The Use of Commissives illocutionary Acts in Teacher’s Talk of The Eleventh grade in SMAN 1 Tengaran

A GRADUATING PAPER

Submitted to the Board Examiners as a Partial Fulfillment of The Requirements for the Degree of Sarjana Pendidikan (S.Pd)

English Education Departement of Teacher Training and Education Faculty

State Institute for Islamic Studies (IAIN) Salatiga

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STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN) SALATIGA

2018
DECLARATION

In the name of Allah, The most gracious and merciful

Hereby, the researcher declares that this graduating paper is written by the writer himself. This paper doesn’t contain any materials which have been published by other people and it doesn’t cite any other people’s ideas except the information from the references.

In addition, this declaration is written by the writer to be understood.

The researcher is capable to account his graduating paper if in the future it can be proved of containing others’ idea or in fact that the researcher imitates the others’ graduating paper. Likewise, this declaration is written by the researcher, and he hopes that this declaration can be understood. The researcher will also agree if the library of IAIN Salatiga publish this graduating paper.

Salatiga, 9 Juli 2018

The writer

Muhammad Arif Wicaksono
Salatiga, 9 Juli 2018

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ATTENTIVE COUNSELOR’S NOTE
Case : Muhammad Arif Wicaksono

Dear,

Dean of Teacher Training and Education Faculty

Assalamualaikum Wr.Wb

After reading and correcting Muhammad Arif Wicaksono’s graduating paper entitled THE USE OF COMMISSIVES ILLCUTIONARY ACTS IN TEACHER’S TALK OF ELEVENTH GRADE IN SMAN 1 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.

Wassalamualaikum Wr.Wb

Counselor,

Faizal Risdianto, S.S., M.Hum.
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A GRADUATING PAPER

THE USE OF COMMISIVES ILLOCUTIONARY ACTS IN ENGLISH TEACHERS’ TALK
OF ELEVENTH GRADE IN SMAN 1 TENGARAN

Written by

MUHAMMAD ARIF WICAKSONO

NIM : 11314195

Has been brought to the board of examiners of English Education Department of Teacher Training and Education Faculty at State Institute for Islamic Studies (IAIN) Salatiga on Wednesday, September 14th, 2018, and hereby to considered to have completed the requirements for the degree of Sarjana Pendidikan (S.Pd).

Board Examiners,

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Secretary : Faizal Risdianto, S.S., M.Hum.
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Salatiga, September 14th 2018
Dean of Teacher Training and Education Faculty

Sincerely,

[Signature]

[Stamp]
MOTTO

“So, verily, with every difficulty, there is a relief.

Verily, with every difficulty, there is a relief”

(Al-Insyirah: 5-6)

THE ROOTS OF EDUCATION ARE BITTER, BUT THE FRUIT IS SWEET

“ARISTOTLE”
DEDICATION

1. My God Allah SWT who always beside me, blessing me, listen all my prays, take care me, and give me all the best thing in this whole world.

2. My parents, especially for my mother (Suparni) and my beloved father (Solichin) thanks for your pray, your supports, your love and anything. Without you my live faded.

3. My beloved sister (Musfiroh) and (Tri Murni) who always support me and anything about my study. Because both of them I can reach my dream to continue my study.

4. My the best counselor ever, Mr. Faizal Risdianto, S.Pd., M.Hum. who always give me guidance, suggestion and motivation to finish my graduating paper.

5. My best friend ever “Waduk Sempor” (Agus, Awalia, Iis, Ella, Nidya) who always beside me whenever I need, always giving me a lot of supports, smile, laugh, and anything which can make my study more colorful.

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8. All of My TBI 2014 IAIN Salatiga, thanks for this awesome chance to meet all of you.
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Assalamu’alaikum Wr. Wb.

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. However, this success would not be achieved without the support, guidance, advice, help and encouragement from individuals and institutions. Therefore, the writer would like to express the deepest gratitude to:

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

Salatiga, 9 Juli 2018

The writer

Muhammad Arif Wicaksono

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ABSTRACT


This research focused on the function of Commissives Illocutionary Acts performed in the spoken form of English teacher’s talk. The chosen teacher is one of eleventh grade English teacher in SMAN 1 Tengaran. This research is aimed to answer the following problem: (1) To know the commissives illocutionary acts performed in English Learning and Teaching process of eleventh grade in SMAN 1 Tengaran And (2) To find out the dominant commissive illocutionary act found in English teacher’s talk of eleventh grade in SMAN 1 Tengaran. To answer the problem, the researcher used descriptive qualitative research. The total data 28 commissives illocutionary acts. The 21 sentences was included into promising form, 4 data for volunteering form, 2 sentences of offering and 1 sentence for threatening. For the guaranteeing and refusing, the researcher does not find in the research.

Keyword : Speech Act, Illocutionary Acts, Commissives
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CHAPTER 1

INTRODUCTION

A. Background of the Study

Language is one of the tools of communication. By using language people can express their idea, information, message and feeling through language. Finocchiaro, (1964:p.8) as quoted by Brown, (1980: p.4) language is a system of arbitrary, vocal symbols which permit all people in a given culture, or other people who have learned the system of that culture, to communicate or to interact. One of the most famous used languages of communication is English. English has been the most important language to communicate with other people around the world. All countries in the world have set the language as the one of the compulsory subjects in the educational institution.

Nowadays, English becomes the international language and as the foreign language in Indonesia. In Indonesia’s educational scope, English has applied to the educational curriculum as a foreign language since the elementary school to university. English learning instructs the student to be able to use English communicatively. However, there are many obstacles that make them difficult to understand not only in written form but also in spoken form. In English teaching and learning, there are four
skills which are very important for English learners, the fourth skills are reading, speaking, listening and writing.

According to Kimble & Garnezy, (1963: p.133) as quoted by Brown, (1980: p.7) “learning is acquiring or getting knowledge of a subject or skill by study, experience, or instruction”. In teaching learning process, it is not easy to be a successful student. Although they learned English since elementary school, they are still confused to use English or to understand English lesson. This fact can be mostly seen in the English lesson in Indonesian’s school.

In addition, from the four skills of English proficiency, there are speaking, writing, reading and listening. Speaking is important skills for the students, speaking is important for them to enhance their skills of communication, how to share their idea, how to give comment and spelling word. Speaking is being capable of speech, expressing or exchanging thoughts through using language. “Speaking is a productive aural/oral skill and it consists of producing systematic verbal utterances to convey meaning. Nunan, (2003: p.48) as quoted by Mart, (2012: p.91). Harmer, (2001) as quoted by Mart, (2012: p.91) notes down that from the communicative point of view, speaking has many different aspects including two major categories – accuracy, involving the correct use of vocabulary, grammar and pronunciation practiced through controlled and guided activities; and, fluency, considered to be ‘the ability to keep going
when speaking spontaneously’. Bygate, (1991: p.3) as quoted by Mart, (2012: p.91), also emphasizes knowledge of the language, and skill in using this knowledge for an effective communication. Language knowledge and skill in using it, are considered two fundamental elements of an effective communication.

Among the elements necessary for spoken production, are the following Harmer, (2001, p.269).

1. Connected Speech: effective learners of English need to be able not only to produce the individual phonemes of English (as in saying I would have gone) but also to use fluent ‘connected speech’ as in (I’d ve gone). In connected speech sounds are modified, omitted, added or weakened.

2. Expressive Devices: native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non-verbal means how they are feeling.

3. Lexis and Grammar: spontaneous speech is marked by the use of number of common lexical phrases, especially in the performance of certain language functions.

3. Negotiation and language: effective speaking benefits from the negotiatory language we use to seek clarification and to show the structure of what we are saying.

When person speaks to the other, there will be a sentence or more than sentences which they said. The sentence is the combination of subject
and predicate and also complement. According to Radford, (2009: p.254) sentences are structured out of words, phrases, and clauses, each of which belongs to a specific grammatical category and serves a specific grammatical function within the sentence containing it.

In reaching the goal of communication there will be two parties; there are the speaker and listener. A successful communication can be obtained if the speaker and listener understand each other. Knowing about word or sentence or what the speakers meaning, one of the branches in linguistic to study speaker’s meaning is pragmatic. According to Yule, (1996: p.3), pragmatics is concerned with the study of meaning as communicated with the speaker (or writer) and interpreted by a listener (or reader). In pragmatics, there are so many subjects which were discussed, one of the subjects is speech act, according to Searle, (1969: p.16) Speech act is the unit of linguistic communication is not as has generally been supposed, the symbol, word or sentence, or even the token (roughly the occurrence) the symbol, word or sentence, but rather the production or issuance of the symbol, word or sentence in the performance of speech act. On any occasion, the action performed by producing an utterance will consist of three types of speech acts, they are: the locutionary act is speaker’s utterance, the performance of an utterance and it is the basis of speech act. Illocutionary act is the speaker’s intention, it is performing an act in saying something. Perlocutionary act is an act that is uttered to affect the listener or hearer’s reaction.
According to Levinson, (1983: p.236) *Illocutionary Act* is the making of the statement, offer, promise, etc. in uttering a sentence, by virtue of the conventional force associated with it (or with its explicit performative phraphrase). According to Yule, (1996: p.48) illocutionary act is performed via the communicative force of an utterance. According to Yule (1996: p.53-54) there is five kinds of illocutionary act, such as: declarations, representatives, expressive, directives, and commissives.

In studying illocutionary act, there is six kinds of illocutionary act, one of them is commissive. According to Yule, (1996: p.54) commissive is those kinds of speech act that speakers use to commit themselves to some future action. They express what the speakers intends. They are promise, threats, refusals, pledges. They can be performed by the speakers alone or speakers as member of a group. In using a commisive, the speakers undertakes to make the world fit to word.

Studying pragmatics is quite interesting, because this is the study of utterance meaning. Each utterance of people said has its meaning. Because of that, the researcher aims to find out the commissive illocutionary act that found in the eleventh grade in SMAN 1 Tengaran. Therefore the researcher looks for and analyzes the speech act especially in the illocutionary act. So, the researcher choose this research entitled “The Use of Commissive Illocutionary Acts in English Teacher’s Talk of SMAN 1 Tengaran”

B. Research Questions
Based on the background of study, the researcher formulates some statements of the problems as follows:

1. What the commissives illocutionary act are performed in English Language Teaching and Learning?
2. What is the dominant commissive illocutionary act which found in English teacher’s talk of eleventh grade in SMAN 1 Tengaran?

