
<tr>
<th>No</th>
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<th>Dialogue</th>
<th>Illocutionary Acts</th>
<th>Context</th>
<th>Function</th>
</tr>
</thead>
</table>
| 1  | DT-5/1/29-01-2016/An | T : “Ok good morning?”(a)  
Ss : “Good morning.”  
T : “How are you today?”(b)  
Ss : “I am fine, thank you and you?”  
T : “Alhamdulillah, I am fine today.(c) Today, I can’t accompany you fulltime but I will give you task”(d)  
Ss : “Waa,” | Dec : Teacher  
P2 : Students  
L : Class  
D : Teacher greets the students and ask the student's condition. Teacher gives information that she can't teach fully. | P1 : Teacher  
P2 : Students  
L : Class  
D : Teacher greets the students and ask the student's condition. Teacher gives information that she can't teach fully. | a. Greeting  
b. Questioning  
c. Thanking  
d. Informing |
| 2  | DT-5/2/29-01-2016/An | T : “Sorry, this morning I should handle 2 classes”(a)  
Ss : “Yes, ustadzah” | Dec : Teacher  
P2 : Students  
L : Class  
D : Teacher beg to students that she can't teach fully because she should handle two classes | P1 : Teacher  
P2 : Students  
L : Class  
D : Teacher beg to students that she can't teach fully because she should handle two classes | a. Apologizing |
<table>
<thead>
<tr>
<th>No</th>
<th>Date/Time</th>
<th>Description</th>
</tr>
</thead>
</table>
| 3  | DT-5/3-29-01-2016/An | T: “I want you to make a description that focus in using comparative degree, Ok? (a) Sesuai dengan kamarnya, describe your friend, every roommates have different characteristics, and unique.” (b)(I want you to make a description that focus in using comparative degree, Ok? Based on your room, describe your friend, every roommates have different characteristics, and unique.)
Ss: “Ya, ustadzah”
T: “Misalnya ni Huda, Huda is my bestfriend, he is humble, he is tall but not the tallest in his room.”(c)
Ss: “Ya, us”
T: “Nanti setelah satu jam pelajaran insyaallah, I promise I will be back. (d) Kalian boleh mendiskusikan apapun dengan teman kalian. Okay please dimulai kerjaannya”(e) | P1: Teacher
P2: Students
L: Class
D: Teacher request to make description text that focus on comparative degree. | a. Requesting
b. Informing
c. Explaining
d. Promising
e. Permitting |
<table>
<thead>
<tr>
<th></th>
<th>Date</th>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>DT-5/4/29-01-2016/An</td>
<td></td>
<td><strong>T</strong> : “Have you finished, semua?” (a) (Have you finished, all?) <strong>Ss</strong> : “Not yet ustadzah” <strong>T</strong> : “Lha ini, siapa baba?” (b) (Who is baba?) <strong>S</strong> : “Teman hayalan” (Imaginary friend) <strong>Ss</strong> : (Laughing) <strong>T</strong> : “Hah? Imaginary friend?” (c) <strong>S</strong> : “Yes, ustadzah” <strong>T</strong> : “Kan perintahnya describe your roomates friend” (d) (follow the instruction, describe your roomates friend) <strong>Ss</strong> : (Laughing) “Ustadzah, minimal berapa kalimat? (At least, How many sentences, mrs?) <strong>T</strong> : “At least, make ten sentences. (e) How many sentences did you get?” (f) <strong>Ss</strong> : “6, 8, 2 ustadzah” <strong>T</strong> : “Hah? Apa saja yang kalian lakukan?” (g) (Hah, two? What have you done?) <strong>Ss</strong> : “Diskusi ustadzah, haha” (Discussion mrs, haha)</td>
</tr>
<tr>
<td>5</td>
<td>DT-5/5/29-01-2016/An</td>
<td></td>
<td><strong>T</strong> : “Where is yours? (a) <strong>S</strong> : “Ini ustadzah” <strong>T</strong> : “Ayo diteruskan!” (b) (come on, continue it) <strong>S</strong> : “Ya, ustadzah” <strong>T</strong> : “Diperhatikan penggunaan comparison degreenya, jangan lupa grammar, dan tensesnya” (c) (Pay attantion in using comparison degree, dont forget the grammar and tenses) <strong>S</strong> : (Silence)</td>
</tr>
</tbody>
</table>
6 DT-5/6/29-01-2016/An

T: “Are you ready to bring forward?”
Ss: “No, gak usah maju ustadzah”

T: “Yaudah, kalau kamu tidak ingin maju hari ini we will meet at Thursday. Ya, you should memorize the text.”
Ss: “Wah, emoh, emoh, No ustadzah. Don’t memorize ustadzah. Wah, no, no, no mrs. Don’t memorize mrs.