C. Objective of the Study

Dealing with the statement of the problems above, the writer intends to achieve some objectives through the study as follows:

1. To know the commissives illocutionary acts are performed in English Learning and Teaching process of eleventh grade in SMAN 1 Tengaran
2. To find out the dominant commissive illocutionary act found in English teacher’s talk of eleventh grade in SMAN 1 Tengaran

D. Limitation of the Study

This study is limited to the illocutionary act of teacher’s talk in English learning class of the eleventh grade of SMAN 1 Tengaran in the academic year 2017/2018. The researcher selected one teacher in a class. The researcher just selected one teacher because that teacher is elected in competency standard. So, the researcher hopes for the future, the teacher will help the researcher to serve the research data as accurate and detail.

E. Significance of the Study

This research is conducted to give theoretical and practical benefit.
1. Theoretical Benefit

The researcher hopes that this result of this research can be used as the references for the researcher or another who wants to know more about illocutionary acts especially in commissives.

2. Practical Benefit

The researcher hopes that this study will be a good reference and be useful for the teacher who wants to teach pragmatic in speech act, especially in illocutionary act. The researcher also hopes that the reader who wants to analyze or get a research about illocutionary act it can be a reference and information.

a. For the teachers

   It can be references when teaching speech act especially in illocutionary act, the kind of illocutionary act.

b. For the students

   The students more apprehend about pragmatic, especially in speech act and illocutionary act which their teacher used when he/she teach in front of the class. It will make the student more understand and motivate with what their teacher’s said.

c. For the reader

   It can help to guide the reader and researcher in developing speech acts theories and practices
F. Definition of the Key Terms

1. Illocutionary Act

According to Yule, (1996: p.48) illocutionary act is performed via the communicative force of an utterance. According to Austin, (1962: p.109) as quoted by Risdianto, (2016: p.28) illocutionary act is the speaker intention. It is performing an act in saying something, what is done in uttering a word, the function of the word, the specific purpose that speakers have in mind. According to Yule, (1996: p.53-54) there is five kinds of illocutionary act, such as: declarations, representatives, expressive, directives, and commissives.

2. Commisive Illocutionary Act

According to Yule, (1996: p.54) commisive is those kinds of speech act that speakers use to commit themselves to some future action. They express what the speakers intends. They are promise, threats, refusals, pledges. They can be performed by the speakers alone or speakers as member of a group. In using a commisive, the speakers undertakes to make the world fit to word.

3. Learning

According to Rossum & Hamer, (2010: p.4) Learning is equal to memorizing and the ability to reproduce what memorized, usually in a school test setting. Reproduction is the product, while the process is
memorizing. Like the previous conception, learning is seen in quantitative terms: learning more is being able to reproduce more.

4. Teaching

According to Brown, (2007: p.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.

5. Teacher

According to one definition of “teacher” Oxford learner’s pocket dictionary, (2008, p.250), teacher refers to person who teach, give lessons, knowledge and skill. The subjects and objects of this research are English teacher of SMAN 1 Tengaran who teaches the eleventh grades students in the academic year 2017/2018.

G. Outline of the Research Paper

This research is consists of five chapters. Each chapter explains different matters in line with the topic that is discussed. In chapter one, explain about the introduction of the research. It consists of background of the study, limitation of the study, problem statements, significance of the study, review of previous study, and definition of the key terms.
In chapter two, this chapter consists of the previous studies which related to the research. Furthermore, the researchers also provide supporting theories in order to strengthen the theory of the research.

In chapter three, this chapter provides the research methodology related with the study. It consists of type of the research, research approach, setting of the research, object of the research, data sources, unit of analysis, technique of data collection, data analysis, and procedure of the research.

In chapter four, this chapter is explain about data analysis that the researcher would like to explain the description of the research finding and the discussion of the findings of the illocutionary act used by the students group discussion.

In chapter five, this chapter consists of research conclusions to draw the main point of the research. Besides, it also consists of suggestions which may useful for the readers.
CHAPTER II

THEORETICAL FRAMEWORK

In this chapter, the researcher intends to present the theoretical framework of the study. It consists of previous studies and literature review which related to the study.

A. Previous Studies

The researcher has found some of previous studies about improving students” proficiency in English as follows:

The first related study is a graduating paper which proposed by Shidqi (2016). This study is aim to describe, discuss, and analyze about illocutionary act on the English teacher’s talk. The data was he found is voice recording. In this graduating paper, the researcher reviews two studies made by other researcher as comparison. In his graduating paper he explains how illocutionary acts occur in the utterance of teachers talk in a class. In his graduating paper he explained that there are four types of illocutionary act which was used by the teacher. The illocutionary act which was used are Representatives, expressive, directives, and commissives. The most frequent illocutionary acts is directives. The
similarity with this research is to find out the illocutionary act that found in person speaks.

The second related research is from Faidhah (2014). In her graduating paper she explains how illocutionary act occur in the utterance of conversation in Port Royal novel. In her graduating paper she found more than 100 utterances. The five kinds of illocutionary act were found by her in that novel. Representative is the most frequent illocutionary act that she found. The similarity with this research is to find out the illocutionary act that found in person speaks.

The third related research is from Zahroh (2015). In her graduating paper she explains how illocutionary act especially in directives occur in the utterance of teachers talk at SMA Assalafi Kenteng Susukan Semarang. The kinds of directives utterances made by the teachers consist of imperatives, interrogatives, and declaratives. Meanwhile, the dominant kind of directive utterances performed by the teacher under study is imperative sentence by using base from of verb. This research is closest related with the researcher’s paper.

The fourth related research is an English journal from Mustikasari (2014). In that research, she focused on directives illocutionary act, her subject is the English lecturer in Muhamadiyah Univeristy Semarang. She limited only 10 lecturers, she has used DCT questioner for her collecting data. The result shows that most of the subjects of study prefer to produce declarative with 74 utterances (50%). Second, they choose imperative with
50 utterances (34%). Next, they construct interrogative with 23 utterances (16%). So that, we knew that declarative utterance became the most used utterance, with 74 utterances.

The fifth related study is Handayani (2015). The research findings show that there are ten kinds of expressive speech act found in *Hannah Montana Session 1*, namely expressing apology, expressing thanks, expressing sympathy, expressing attitudes, expressing greeting, expressing wishes, expressing joy, expressing pain, expressing likes, and expressing dislikes. The forms of expressive speech act are direct literal expressive speech act, direct non literal expressive speech act, indirect literal expressive speech act, and indirect non-literal expressive speech act.

From the first related study the researcher find the differences both of the research. Dzulfikar’s paper is focused on teachers talk and illocutionary act in general, but, in this research, specific in Commissive Ilocutionary act. The second related study, the difference is Faidhah’s paper is focused on person talk in a novel entitled “*port royal*” by Linda Chaikin, but, in this research the subject of the research is teacher’s talk and specific in Commissive Ilocutionary act. The next related research is written by zahroh, the difference is Zahróh’s paper is focused on directives teachers talk in SMA Assalafi Kenteng Susukan Semarang, but, in this research specific in Commissive Ilocutionary act. The fourth related study is an English journal of Mustikasari under the title “The Structure of Teacher’s Directives of the English Lecturers of Muhammadiyah
University Semarang” the differences between this research and this journal are the kind of commissives illocutionary acts, the journal was focused on directives illocutionary acts and the subject is lecturer in a university, but for the research was focused on commissives and teacher’s talk. and the las related study is the journal of Handayani under the title “The use of Directives Speech Acts in Hannah Montana Session 1” from the title beside was really clear that the difference is for using the illocutionary act in Handayani Research she used Directive and focused on Hannah Montana Movies 1 Conversations, but for the research is focused on commissives in Learning activity of teacher’s talking.

B. Review of Related Theory

1. Pragmatics

There are many branch of linguistics, such as; semantics, syntax, and pragmatics. There is a difference among semantics, syntax and pragmatics. According to Yule, (1996: p.4) Semantics is the study of the relationships between linguistic forms and entities in the world; that is the world literally connect to things. Syntax is the study of relationships between linguistic forms, how they are arranged in sequence, and which sequences are well-formed.

According to Yule, (1996: p.3), the pragmatics is concerned with the study of meaning as communicated with the speaker (or writer) and interpreted by a listener (or reader). It has, consequently, more to do
with the analysis of what people mean by their utterance than what the words or phrases in those utterances might mean by themselves (Pragmatics is the study of the speaker’s meaning). This type of the study is necessarily involves the interpretation of what people mean in a particular context and what the context influences what is said (Pragmatics is the study of contextual meaning). This aspect is also necessarily explores how the listeners can make inferences about what is said in order to arrive at an interpretation of the speaker’s intended meaning. This type of study explores how a great deal of what is unsaid is recognized as part of what is communicated (pragmatics is the study of how more gets communicated than is said). The assumption of how close or distant the listener is, speakers determine how much needs to be said (pragmatics is the study of expression of relative distance).

According to Searle, Kiefer, & Bierwisch, (1980: p.vii) as quoted by Levinson, (1983: p.6) pragmatics is one of those words (societal and cognitive are others) that give the impression that something quite specific and technical is being talked about when often in fact it has no clear meaning. “the pragmaticist is thus challenged to show that, at least within the linguistic and philosophical tradition that is the concern of this book, the term does have clear application.

According to Levinson, (1983: p.9) pragmatics is the study of those relations between language and context that are grammaticalized, or encoded in the structure of a language. According to Levinson,
pragmatics is the study of all those aspect of meaning not captured in a semantic theory. According to Levinson, (1983, p.21) he also define, pragmatics is the study of relations between language and context that are basis to an account of language understanding.

So, from the definition above the researcher conclude, pragmatics is the study of utterance meaning. It is concerned on the aspect of the meaning that cannot be predicted by linguistic form. The interesting topic to discuss the subfields of pragmatic is speech act (illocutionary act).

2. Speech Act

Action performed via utterances are generally called speech act, and in English, are commonly given more specific labels, such as apology, complaint, compliment, invitation, promise or request Yule, (1996: p.47).

According to Searle, (1969: p.16) Speech act is the unit of linguistic communication is not, as has generally been supposed, the symbol, word or sentence, or even the token (roughly the occurrence) the symbol, word or sentence, but rather the production or issuance of the symbol, word or sentence in the performance of speech act.

According to Soekemi, (1995: p.21) as quoted by Risdianto, (2016: p.26) speech act is a theory which analyses the role of utterance in relation to the behavior of speaker and listener in interpersonal communication.
According to Mey, (1994: p.111) as quoted by Khumaeroh, (2014: p.12) viewed that speech act are actions happening in the world, that is, they bring about a change in the existing state of affairs. In addition, Parker, (1986: p.14) as quoted by Khumaeroh, (2014: p.12) defined speech act as every utterance of speech act constitutes some sort of fact. In general terms, it can usually recognize the type of action performed by a speaker with the utterance. The term speech act to describe actions such as requesting, commanding, questioning or informing.

According to Austin as quoted by Risdianto (2016: p.26) speech act is theory of performative language, in which to say something is to do something. In brief, when speakers are saying words, they not only produce utterance containing words and grammatical structure, but they also perform action in those utterances.

In attempting to express themselves, as the explanation above, people do not only produce utterances containing grammatical and words. They perform action via those utterances. If you work in a situation where a football manager has a great contract deal, then the football manager’s utterance of the expression “you’re hired” is more than just a statement. The utterance can be used to perform the act of stating your employment contract as a football player Risdianto, (2016: p.26).

Speech act reveal the intention of speakers and the effect the speaker’s utterances and expressions have on hearers. The implication
of speech acts is that every utterance has a purpose which derives from the specific context. It has been observed that language use depends on such contextual factor as social and physical conditions, attitudes, abilities, beliefs and relationship existing between the speaker and listener. Both speaker and hearer are usually helped in the process by the circumstances surrounding the utterance. The circumstance, including other utterances, are called the speech event. In many ways, it is the nature of the speech event that determines the interpretation of utterances as performing a particular speech act.

For example, the sentence “the tea is really cold” has different meaning, it can be interpreted as a complaint when the speaker reaches for a cup of tea, believing that it has been freshly made, takes a sip, and produces the utterance on a wintry day. On the contrary, it can be interpreted as a praise when the speaker is being given a glass of iced tea, takes a sip, and produce the utterance on a really hot summer’s day.

It also means that there is more to the interpretation of a speech act that can be found in the utterance alone. In other words it can be understood that people can show their intention/purpose in communication process through what they say in form of saying. Moreover, people show action through their speech. Then, they have to say clearly in communication to avoid misunderstanding.
Risdianto, (2016: p.27) said that speech act is an act when we say a word and theoretically, it is the productions of the utterance in the aim of making things happen.

3. Kind of Speech Acts

On any occasion, the action performed by producing an utterance will consist three types of speech acts, they are: *Locutionary Act*, *Illocutionary Act* and *Perlocutionary Act*. According to Levinson, (1983: p.236) explains the meaning of three types of speech act. *Locutionary Act* is the utterance of a sentence with determinate sense and reference, *Illocutionary Act* is the making of the statement, offer, promise, etc. in uttering a sentence, by virtue of the conventional force associated with it (or with its explicit performative phraphrase), *Perlocutionary Act* is the bringing about of effects on the audience by means of uttering the sentence, such effects being special to the circumstance of utterance.

According to Austin (1962) as quoted by Risdianto (2016:p.27) *Locutionary act* is speaker’s utterance, the performance of utterance, and it is the basic of a speech act. The term equally refers to the surface meaning of an utterance, because according to J. L Austin in his book “How to Do Things with Words”, a speech act should be analyzed as a locutionary act. E.g: if someone says, “it is hot here” the locutionary acts is the realization of speaker’s utterance. *Illocutionary Act* is the
speaker intention. It is performing an act in saying something. What is done in uttering the word, the function of the word, the specific purpose that the speaker have in mind. **Perlucotionary Act** is an act that is uttered to affect the listener or hearer’s reaction. An utterance that is uttered by someone often has effect to the listener. Which can be expected or unexpected affect that created by the speaker. So, in other word, a perlucotionary act is listener behavioral response to the meaning of utterance, not necessarily physical or verbal response, perhaps merely a mental or emotional response.

Yule, (1996, p:48) , in his book entitled “pragmatics” he explains the kind of speech act, according to him, there is three types of speech act. **Locutionary Act**, the basic of an utterance, or producing a meaningful linguistic expression. If you difficulty with actually forming the sounds and words to create a meaningful utterance in a language (for example, because it’s foreign or tongue-tied), then you might fail to produce a locutionary act. **Illocutionary Act**, mostly we don’t just produce well-formed utterances with no purpose. We formed an utterance with some kind of function in mind. This is the second dimension, or Illocutionary act. Illocutionary act is performed via the communicative force of an utterance. We don’t, of course simply create an utterance with a function without intending it to have an effect. This is also generally known as **Perlocutionary Act**.

**For example,**
First Example:

- **Locution**: “Tomorrow 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.

Second example:

- **Locution**: “My stomach is sick”
- **Illocution**: an act of reminding to go to doctor, take a rest.
- **Perlocution**: the hearer to do something, bring to hospital

4. **Ilocutionary Act**

   *Ilocutionary Act* is the making of the statement, offer, promise, etc. in uttering a sentence, by virtue of the conventional force associated with it (or with its explicit performative phrase) Levinson, (1983, p.236)

   According to Austin, (1962, p.109) as quoted by Risdianto, (2016, p.28) illocutionary act is the speaker intention. It is performing an act in saying something, what is done in uttering a word, the function of the word, the specific purpose that speakers have in mind.

   According to Searle, (1977,p.25) illocutionary act is the notion of the consequences or effect such acts have on the action, thought, or beliefs, etc of hearer. For example, by arguing I may persuade or convince someone, by warning him I may scare or alarm him, by making a request I may get him to do something, by informing him I
may convince him (enlighten, edify, inspire him, get him to realize). The italicized expressions above denote perlocutionary acts. Correlative with notion of propositional acts and illocutionary acts, respectively, are certain kinds of expression uttered in their performance; the characteristic grammatical form of the illocutionary act is the complete sentence (it can be a one word sentence); and characteristic grammatical form of propositional acts are part of the sentence.

According to Yule, (1996, p.48) illocutionary act is performed via the communicative force of an utterance. We might utter “I’ve just made some coffee” to make a statement, an offer, an explanation, or for some communicative purpose. This is also generally known as the illocutionary force of the utterance. The illocutionary act force of an utterance is ‘count as’. The most obvious device for indicating the illocutionary act force is an expression the types shown in where there is a slot for a verb that explicitly named illocutionary act being performed. Such a verb can be called a performative verb. According to Yule, (1996, p.49) (the Illocutionary Force Indicating Device or IFID) is an expression of the verb explicitly 24 indicates the illocutionary function. This verb can be called a performative verb (Vp) and in the other source such as Leech 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.

5. IFIDs (Illocutionary Force Indicating Device)

The most obvious device for indicating the billocutionary force (the Illocutionary Force Indicating Device or IFD) is an expression of the type Shown in [6] where there is a slot for a verb that explicitly names the illocutionary act being performed. Such a verb can be called a performative verb (Vp) Yule, (1996: p.49).

[6] I (Vp) you that….

For example [ a. I promise you that, b. I warn you that] , ‘promise’ and ‘warn’ would be the performative verbs and, if stated, would be very clear IFIDs. Speakers do not always ‘perform’ their speech acts so explicitly, but they sometimes describe the speech act being performed.

Furthermore, Searle & Vanderveken (1985:2) as quoted by Putra (2018:p.19) Define Illocutionary Force Indicating Device as any elements which can be literally used to indicate that an utterance of a sentence containing that element has a certain illocutionary force or range of illocutionary forces. Searle &Vanderveken and Yule mentioned stress, intonation, word order, mood, and performative verb as example of IFIDs. The most obvious device in IFID is performative verb.
Performative verb is a verb that explicitly names the illocutionary act being performed. Speakers do not always “perform” their speech act so explicitly, but they sometimes describe the speech act being performed. Felicity conditions are the expected or appropriate circumstances for performance of speech act to be recognized as intended. There are some preconditions on speech acts in everyday context. There are general conditions on the participants, for example, to understand the language being used. Then there are content conditions, for example, for promising, the content must be about future events. There are also preparatory conditions, for example in promising, there are 2 preparatory conditions, first the event will not happen by itself. Second, the event will have beneficial effect. Related to these conditions are the sincerity conditions and essential conditions.


Table 2.1

<table>
<thead>
<tr>
<th>No</th>
<th>Commissive Speech Acts</th>
<th>IFID</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Promise</td>
<td>Performative verb: promise</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Force: there is an intention which gives benefit to the hearer.</td>
</tr>
<tr>
<td>2.</td>
<td>Guarantee</td>
<td>Performative verb: guarantee</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Force: the speaker affirms constative the</td>
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<td></td>
<td></td>
<td></td>
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<td>---</td>
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<td>---</td>
</tr>
<tr>
<td></td>
<td>quality of something.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Refusal</td>
<td>Performative language : refuse</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Force : there is a negation</td>
</tr>
<tr>
<td>4.</td>
<td>Threat</td>
<td>Force : there is an intention from the speaker</td>
</tr>
<tr>
<td></td>
<td></td>
<td>to give harm or gives no benefit to the hearer.</td>
</tr>
<tr>
<td>5.</td>
<td>Volunteer</td>
<td>Force : when speaker offers his service</td>
</tr>
<tr>
<td>6.</td>
<td>Offer</td>
<td>Performative verb : offer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Force : when the speaker offer something to</td>
</tr>
<tr>
<td></td>
<td></td>
<td>hearer.</td>
</tr>
</tbody>
</table>

### 6. Kinds of Illocutionary Act

Yule, (1996, p:53) defines, there is five kinds of illocutionary act, that are declaration, representatives, expressive, commissives, and directives.

- **Declaration** : the kinds of illocutionary act that changes their word via their utterance. For example, “I now pronounce you husband and wife”, “you’re out!”. “we find the defendant guilty”. In using declaration, the speaker changes the world via the words.

- **Representatives** : kind of illocutionary that state what are the speaker believes to be the case or not. Statement of fact, assertions, conclusions, and descriptions. For example, “the earth is flat”, “Chomsky didn’t write about Nuts”, “it was a warm sunny day”. In
using a representatives, the speaker makes words fit the world (of belief).

- **Expressives**: kind of illocutionary act that state what the speaker feel. They express psychological states and can be statements of pleasure, pain, likes, dislikes, joy, or sorrow. For example, “I really sorry”, “congratulations!”, “oohhh, yeess, great”. In using an expressive, the speaker makes the words fit the world (the feeling).

- **Commissives**: kind of speech act that speakers use to commit themselves to some future action, they express what the speaker intends, they are promise, threat, refusal, and pledges. For example, “I’ll be back”, “I’m going to get it right next time”, “we will not do that”. In using a commissives, the speaker undertakes to make the world fit the words (via the speaker).

7. **Commissives Illocutionary Act**

   According to Yule (1996:53) illocutionary act is the kind of speech act that speakers use to commit themselves to some future action, they express what the speaker intends, they are promise, threat, refusal, and pledges. For example, “I’ll be back”, “I’m going to get it right next time”, “we will not do that”. In using a commissives, the speaker undertakes to make the world fit the words (via the speaker).