T: “I will take the score.”
Ss: “Ini sudah selesai kok us, kita maju sekarang saja tapi baca.”

T: “Okay? Next meeting I will take the score.”
Ss: “Jangan kasih tugas banyak-banyak ustadzah”

P1: Teacher
P2: Students
L: Class
D: Teacher ask to students to bring and read their task, but students not ready to perform. So the teacher commands to students to complete and memorize the text for the next meeting.

7 DT-5/7/29-01-2016/An

T: “Grammar and tensesnya diperhatikan, ya”
S: “Geh, geh ustadzah”

T: “Okay, I know. Sorry for today. Hafalkan teksnya. Ok, lets reciting hamdalah together!”
Ss: “Alhamdulillahirrabbil’alamin”

P1: Teacher
P2: Students
L: Class
D: Teacher warns to pay attention to the grammar and tenses. Teacher closes the meeting.

L: Class
D: Teacher asks students to bring and read their task, but students are not ready to perform. Teacher requires students to memorize the text for the next meeting.

L: Class
D: Teacher warns students to pay attention to grammar and tenses. Teacher closes the meeting.
## Data Sheet 6

<table>
<thead>
<tr>
<th>No</th>
<th>Code</th>
<th>Dialogue</th>
<th>Dec</th>
<th>Rep</th>
<th>Exp</th>
<th>Dir</th>
<th>Com</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>DT-6/1/29-01-2016/An</td>
<td>T : “Ok, good morning?”(a) Ss : “Good morning.”&lt;br&gt;T : “How are you today?”(b) Ss : “I am fine, thank you and you?”&lt;br&gt;T : “Alhamdulillah, I am good today.(c) I am sorry. Yesterday, I leaved you.”(d) Ss : “wah, jahat.” (wah, bad)&lt;br&gt;T : “Apakah saya jahat? Saya kembali lagi kesini, insyaallah and thanks for finishing your job.(e) Today, we will check your job. Sudah kalian kerjakan semuanya?” (f)(Am I bad? I come back, If God willing and thanks for finishing your job. Today, we will check your job. Have you done, everything?) Ss : “Yes”</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

### Context
- P1 : Teacher
- P2 : Students
- L : Class
- D : Teacher greets the students and ask the student's condition. Teacher checks the homework.