   According to Austin, (1965, p:150-151) commisives is typed by promising or otherwise undertaking; they commit you to do something, but include also declaration or announcements of intention, which are
not promises, and also rather vague things which may call espousals, as for example, siding with. They have to obvious connexions with verdictives and excercitives. The whole point of a commisives is to commit the speaker to a certain course of action. Examples are: promise, undertake, am determined to, mean to, covenant, bind myself, intend, plan, contract, give my word declare my intention, purpose to, shall, contemplate, envisage, engage, swear, guarantee, pledge myself, bet, vow, agree, consent, etc.

Commissives are those kinds of speech acts that speaker use to commit themselves to some future action. They express speaker’s intention. They are promises, threats, refusals, and pledges, and they can be performed by the speaker alone or by the speaker as a member of a group. “In using a commissives, the speaker undertakes to make the world fit the words (via the speaker)” Yule, (1996, p: 54) as quoted by Al-Bantany, (2013, p:25) . When people perform commissives, they may say their speech by using the performative verbs such as promise, swear, guarantee, and vow. As stated previously that commissives are differentiated into some types, i.e. promise, guarantee, refusal, threat, volunteer, and offer. Promise is a statement of telling someone that you will definitely do or not do something. It is a verbal commitment by one person to another to do (or not to do) something in the future. Searle, (1975) in Nadar, (2009) proposes five requirements to make a valid promise speech act.
First, the speaker has to intend to do what he promises, then the speaker must believe (that the hearer believes) that the action is in the hearer’s best interest, the speaker has to believe that he can perform the action; the speaker must predicate a future action, and the speaker has to predicate an act of himself. Searle, (1975) in Nadar, (2009, p: 88).

Promise is an act of the speaker that he/she will do or will not do anything in the future. It will determine the speaker’s act to commit to another person whether he/she will do it or not. See the following example,


A guarantee is a firm promise that you will do something or that something will happen. It is a pledge that something will happen or that something is true. The degree of affirmation is the tool to differentiate guarantee from promise. According to Searle, (1979: p.22) as quoted by Liestyorini, (2017: p.12) guarantee is a type of commissive speech act that is assertive and firm. When a speaker talks about something and guarantees it, it means he/she has to be responsible. He/she will exactly do it in the future, or something he/she said is true. It affirms quality of something. The differences between a promise and guarantee are the level of assertiveness and confidence the speaker with what he will do. Typically, the guarantee is firmer than just a promise. See the following example.
Example: “This device works really well, I guarantee!”

In the example above, the word ‘guarantee’ shows that the speaker convinces the listener about thing. The statement must be a truth. The speaker has to be responsible if the device is not working the way he said before.

Refusals are negative responses to invitations, requests, offers, suggestions, and the like which are frequently used in our daily lives. Sadler & Eroz, (2001) in Ghazanfari, (2012). Saying “no” is somehow more vital than the answer itself. Both speaker and interlocutors are expected to understand the context as well as form and function of refusal, depending on the cultural linguistic and ethnicity values.

Threat is a statement of an intention to punish or harm somebody. It means to give intimidation to the hearer, if the hearer does not want to do the speaker’s command. Threat is commonly motivated by hatred and distrustful of the speaker to the hearer in which the speaker feels that someone has higher power to intimidate the hearer via his utterance.

Volunteer is defined as offer to do something without being forced or paid to do it. It is to perform or offer to perform a service of someone’s own free will. It means choosing to offer or give freely without being asked or obliged. According to Searle, (1979: p.22) as quoted by Liestiyani, (2017: p.12) Volunteer is doing a service without being asked. It is when a person freely offers to take part in an
enterprise or undertake a task. The speaker freely offers a help without being forced, whether to work, to say something, and to suggest something with his/her own will.

Example: “I volunteer to help arranging things for the wedding!”

Offer means saying that you are willing to do something for somebody or give something to somebody. Offer is the hearer’s expression to offer an act for the hearer’s or addressee’s interest.

Table of Commissives Illocutionary Acts and It’s Characteristic.

According to Banjarnahor, (2011: P.7-8) as quoted by Herman, (2015: P. 44)


Table 2.2

<table>
<thead>
<tr>
<th>No</th>
<th>Commisives</th>
<th>Explanation</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Promising</td>
<td>a written or spoken declaration that one will definitely give or do or not something</td>
<td>I'll come to your home tonight</td>
</tr>
<tr>
<td>2.</td>
<td>Offering</td>
<td>to show or express willingness or the intention to do, give something</td>
<td>I'll make a cup of tea for you</td>
</tr>
<tr>
<td>3.</td>
<td>Threatening</td>
<td>to make a threat or threats against</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>somebody</td>
<td>I'll kill you if you tell her that secret</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Refusing</td>
<td>to say or show that one is unwilling to give, accept or do something</td>
<td>Thank you, but I’ll do it by myself</td>
<td></td>
</tr>
<tr>
<td>5. Guarantee</td>
<td>A firm of promise that you will do something or that something will happen. It is a pledge that something will happen or that something is true.</td>
<td>I guarantee you will get A score if you collect all of the tasks.</td>
<td></td>
</tr>
<tr>
<td>6. Volunteer</td>
<td>Offer to do something without being forced or paid to do it. It is to perform or offer to perform a service of someone’s own free will.</td>
<td>I will help you to finish this work.</td>
<td></td>
</tr>
</tbody>
</table>

### 8. English Foreign Language Classroom (EFL Classroom)

Both learning and acquisition have important position in the foreign language classroom. According to Salaberri (1995:3) as quoted by Shidqi (2016:29) 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, p:3) as quoted by Shidqi, (2016, p:29) in his book entitled classroom language, in the early stages of the teaching there were 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,P:4) as quoted by Shidqi, (2016, p:30) 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 Whquestion. 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 METODOLOGY

A. Research Setting

1. Research Time and Setting

This research was carried out in SMAN 1 Tengaran was located in Kembangsari, Karangduren, Tengran Subdistrict, Semerang Regency, Central Java.

2. School Profile

Name of School : SMAN 1 Tengaran
Status : State School
Established : 1980
Address : Jend. Soemitro Street, Karangduren
District : Tengaran
Regency : Semarang Regency
Province : Central Java
Postal Code : 50775
Phone Number : (0298) 321656
3. **Vision and Mission**

   a. **Vision**
   
   Unggul dalam Prestasi, Sopan dan Santun dalam Bertindak

   b. **Missions**
   
   1) Meningkatkan Perolehan Nilai Ujian Akhir Nasional.
   2) Mendorong Minat Peserta Didik untuk Melanjutkan ke Perguruan Tinggi
   3) Meningkatkan Kualitas Kegiatan Ekstrakurikuler di Bidang Karya Ilmiah, Olah raga, Seni dan Keagamaan
   4) Meningkatkan Kedisiplinan Peserta Didik.
   5) Meningkatkan Kualitas Kegiatan Kesiswaan.
   6) Meningkatkan Sikap dan Kepribadian Peserta Didik Melalui Keluhuran Akhlaq yang Mulia
   7) Meningkatkan Keimanan dan Ketaqwaan kepada Tuhan YME pada Diri Seluruh Warga Sekolah.

B. **Research Approach**

   In this research the researcher used quantitative research. Quantitative research defined as a method of research which based on positivism philosophy, it is applied for doing research in population or certain sample, technique of sampling usually used a random sampling, collecting the data used research instrument, the data analysis is quantitative/statistic which aim for examining the hypothesis which was set Sugiyono (2015: p.14).

C. **Research Method**
For the design, the researcher used survey design. A survey design provides a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population. From sample results, the researcher generalizes or draws inferences to the population, Creswell (2013: p.204). From the design the researcher wants to know and find out what the commissives illocutionary act are used in his talk in learning process.

D. Population and Sample

1. Population

According to Sugiyono (2017: 117), population is a generalization region consisting of object or subjects that have certain qualities and characteristics set by the researchers to be studied and then drawn conclusions. The researcher takes the population in English Teacher of Eleventh Grade in SMAN 1 Tengaran in the Academic year 2017/2018.

2. Sample

Based on Sugiyono (2017: 118), sample is a part of the number and the characteristics of population and the sample taken must be representative. In this study, the researcher used purposive sampling. Purposive sampling is done by taking a subject which was not based on the levels, random or territory, but this technique based on something purpose. This technique usually did because of some judgments, for example, a reason for limited time, energy, and financial, so it can’t take a large and far sample. using this purposive sampling is good enough because it is
appropriate with the judgment of researcher, so, it can represent the population. arikunto, (2010: p.183). the sample of the teacher is only one teacher.

E. Research Design

In this research the researcher used recording technique to gain the data. The researcher records all the teachers’ talk during the lesson in average 30 minutes of every meeting. Then, the researcher just observ and write

F. Research Variables

According to Arikunto (1998: 99), variable is the object of research, or what the main of concern of a research. Creswell (2015: 77) said that there are some variable in the quantitative research. They are:

1. Independent Variable

   Independent variables in experimental research is also frequently referred to as the experimental, or treatment, variable. Independent variable frequently manipulated in educational research include methods of instruction, types of assignment, learning materials, rewards given to students, and types of questions asked by teachers Frankel & Norman, (2009: 261).

2. Dependent Variable

   Dependent variables, also known as the criterion, or outcome, variable refer to the result or outcomes of the study. Dependent variables
that are frequently studied include achievement, interest in a subject, attention spam, motivation, and attitudes toward school Frankel & Norman, (2009: 261).

In this research the independent variable is English teachers’ talk and the dependent variable is the sommissive illocutionary acts of the English Teachers’ talk.

G. Research Instrument

According to Arikunto (1998: 137), instrument is a tool used by a researcher in using a method. Instrument is used to collect data and divided into two kinds. There are test and non-test. The test consists pre-test and post-test, while the non-test is documentation. In this research, the researcher used non-test instrument or documentation.

H. Data Collecting Method

Data collecting method is a way of obtaining data in a research. In this research, the writer collected data from documentation and test.

1. Documentation

   Documentation techniques are techniques about finding data about things or variables in the form of notes, transcripts, books, newspapers, magazines, inscriptions, minutes, meetings, agenda etc. Arikunto, (1998: 236). In this research, the researcher documented the teachers’ talk by record the talk, and captured the class situation.

I. Data Analysis
The researcher used the theory from Moeleong (2009) to analyze the data below:

1. Identification

According to Moeleong, (2009: p.288) it was initially identified as a unit of the smallest part found in data that has meaning when it is associated with focus and research problem. In the beginning, the researcher chose the English teachers’ talk to be identified. Furthermore, the researcher identifies the talk which consists of Commissives Illocutionary Acts. It used to find the data which related to the focus and formulated problems.

2. Coding

To facilitate the study, the researcher encodes data after identifying. According to Moeleong, (2009: p.288) coding is giving a code to every collected data in order to facilitate the researcher in investigating data and knowing the source of data. Coding could be found in a form of lettering, numbering, symbolling, and others. In this research, the researcher uses the numbers and letters. Here is the coding of the gained data.

Coding of subject

Table 3.1
To facilitate the analyzing, the researcher gives the numbering after the letter to put the data in the order. For example, the first data of English teacher in meeting 1 is given BM1, meeting 2 BM2 and meeting 3 BM3.

Table 3.2

Coding of Commisives Illocutionary Acts

<table>
<thead>
<tr>
<th>No.</th>
<th>Commisives</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Promising</td>
<td>A</td>
</tr>
<tr>
<td>2.</td>
<td>Refusing</td>
<td>B</td>
</tr>
<tr>
<td>3.</td>
<td>Threatening</td>
<td>C</td>
</tr>
<tr>
<td>4.</td>
<td>Offering</td>
<td>D</td>
</tr>
<tr>
<td>5.</td>
<td>Guarantee</td>
<td>E</td>
</tr>
<tr>
<td>6.</td>
<td>Volunteer</td>
<td>F</td>
</tr>
</tbody>
</table>
The table above is used to facilitate the researcher in analyzing the collected data. Therefore the researcher was able to provide understandable data analysis.

3. Categorizing

According to Moleong, (2009: p.288), “Categorizing is sorting each unit into parts that have something in common”. In this step, the researcher will categorize the data of commisives into 6 types.

4. Classifying

The following step after categorizing is classifying. Bull explains in Oxford, (2008: p.75) as quoted by Rosyidha, (2017: p.54) “Classifying is arranging something into groups according to the features that they have in common”. It is the smallest unit of the collected data. In this step, the researchers classified each commissives of English teachers’ talk based on the functions.

5. Producing an account

According to (Moleong, 2009: p.295), Producing an account is done by making a diagram, making tabulation and texting. It means, at the last step of analyzing the data, the researcher describes and analyze the data classification to examine the functions of commissives Illocutionary Acts in the written form of English teacher’s talk in teaching and learning activity. Furthermore, the researcher can provide
the necessary insight about Commissives Illocutionary Acts based on
detailed description of the study.

After all the data found, the researcher also find the percentage of
every data which was found by using mathematic formula to get the
percentage. The formula is

\[ A = \frac{X}{N} \times 100\% \]

- A : average
- X : total data found
- N : total all of data

CHAPTER IV

RESEARCH FINDING AND DATA ANALYSIS

This chapter consists of the result of the research and the explanation to
answer the statements of the problem. The researcher divided the data based on
the grammatical items used in the data.

A. Research Finding

The researcher divided the findings into six definitions; those are,
promising, volunteering, refusing, guaranteeing, offering and threatening.

1. Volunteering

Volunteer is defined as offer to do something without being forced
or paid to do it. It is to perform or offer to perform a service of
someone’s own free will. It means choosing to offer or give freely
without being asked or obliged. Banjarnahor, (2011, P:7-8) as quoted by (Herman, 2015, P: 44)

a. Meeting 1

1) BM1.F4

(19.45-20.27) T : anda bisa memilih title yang sederhana saja, mas mbak. misalnya cara membuat sate atau gule, eh... itu terlalu complex ya. Oh.. maybe or mungkin I can help you about the difficult word, please ask to me. misalnya memotong, in English called?

(20.27-20.28) S : cut,

The sentence “I can help you about the difficult word” was appeared as volunteering. It was show the teacher service to the students by helping the students to find the difficult word. Because, the students still confuse to find the English word, so that, the teacher gives his service to solve the student’s problem. In this case why it included into volunteer? Because the teacher give his service without being asked by someone.

2) BM1.F5

(20.28-20.45) T : ya, please ask to me, maybe I can help you if you don’t remember about the words in English.

(20.45-20.46) S : pak..pak..pak., saklar lampu
(20.46-21.07) T : saklar? why you use it…please ask to me ya, mmmm. Electric switch

The sentence “I can help you if you don’t remember about the words in English” included in volunteering, the function from the sentence above is to give a service by helping to the students for solve difficult word.

3) BM1.F6

(21.48-21.58) S : pak kalo campur semua bahan pak

(21.58.22.03) T : blend all the materials

(22.47-23.00) T : oh fais, **maybe ask to me about the words**, especially verb or infinitive

From the conversation above, the bold sentence categorized in Volunteering commisives illocutionary acts. The teacher shows his service to help the students find the hard words. So that, the word “ask” included into one of the volunteering words.

b. Meeting 2

1) BM2.F2

(24.00-24.09) T : oh iya, jika kalian bingung dengan kata-kata nya, please ask to me, I will help you

(24.10-24.13) S : pak buah tulisannya gimana

(24.14-24.43) T : fr u i t s, tapi kalo nama buah gak usah pake fruit langsung namanya saja, misalnya
orange juice. *Gak usah pake* orange fruit, *langsung saja nama buahnya.*

(24.50-24.53) S : *pak, air panas?*

(24.54-24.58) T : hot water, apa lagi?

Based on the data above, we able to see that “please ask to me, I will help you” is to facilitate the teacher that he will give his service to the student, in this case, to help the students translate or find the hard words. So that, the researcher categorized that data into volunteering commissives illocutionary acts.

c. **Meeting 3**

In this meeting there is no volunteer found.

2. **Promising**

The speaker has to intend to do what he promises, then the speaker must believe (that the hearer believes) that the action is in the hearer’s best interest, the speaker has to believe that he can perform the action; the speaker must predicate a future action, and the speaker has to predicate an act of himself. Searle, (1975) in Nadar, (2009, p: 88).

a. **Meeting 1**

1) BM1.A1

(00.21-00.36) T : and before you follow the materials, I will explain you and I will call you one by one

(00.36-00.37) S : yes sir
Based on the conversation above, the word “I will explain you” is categorized as commisives illocutionary act in promising. The function of promising is to express the teacher’s work/doing something to the students in a future time. Because the speaker doing promise and who has been doing promise is the same person. In this case the teacher promise to give the material in next step, and he did it.

2) BM1.A2

(04.04-04.56) T : in this meeting, **we will study** or we will do exercise about writing. The material is procedure text. Last 2 months ago, about 2 months ago, kira-kira 2 bulan yang lalu, we’ve studied about procedure text in spoken, or orally, but now, we will study procedure text in written form. Do you understand?

(04.56-04.57) S : yes…

The word “will” and “study” indicated that the teacher was promising the students. Analyzing the function, the researcher found the sentence “we will study” used to promise to the student that the teacher and the students will do the lesson on that day or in that meeting.
3) BM1.A3

(05.00-05.29) T : “but, before you try it, sorry... but we try to write it, I will remind you. Anggraini listen to me! I want to remind you. Do you know remind? Ada yang tahu bahasa Indonesia dari remind?”

(05.29-05.30) S : “mengingatkan.”.

(05.31-05.53) T : “good, I want to remind you about imperative sentence. Imperative in Indonesia is? [the teacher write the word to the white board]”

(05.55-05.56) S : “Kalimat perintah”

(05.57-07.00) T : “good, kalimat peintah. Most of the sentence in procedure text, sebagian besar dari text procedure, especially in steps. Khususnya pada tahap step, we use imperative sentence, kita menggunakan kalimat peintah. Please give me an example, one students, one sentence.”

From the part of conversation above the sentence “I will remind you” was included into Commissives, the kind of commissives is promising. Reminding is one of verb which was done by the teacher to make the student remember about something. Because the speaker doing promise and who has been doing promise is the same
person, so, the researcher entered the sentence “I will remind you” into promising form.

4) BM1.A4

(00.21-00.36) T : and before you follow the materials, I will explain you and **I will call you one by one**

(00.36-00.37) S : yes sir

According to the conversation above, the sentence “I will call you one by one” is categorized as promising in Commissives Illocutionary acts. Calling is one of kind of verb, so the sentence above included into promising, because the teacher will do some work. Because the speaker doing promise and who has been doing promise is the same person. The function of that sentence is the teacher will give his work for calling the students or in another word it can call as attendance list which done by the teacher in a future time.

5) BM1.A5

(04.04-04.56) T : in this meeting, we will study or **we will do exercise about writing**. The material is procedure text. Last 2 months ago, about 2 months ago, *kira-kira 2 bulan yang lalu*, we’ve studied about procedure text in spoken, or orally, but now, we will study procedure text in written form. Do you understand?
The bold sentence performed by the teacher has a function as promising. “we will do” it indicates to the characteristic of promising. The teacher will lead the students to make a paragraph of a text.

6) BM1.A6

(04.04-04.56) T : in this meeting, we will study or we will do exercise about writing. The material is procedure text. Last 2 months ago, about 2 months ago, kira-kira 2 bulan yang lalu, we’ve studied about procedure text in spoken, or orally, but now, we will study procedure text in written form. Do you understand?

(04.56-04.57) S : yes…

From the data above, the researcher concluded that the bold sentence included into a promising form. The teacher making a promise to the students that will be doing the lesson about procedure text.

7) BM1.A7

(40.33-41.21) T : I think our meeting will go on after take a rest, please come to your class on time. The second period you present your text. Nanti jam berikutnya,
nanti kita dua jam kan? kegiatan kita adalah, anda menyampaikan text. and well, now please take a rest.

The bold sentence from the data above was categorized in promising illocutionary acts. The words “will go” was indicated to the promising. The teacher promised the student that after taking a rest there will be held the 2nd meeting. The function of the teacher’s talk above is to make sure the student to go to the class again.

b. Meeting 2

1) BM2.A1

(01.25-01.42) T : ok, jadi, sebelum kita memulai pelajaran, saya akan memanggil anda satu per satu, I want to call you one by one, do you understand?

(01.42-01.43) S : yes….

(01.43-02.28) T : it indicates, ini menandakan bahwa indicates itu menandakan it indicates that you are present in this meeting now. [the teacher prepare the materials and attendance list]

(02.28-02.39) T : oke listen please, Abi Ayub. Eh salah Abi Yusuf? Maaf, Abi Yusuf, mana Abi Yusuf?

(02.39.02.40) S : iya pak

The sentence which bold was categorized in promising, “I want to call you one by one” can be
analyzed that “call” is one of verb, it indicates that the teacher will promise to the students for calling one by one and the teacher also do the promise, so that sentence included into promising.