### Function
- a. Greeting
- b. Questioning
- c. Thanking
- d. Apologizing
- e. Thanking
- f. Questioning
<table>
<thead>
<tr>
<th>Page</th>
<th>Date</th>
<th>Time</th>
<th>Activity</th>
<th>Role 1</th>
<th>Role 2</th>
<th>Interaction</th>
</tr>
</thead>
</table>
| 2    | DT-6/2/29-01-2016/An | T : “Lets check the job, from corner. **Andi, number one An.**”(a)  
S : “Slow, Slower and Slowest.”  
T : “Slow, Slower and Slowest. **Next active.**”(b)  
S : ”Active, more active and the most active.”  
T : ”**Next, sweeter. Who is sweeter Reyhan or Farhan?**”(c)  
Ss : ”Reyhan, Farhan, Farhan han han (laughing)”  
T : ”**Serious?**”(d)  
S : ”Serious, more serious, the most serious.”  
T : ”**Do you agree? Semuanya setuju?**” (Do you agree? All of you agree?)  
Ss : ”Agree.” | P1 : Teacher  
P2 : Students  
L : Class  
D: Teacher ask to students to read their homework one by one. | a. Requesting  
b. Requesting  
c. Questioning  
d. Questioning  
e. Questioning |
| 3    | DT-6/3/29-01-2016/An | T : ”**Next, you.**”(a)  
S : ”Good, gooder, and goodest.”  
Ss : ”Better bro”  
T : ”**Do you agree good, gooder, and goodest?**”(b)  
Ss : ”No,” (laughing)  
T : “**What is your answer Agil?**”(c)  
S : ”Good, better and best.”  
T : “**Ok, the next is bad.**”(d)  
S : ”Bad, bader, and badest.”  
T : ”**Bad, bader, and badest Do you agree?**”(e)  
Ss : “No.”  
T : “**So, what is the correct answer?**”(f)  
Ss : ”Bad, worse, and worst.” | P1 : Teacher  
P2 : Students  
L : Class  
D: Teachers discuss with the students about the answer. | a. Commanding  
b. Questioning  
c. Questioning  
d. Requesting  
e. Questioning  
f. Questioning |
<p>| | | | | |</p>
<table>
<thead>
<tr>
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<th></th>
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<th></th>
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</thead>
</table>
| 4 | DT-6/4/29-01-2016/An | T : ‘What is the different between many and much?’(a)  
Ss : “Beda tulisan, penggunaan kata.” (Different in writing, the use of the word)  
T : “Apakah memiliki arti yang sama?” (Is it have the same meaning?)(b)  
Ss : “Sama” (It is same)  
T : “Terus perbedaan yang lain lagi?” (Then, is there another differences?)(c)  
Ss : “Bisa dihitung dan tidak bisa dihitung” (Countable and uncountable)  
T : “Yang mana yang uncountable dan countable?” (Where is uncountable and countable?)(d)  
Ss : “Many is countable and much is uncountable.” | P1 : Teacher  
P2 : Students  
L : Class  
D: Teacher gives questions about the use of many and much. | a. Questioning  
b. Questioning  
c. Questioning  
d. Questioning |
| 5 | DT-6/5/29-01-2016/An | T : “Students use?”(a)  
Ss : “Many,”  
T : “Water?”(b)  
Ss : “Much.” | P1 : Teacher  
P2 : Students  
L : Class  
D: Teacher ask to students about the use of many and much. | a. Questioning  
b. Questioning |
| 6 | DT-6/6/29-01-2016/An | T : “Okay, kita lanjutkan. How many roomates do you have?” (Okay, we continue. How many roomates do you have?) (a)  
Ss : “Seven, Nine, Ten.”  
T : “And every roomates have different caracteristics, and unique.”(b) I want you to make a description that focus in using comparative degree, Okay?”(c)  
Ss : “Ya, ustadzah.”  
S : “But di kamarku g ada yang unik, us.” (But there was no unique person in my room, mrs) | P1 : Teacher  
P2 : Students  
L : Class  
D: Teacher opens the second session by gives question and ask to students make a description about their roomates. | a. Questioning  
b. Informing  
c. Requesting |
| DT-6/7/29-01-2016/An | T : “At least, you make 10 sentences or you can describe your classmates”(a)  
Ss : “Ya, ustazah.” | P1 : Teacher  
P2 : Students  
L : Class  
D: Teacher commands to make 10 sentences. | a. Informing |
| DT-6/8/29-01-2016/An | S : “Mengapaaa, mengapaaa... (sing a song)  
T : “Agil, have you finished?”(a)(b)  
S : “Tidak bisa, ustazah (stop to sing)” | P1 : Teacher  
P2 : Students  
L : Class  
D: Teacher ask to agil about his exercises. | a. Questioning  
b. Requesting |
| DT-6/9/29-01-2016/An | S : “Ustadzah, delapan saja, ya?” (Mrs, only eight, okay?)  
T : “Tambah lagi tiga kalimat.” (Added three sentences)(a)  
Ss : (Silence and continue the task) | P1 : Teacher  
P2 : Students  
L : Class  
D: Teacher ask to students to make at least 10 sentences. | a. Requesting |
| DT-6/10/29-01-2016/An | T : “Okay, have you finished your job? Sudah selesai?” (Okay, have you finished your job? Already completed?)”(a)  
S : (Silence)  
T : “Yak, ditulis lagi dengan menulis yang lebih rapi and memorize the text.” (b) (written again by writing neater and memorize the text)  
Ss : “Tidak usah maju ustazah, jangan sekarang ustazah.” | P1 : Teacher  
P2 : Students  
L : Class  
D: Teachers ask to students to complete the task and memorize it. | a. Questioning  
b. Requesting |
| DT-6/11/29-01-2016/An | T : “Next meeting you will performe and I will take score from that”(a)  
Ss : “Ya, us”  
T : “Thanks for you attention,(b) kita belajar apa hari ini?”(c) (Thanks for you attention, what have we learnt today?)  
Ss : “Comparison degree, happy happy ustazah haha... (laughing)” | P1 : Teacher  
P2 : Students  
L : Class  
D: Teacher gives information about the next meeting. Teacher will take score from the performs. | a. Promising  
b. Thanking  
c. Questioning |
| 12 | DT-6/12/29-01-2016/An | **T** : “Any question?”(a)
Ss : “No”
T : “Sudah paham semua?”(b) (Have you understood?)
Ss : (Silence)
T : “What is the task for the next meeting?”(c)
Ss : “Hafalan, memorizing”
T : “Hafalkan teksnya. Ok, let’s reciting hamdalah together!” (d)(memorize the text. Ok, let’s reciting hamdalah together!)
Ss : “Alhamdulillahirrabbil’alamin” | **P1** : Teacher
**P2** : Students
**L** : Class
**D** : Teacher close the meeting by gives some information about next meeting. | a. Questioning
b. Questioning
c. Questioning
d. Requesting |