2) BM2.A2

(00.04-00.51) T : baik terimkasih, in this meeting we will use two/three languages. Please listen what I say for you, in this meeting we will use more than one languages, first javanese, second English and the third Bahasa Indonesia. Do you understand?

(00.52-00.53) S : yes …

From the bold sentence above, the researcher has classified the sentence into promising. The function of the teacher’s talk is the teacher promised would not use only English in the Learning Activity. He chooses to promote the students because it will make the students enjoy learning English, because the teacher combines for using the language, so it can make the students easier to gain the materials. The students also response the teacher by saying yes.

3) BM2.A2
(00.04-00.51) T : baik terimkasih, in this meeting we will use two/three languages. Please listen what I say for you, in this meeting we will use more than one languages, first javaneese, second English and the third Bahasa Indonesia. Do you understand?

(00.52-00.53) S : yes …

Based on the data above, we are able to see that the function of this sentence is to facilitate the teacher to say promise to his students. He found the appropriate sentence to be said to his students is “we will use more than one language”. The students also response what the teacher said by saying yes. So, the function of the data above is promising.

4) BM2.A3

(06.33-07.13) T : ok, in this meeting we will discuss about one of the genre text. One of the genre text, [the teacher tells twice] opo kui? Pada pertemuan ini kita akan mendiskusikan atau membahas dari salah satu jenis text what is it? Apakah text tersebut? It is about procedure text, procedure text itu apa mas budi? [point the chosen student]

The function has appeared from the data above is promising. It is because the teacher shows up his promise
to the students that this meeting will discuss only one genre of text. So that, the sentence “in this meeting, we will discuss only one meeting” is categorized in promising of Commissives illocutionary Acts.

5) BM2.A4


(12.17-12.18) S : yes.....

Analyzing the function, the researcher found that the bold sentence above used to promote someone. In this case, the teacher promised the students that in this meeting they will try to write a procedure text. In response the teacher all the student answer by saying yes. And all the students prepare to write the procedure text as directed by the teacher.

6) BM2.A5
(13.27-14.05) T : ya, perhatikan, **sekaran g kita akan berlatih untuk tujuan terlebih dahulu** (now, we will try to make **the purpose/aim/goal first**). The purpose sama dengan title, sama. Biasanya disini [pointing the words on the board] kalimat atau redaksinya seperti apa? Rise your hand please, yang punya pendapat silahkan angkat tangan. **Mas fajar** [pointing the students] coba anda sebutkan rencana anda apa atau the purpose nya? Ya apa mas?

(14.06.14.11) S : how to make brownies cake

From the bold sentence above, the researcher analyzed “we will try to make the purpose first” was categorized into promising. The teacher shows up his strong feeling to promise the students that they will try to make to aim/purpose of the procedure text. Furthermore, the students also responded by saying yes and write their own text.

7) BM2.A6

(22.27-23.04) T : **bukan home tapi house, karena bangunanya, yuk diganti.** How to make a house, ok good, prosesnya cukup lama gak papa. **Ok sekaran g kita akan lanjut,** material and tools, coba sekaran kalian
tulis alat dan bahannya. Ayo tulis, materials and tools

Titik dua (:)  

From the data above, we are able to see that the bold sentence was categorized in promising. It can know by looking the word “will” and doing something in future. It indicated that the teacher promised the students.

8) BM2.A7

(28.11-28.25) T : ya boleh, di praktekkan malah lebih bagus. Ok I think enough for our meeting, thanks for your participation, we will meet on next week. I close this meeting with wassalamualaikum warrahmatullahi wabarakatuhu.

(28.26-29.00) S : waalaikumsalam warahmatullahi wabarakatuhu

The function of the bold sentence from the data above is the facility of expression. “We will meet next week” is the part of the promising sentence. It indicated that the teacher will do an action in future. So that, the researcher categorized that sentence into commissives Illocutionary Acts in Promising.

c. Meeting 3

1) BM3.A1
(00.38-01.33) T : thank you, ya in this meeting, tolong diperhatikan dan dipahami betul-betul apa yang saya sampaikan in this meeting we will discuss about, saya ulang, **in this meeting we will discuss about conditional sentence**, there are three types of conditional sentence. _Ada tiga tipe tentang conditional sentence ya, sekarang saya akan Tanya, apakah anda sudah paham apa itu conditional sentence?_

(01.33-01.34) S : belum…

Analyzing the bold sentence above, the researcher decided the sentence into promising form. It is because the teacher said to the students that they will discuss the conditional sentence for the future time. So that from the sentence above the researcher entered the sentence into the promising group.

2) BM3.A2

(03.03-05.18) T : *ya bagus, kalimat bersyarat*, maksud dari kalimat bersyarat adalah suatu peristiwa akan terjadi kalau sudah memenuhi syarat tertentu. _Ada tiga tipe conditional sentence [the teacher explain and write the materials on the board] conditional sentence itu ada 3 tipe ya, tipe satu tipe dua dan tipe tiga_. But, in this meeting **we will learn only one type of conditional sentence**, _jadi_
pada pertemuan ini kita akan membahas hanya pada tipe 1 conditional sentence, insyaallah next time, we will discuss the others types, type two or type three. Mari kita lihat dan kita amati, tiga contoh kalimat conditional sentence ini [the teacher show the sentence on the board], conditional sentence itu pasti terdiri dari dua kalimat, yang pertama itu disebut if clause dan yang kedua disebut main clause. Main clause itu sama dengan kalimat utama, hay anjas jangan cerita saja, nanti tak suruh maju jelasin Conditional sentence tadi terdiri dari berapa kalimat njas?

(05.18-05.19) S : dua..

Based on the data above, we are able to see that the function of this sentence is to facilitate the teacher to say promise to his students. He found the appropriate sentence to be said to his students is “we will learn only one type of conditional sentence so that the researcher included the sentence into the promising group.

3) BM3.A3

(03.03-05.18) T : ya bagus, kalimat bersyarat.maksud dari kalimat bersyarat adalah suatu peristiwa akan terjadi kalau sudah memenuhi syarat tertentu. Ada tiga tipe conditional sentence [the teacher explain and write the
materials on the board] conditional sentence *itu ada 3 tipe ya, tipe satu tipe dua dan tipe tiga*. But, in this meeting we will learn only one type of conditional sentence, *jadi pada pertemuan ini kita akan membahas hanya pada tipe 1* conditional sentence, insyaallah **next time, we will discuss the others types, type two or type three.** *Mari kita lihat dan kita amati, tiga contoh kalimat* conditional sentence ini [the teacher show the sentence on the board], conditional sentence *itu pasti terdiri dari dua kalimat, yang pertama itu disebut if clause dan yang kedua disebut main clause. Main clause *itu sama dengan kalimat utama, hay anjas jangan cerita saja, nanti tak suruh maju jelasin*. Conditional sentence *tadi terdiri dari berapa kalimat njas?*

(05.18-05.19) S : dua.

The sentence “next time, we will discuss the other types, type two or type three” it was clear that the sentence was categorized into promising form. Because, the teacher said that he will do action in future time, that is will learn the other type of conditional sentence.

4) BM3.A4
(01.25-01.42) T : ok, jadi, sebelum kita memulai pelajaran, saya akan memanggil anda satu per satu, I want to call you one by one, do you understand?

(01.42-01.43) S : yes….

(01.43-02.28) T : it indicates, ini menandakan bahwa it indicates itu menandakan it indicates that you are present in this meeting now. [the teacher prepare the materials and attendance list]

(02.28-02.39) T : oke listen please, Abi Ayub. Eh salah Abi Yusuf? Maaf, Abi Yusuf, mana Abi Yusuf?

(02.39-02.40) S : iya pak

The sentence which bold was categorized in promising, “I want to call you one by one” can be analyzed that “call” is one of verb, it indicates that the teacher will promise to the students for calling one by one and the teacher also do the promise, so that sentence included into promising.

5) BM3.A5

(13.16-14.03) T : pinter, jadi modalnya bukan the meeting, eee demikian penjelasan tentang conditional sentence tipe 1, sekarang saya akan check lagi. Mbak tiara, conditional sentence tadi baik 1 2 3 tadi sama ya, terdiri dari berapa kalimat?
The sentence which bold above was categorized by the researcher into promising form. The teacher will give his promise to the students by checking the student’s comprehension about the materials.

6) BM3.A6

(19.24-20.40) T : ya itu yang paling bijaksana ya, rajin menabung, cantik ya to, rajin masuk sekolah, yok dua kalimat saja. Nanti kalau dua kalimatnya benar, saya akan beri hadiah. Hadiahnya berupa..., oke boleh pake future, boleh imperative, boleh menggunakan modal. Kalau imperative tentunya bukan pake I, yaudah I nya saya hilangkan [the teacher erases the word on the board] dua kalimat tolong harus benar,

The bold sentence from the data above used as a promising sentence. The sentence” if both of your sentences are correct, I will give you gift” is clear that it appeared as a promising sentence, the teacher will give a gift for the future to the students if they did their work correctly. So that, the researcher categorized the sentence into the promising group.

3. Offering
Offer means saying that you are willing to do something for somebody or give something to somebody. Offer is the hearer’s expression to offer an act for the hearer’s or addressee’s interest.

According to Banjarnahor, (2011, P:7-8) as quoted by Herman, (2015, P: 44)

a) Meeting 1

1) BM1.D1

(08.31-08.35) T : *oke saya akan beri contoh*, open the door, paham ya?

(08.36-08.37) T : now, begin with you [point the students]

(08.37-08.38) S : open the window

Based on the conversation above the bold sentence “*saya akan berikan contoh* or I will give the example” was categorized as offering sentence. The teacher said that he offered something, and in that case, he offered an example of text, so that, the researcher categorized that sentence in the offering.

2) BM1.D2

(16.32-17.03) T : *I give you about 30 minutes*, please try. Now, do it soon please.

(17.03-17.04) S : *lakukan sekarang*
Based on the data above, “I give you 30 minutes” was categorized by the researcher into offering group. The teacher will give 30 minutes to the student, and the researcher categorized 30 minutes into a thing. Because the characteristic of the offering is giving something to someone, and in that data was served.

4. Threatening

Threat is a statement of an intention to punish or harm somebody. It means to give intimidation to the hearer, if the hearer does not want to do the speaker’s command. Threat is commonly motivated by hatred and distrustful of the speaker to the hearer in which the speaker feels that someone has higher power to intimidate the hearer via his utterance. Banjarnahor, (2011, P:7-8) as quoted by Herman, (2015, P: 44)

a. Meeting 3

1) BM3.C1

(03.03-05.18) T: ya bagus, kalimat bersyarat.maksud dari kalimat bersyarat adalah suatu peristiwa akan terjadi kalau sudah memenuhi syarat tertentu. Ada tiga tipe conditional
The function of the bold sentence above is threatening someone. The teacher gives his threat to the students because of his fault. In this case, the teacher threat the student with a punishment if he (the student) will always talk active in the class. So, the researcher categorized the sentence above into threatening form.

B. DATA ANALYSIS
After analyzing the data, the researcher has found all of the commissives illocutionary acts in the written form of English teacher’s talk. In order to make it clear the researcher will make the result in the form of the table below:

**Table 4.1**

Data Findings of Commissives Illocutionary Acts

<table>
<thead>
<tr>
<th>No</th>
<th>Commissives</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Volunteering</td>
<td>4</td>
<td>14,29%</td>
</tr>
<tr>
<td>2.</td>
<td>Promising</td>
<td>21</td>
<td>75,00%</td>
</tr>
<tr>
<td>3.</td>
<td>Offering</td>
<td>2</td>
<td>7,14%</td>
</tr>
<tr>
<td>4.</td>
<td>Threatening</td>
<td>1</td>
<td>3,57%</td>
</tr>
<tr>
<td>5.</td>
<td>Guaranteeing</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>6.</td>
<td>Refusing</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>28</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 4.1 shows 28 data contains commissives illocutionary acts. Promising sentence is the most dominant type of commissives illocutionary acts used by the teacher. they are 15 data (53,58%). And the guaranteeing and refusing is the lowest data with 0 data (05).
<table>
<thead>
<tr>
<th>No</th>
<th>Sentence</th>
<th>Commisives</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I will explain you</td>
<td>Promising</td>
<td>BM1.A1</td>
</tr>
<tr>
<td>2.</td>
<td>I will call you one by one</td>
<td>Promising</td>
<td>BM1.A2</td>
</tr>
<tr>
<td>3.</td>
<td>We will study</td>
<td>Promising</td>
<td>BM1.A3</td>
</tr>
<tr>
<td>4.</td>
<td>We will do exercise about writing</td>
<td>Promising</td>
<td>BM1.A4</td>
</tr>
<tr>
<td>5.</td>
<td>We will study procedure text in written form</td>
<td>Promising</td>
<td>BM1.A5</td>
</tr>
<tr>
<td>6.</td>
<td>I will remind you</td>
<td>Promising</td>
<td>BM1.A6</td>
</tr>
<tr>
<td>7.</td>
<td>Oke saya akan berikan contoh (oke, I will give the examples)</td>
<td>Offering</td>
<td>BM1.D1</td>
</tr>
<tr>
<td>8.</td>
<td>I give you about 30 minutes</td>
<td>Offering</td>
<td>BM1.D2</td>
</tr>
<tr>
<td>9.</td>
<td>I can help you about the difficult word</td>
<td>Volunteering</td>
<td>BM1.F1</td>
</tr>
<tr>
<td>10.</td>
<td>I can help you if you don’t remember about the words in English</td>
<td>Volunteering</td>
<td>BM1.F2</td>
</tr>
<tr>
<td>11.</td>
<td>Ask to me about the words</td>
<td>Volunteering</td>
<td>BM1.F3</td>
</tr>
<tr>
<td>12.</td>
<td>I think our meeting will go on after take a rest</td>
<td>Promising</td>
<td>BM1.A7</td>
</tr>
</tbody>
</table>

**Meeting 2**

**Table 4.3**

<table>
<thead>
<tr>
<th>No.</th>
<th>Sentence</th>
<th>Commisives</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>In this meeting we will use two or three languages</td>
<td>Promising</td>
<td>BM2.A1</td>
</tr>
<tr>
<td>2.</td>
<td>We will use more than one languages</td>
<td>Promising</td>
<td>BM2.A2</td>
</tr>
</tbody>
</table>
3. Saya akan memanggil anda satu per satu (I will call you one by one)  
   Promising  BM2.A3

4. In this meeting we will discuss one of genre text  
   Promising  BM2.A4

5. Kita akan berlatih menulis tentang procedure text  
   (we will try to write procedure text)  
   Promising  BM2.A5

6. Kita akan berlatih untuk tahap tujuan terlebih dahulu (we will try for the purpose first)  
   Promising  BM2.A6

7. Kita akan lanjutkan materials dan tools (oke now, we will continue on materials and tools)  
   Promising  BM2.A7

8. Please ask to me, I will help you  
   Volunteering  BM2.F1

9. We will meet on next week  
   Promising  BM2.A8

---

**Meeting 3**

**Table 4.4**

<table>
<thead>
<tr>
<th>No</th>
<th>Sentence</th>
<th>Commisives</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>In this meeting we will discuss about conditional sentence</td>
<td>Promising</td>
<td>BM3.A1</td>
</tr>
<tr>
<td>2.</td>
<td>We will learn only one type of conditional sentence</td>
<td>Promising</td>
<td>BM3.A2</td>
</tr>
<tr>
<td>3.</td>
<td>Next time, we will discuss the other type, the type 2 or type 3</td>
<td>Promising</td>
<td>BM3.A3</td>
</tr>
<tr>
<td>4.</td>
<td>Anjas jangan cerita saja, nanti tak suruh maju</td>
<td>Threatening</td>
<td>BM3.C1</td>
</tr>
</tbody>
</table>
jelasin (anjas don’t talk active please, or you come here and tell your friends the materials)

5. Mas and Mbak saya akan mengingatkan anda (my students I will remind you)

6. Sekarang, saya akan check lagi (now, I will check again)

7. Nanti kalau 2 kalimatnya benar, saya akan beri hadiah (if both of the sentences correct, I will give you gift)

<table>
<thead>
<tr>
<th>5. Mas and Mbak saya akan mengingatkan anda</th>
<th>Promising</th>
<th>BM3.A4</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Nanti kalau 2 kalimatnya benar, saya akan beri hadiah</td>
<td>Promising</td>
<td>BM3.A6</td>
</tr>
</tbody>
</table>

**Table 4.2** shows 15 sentences which contained commissives illocutionary acts. In table meeting 1 there was showed 12 data which was contained 3 volunteering form, 2 offering form and 7 promising form.

**Table 4.3** shows 9 data or sentences which contained commissives illocutionary acts. In table 4.3 or in meeting 2 was showed 9 data which was contained 8 promising form and 1 volunteering form.

**Table 4.4** shows 8 data or sentences which contained commissives illocutionary acts. In table 4.4 or meeting 3 showed 8 data which contained promising 6 data, and 1 data for threatening.
So, from the data above the researcher concluded there were 21 data for promising, 4 data for volunteering 2 data for offering 1 data for threatening and 0 data for guaranteeing and refusing.

CHAPTER V

CLOSURE

In this chapter discusses the conclusion and suggestion. The conclusion is drawn after getting research finding and data analysis. Furthermore, suggestion leads further researchers who are interested in doing similar research.

A. Conclusion

This part discusses the conclusions of this research paper. There are two major conclusions that answer as a response to the two research question in the chapter I.
1. There are 4 types of commissives illocutionary acts which used by the English teacher in SMAN 1 Tengaran. There are; promising, volunteering, offering and threatening. And the guaranteeing and refusing didn’t find in the English teacher’s talk during the learning activity.

2. The promising was became the most frequent commissives illocutionary acts with 21 data (75%). Following by volunteering with 4 data (14,29%) then offering with 2 data (7,14%) and threatening with 1 data (3,57%). For the data of guaranteeing and refusing were 0 data (0%).

B. Suggestion

1. For the next researchers

This research gives contribution to comprehend usage and the function of Commissives Illocutionary Acts. Moreover, this research provides the detailed example Commissives Illocutionary Acts as well as the functions if they look for the reference. Hopefully, this research is able to give inspiration and guidance for the further researchers to be more careful while doing a similar research, especially while analyzing the data. Therefore, the further research will perform a better comprehension than this research.
2. For the Reader

The readers have to study more about usage and the function of Commissives Illocutionary Acts. This research provided the sufficient information the readers who need to comprehend about them. Beside the theory, it also gave the detailed example which hopefully can establish a better understanding about Commissives Illocutionary Acts. Indeed, the readers are able to apply commissives Illocutionary Acts due to the necessity of the communication.
REFERENCES


Mart, Cart Tugrul (2012). Developing Speaking Skills Through Reading. Canada: Canadian Center of Science and Education.


*Graduating Paper: IAIN Salatiga Press*
Appendix 1

SCRIPT MEETING 1

(00.00-00.01) T : good morning students

(00.01-00.04) S : good morning sir

(00.04-00.15) T : and [respite] and I also say, *assalamualaikumwarrahmatullahiwalaiabarakatuhu*

(00.16-00.20) S : *waalaikumsalamwarrahmatullahiwalaiabarakaatu hu*

(00.21-00.36) T : and before you follow the materials, I will explain you and I will call you one by one

(00.36-00.37) S : yes sir [respite]

(01.00-01.01) S : yes.

The other students : hiieee…. [laughfing]

(01.02-01.05) T : please repeat once again

(01.06-01.09) S : present sir
(01.10-01.11) T: ok good, Anggraini

(01.12-01.13) S: present sir

(01.14-01.15) T: good, Anjasdiko

(01.15-01.16) S: Present sir

(01.16-01.17) T: Ok, Bilali Rifki

(01.17-01.18) S: present sir

(01.18-01.19) T: repeat once again please!

(01.20-01.24) S: present sir

(01.24-01.28) [:respite]

(01.28-01.31) T: Ariyani… Ariyani [the teacher calls twice]

(01.31-01.32) S: alfa…

(01.32-01.34) T: absent… absent sir.

(01.34-01.35) S: yes…

(01.35-01.40) T: Ita konita

(01.41-01.42) S: present sir

(01.44-01.45) T: defi regita

(01.45-01.46) S: present sir
(01.47-01.49) T : yaaa… Dian Safira

(01.49-01.51) S : absent sir

(01.51-01.53) T : Dian Safira [teacher calls once again, because he didn’t hear the student’s response]

(01.53-01.54) S : absent sir

(01.54-01.58) T : absent [the teacher gives the right pronunciation]

(01.59-02.00) S : yes sir

(02.02-02.07) T : Dian Safira absent tadi Ariyan absent juga ya?

(02.08-02.09) T : and then Dimas Satrio?

(02.09-02.10) S : present sir

(02.14-02.15) T : Dwi Hartanto?

(02.15-02.16) S : present sir

(02.16-02.17) T : ya… Marvita?

(02.17-02.18) S : present sir

(02.18-02.22) T : ya, Fahrul Kurniawan?

(02.22-02.23) S : present sir

(02.24-02.27) T : oh ya, mana Fahrul?

[fahrul, rise his hand]
(02.27-02.31) T: and, yudha?

(02.31-02.32) S: absent sir

(02.32-02.33) T: oh, absent

(02.33-02.36) T: mmm… imam maulana?

(02.36-02.37) S: dispense sir

(02.37-02.50) [the students are laughing talk about dispense and the teacher just wait]

(02.51-02.52) T: and then insolamit

(02.52-02.53) S: present sir

(02.53-02.54) T: ok good, and then irfan

(02.54-02.55) S: present sir

(02.55-02.59) T: oke, and then ita mella?

(02.59-03.00) S: present sir

(03.00-03.03) T: khumairoh

(03.03-03.04) S: present sir

(03.04-03.05) T: good, hafid maksum

(03.05-03.06) S: present sir

(03.06-03.11) T: ok good, and then haris mashudi
(03.11-03.12) S : present sir
(03.12-03.13) T : kholodun nabil
(03.13-03.15) S : present sir
(03.15-03.18) T : ya, nadya yusuf
(03.18-03.20) S : present sir
(03.23-03.24) T : novita rahayu
(03.24-03.25) S : present sir
(03.25-03.26) T : novita yulianti
(03.26-03.27) S : present sir
(03.28-03.33) T : mana yulianti? Ona dewita?
(03.33-03.34) S : present sir
(03.34-03.35) T : retno
(03.35-03.36) S : present sir
(03.40-03.41) T : riza dandi
(03.41-03.42) S : present sir
(03.42-03.43) T : satria
(03.43-03.44) S : dispense
In this meeting, we will study or we will do exercise about writing. The material is procedure text. Last 2 months ago, about 2 months ago, kira-kira 2 bulan yang lalu, we’ve studied about procedure text in spoken, or orally, but now, we will study procedure text in written form. Do you understand?

But, before you try it, sorry… but we try to write it, I will remind you. Anggraini listen to me! I want to remind you. Do you know remind?

Ada yang tahu bahasa Indonesia dari remind?

: mengingatkan.

Imperative in Indonesia is? [the teacher write the word to the white board]
(05.57-07.00) T: good, kalimat peintah. Most of the sentence in procedure text, *sebagian besar dari text procedure*, especially in steps. *Khususnya pada tahap step*, we use imperative sentence, *kita menggunakan kalimat peintah*. Please give me an example, one students, one sentence

(06.00-07.01) S: haaa huuu...[ the students surprise with the teacher’s said]

(07.02-07.20) T: about imperative sentence. You know that imperative sentence begin, began begun?

(07.20-07.21) S: begin , hahhahaha [laugh]

(07.21-07.28) T: began begin begun, begun by?

(07.29-07.30) S: dot

(07.31-08.30) T: begun by invinitive. It is call to invinitive, but this one is invinitive. [ the teacher point the word which he wrote on the board] *Paham ya? To invinitive itu kata kerja yang menggunakan to, kalau invinitive kata kerja saja. Maka anda saya minta untuk membeikan contoh sebuah kalimat perintah. Yang sederhana saja, satu siswa satu kalimat. Satu siswa satu*

(08.30-08.31) S: kalimat...

(08.31-08.35) T: oke saya akan beri contoh, open the door, *paham ya?*

(08.36-08.37) T: now, begin with you [point the students]

(08.37-08.38) S: open the window
(08.38) T: open the window

(08.39-08.40) S: open the book please

(08.40-08.41) T: open the book please

(08.41-08.59) T: cepet… speak up please

(08.59-09.00) S: tutup lemari pak

(09.00-09.01) T: ya… close the cupboard, ulangi

(09.02-09.03) S: close the cupboard

(09.03-09.04) T: iya, tutup pintu itu

(09.05-09.08) S: open the book [the teacher point the student]

(09.08-09.09) T: open the book

(09.11-09.14) S: mix a rice please [the student false to pronounce the word]

(09.14-09.15) T: ulangi

(09.15-09.16) S: make a rice

(09.16-09.22) T: make? Make a rice? He? Iya?

(09.22-09.23) S: campur

(09.23-09.35) T: oooh.. mix ya, ada s nya, ulangi lagi

(09.35-09.36) S: mix a rice
(09.36-09.46) T : mix some rice please, campurlah beras itu, ya boleh, now you! [pointing the student]

(09.46-09.48) S : close the window

(09.48-09.50) S : louder please,

(09.50-09.51) S : close the window

(09.51-09.52) T : then you, [pointing the students]

(09.52-09.53) S : say hello please

(09.53-10.00) T : say hello please, hello? [respond the student]

All S : ciyee hahahaahhhaa

(10.08-10.09) T : now you

(10.09-10.10) S : come here please [the teacher come to the student]

(10.11-10.16) T : jare kon rene, heheheh and you [come near the student]

(10.16-10.17) S : stand up please

(10.17-10.20) T : la iki wes ngadek, stand up please good [the teacher stand up]

(10.21-10.22) S : put your hand for

(10.22-10.28) T : maksudnya apa itu bahasa indonesianya?

(10.28-10.29) S : ambilkan saya tangan
(10.29-10.33) T : put? *Put itu letakkan ya*

(10.33-10.35) S : hahahahha [laughing]

(10.39-10.40) T : you

(10.41-10.42) S : close the book please

(10.42-10.43) T : good, and you?

(10.44-10.45) S : don’t touch me

(10.46-10.56) T : it is not imperative, *itu kalimat larangan*. Prohibition. *Ya ulangi lagi*

(10.57-11.11) S : sit down

(11.11-11.14) T : yo.., sit down please. *Ya.., thank you*

S : yesss… Laughing

(11.20-13.08) T : I think all of my students know, had known, *telah mengetahui tentang imperative sentence*. And now, *dan sekarang*. Please prepare your note book, or a piece of paper. And also I remind you about the generic structure of procedure text. *Mas... siapa itu?* [point the students] *Mas hartanto* please mention the generic structure of procedure text! *Sebutkan generic structure pada text procedure*. *Ya misalnya ini kertas, yang ini apa namanya* [the teachers write the generic structure plan on the board] *mas naja, what is it call?*

(13.08-13.09) S : title
T : tittle atau purpose atau tujuan atau aim juga boleh. Ini yang paling atas ini adalah tujuan, tujuan anda akan membuat apa, misalnya how to make an avocado juice. After title or aim or purpose. And the next?

S : materials

T : ok good, materials.. selain materials and?

S : tools

T : ok good, materials and tools. Anjas in Indonesia is?

S : alat dan bahan

T : good, Bahan dan Alat, after that?

S : step

T : ok good. Steps, step in Indonesia?

S : langkah-langkah

T : ok good, langkah-langkah. I think all of you know about the procedure text, and now, please try to write a procedure text, simple. Simply, secara sederhana. Please you can write the purpose, the aim or the title. Yang sederhana saja, and then, it divides into two part. Hey listen please [point the student, who can’t be quiet]. Dibedakan untuk dua bagian untuk yang ini. Paham ya?

S : paham pak
misalnya yang a materials, titik dua apa apa dan apa,
yang b tools titik dua apa, apa dan apa. Membuat sesuatu boleh, mengoperasikan
sesuatu juga boleh. Kalo mengoperasikan tidak membutuhkan ingredients atau
materials. You just need the tools, do you understand?

yes

I give you about 30 minutes, please try. Now, do it soon
please.

lakukan sekarang

ya, lakukan secepatnya. Lekas-lekas dikerjakan. Do it
soon. Sederhana saja, jangan yang sulit-sulit.

kalau mau tulis judul diawalai dengan huruf besar dulu,
mislanya how to make an apple juice. Ingredients, dan materials. Materials nya
plus ‘s’ kan materialsnya more than one to?

[the teacher walk around the class to check the student's task]

anda bisa memilih title yang sedrahana saja, mas mbak.
misalnya cara membuat sate atau gule, eh... itu terlalu complex ya. Oh.. maybe or
mungkin I can help you about the difficult word, please ask to me. misalnya
memotong, in English called?

cut,
(20.28-20.45) T  : ya, please ask to me, maybe I can help you if you don’t remember about the words in English.

(20.45-20.46) S  : *pak..pak..pak.*, saklar lampu

(20.46-21.07) T  : saklar? why you use it...please ask to me ya, mmmm. Electric switch

(21.48-21.58) S  : *pak kalo campur semua bahan pak*

(21.58-22.03) T  : blend all the materials

(22.47-23.00) T  : oh fais, maybe ask to me about the words. especially verb or infinitive

(23.43-23.46) T  : *ok, ulangi, ada yang tau siapkan?*

(23.46-23.47) S  : prepare

(23.47-24.00) T  : yaa, prepare, good. *Bisa nulis mas maksum?*


(24.45-24.50) S  : *gini gak papa pak?* how to drawing rainbow with jelly in bread

[the students make the class crowded]

(25.18-25.19) T  : jelly bread *aja biar gampang*

(25.20-25.23) S  : *boleh pak?*
T: ya boleh, ngko kangelan?
S: enggak, kan Cuma jelly roti trus digambar.

[the class is crowded]

S: pak kalau buang bijinya gimana?
T: threw away the seed boleh, atau take out

S: pak blender apa?
T: blender ya blender, alatnya to?

S: pak, kalu buang kulitnya, berarti thre away gitu?

T: bukan, bukan begitu, ada sendiri. berarti kupas, ayo kita check. [the teacher talk slowly to make the student interest to find the word]

S: tuangkan pak?
T: tuangkan, anyone knows?
S: pour
T: yes good, pour, pour into… pour blablabla into

T: udah ketemu?[ the teacher ask a question about the word “mengupas” to the student]

S: sudah, peel
T: ya bisa.
(30.35-30.37) S : pak, oles?

(30.37-30.38) T : oles?

(30.50-30.51) S : smear?

(30.52-30.53) T : ya, betul

(31.11-31.12) T : ada yang mau Tanya?

(31.13-31.14) S : sendok pak?

(31.15-31.19) T : sendok? sendok itu apa anak-anak?

(31.19-31.20) S : spoon…

(31-29-31.30) T : kalau tuangkan tadi apa?

(31.30-31.32) S : pour….

(31.33-31.35) T : ya, pour blab la bla into, nah blab la bla nya itu benda yang dituangkan apa

(32.03-32.05) S : pak kalau matikan?

(32.05-32.09) T : turn off atau switch off

(32.38-32.43) S : pak, sampai rata? till flat?

(32.46-32.50) T : apa to, kata kjerjanya apa? Aduk?

(32.51-32.52) S : enggak, oles

(33.00-33.04) T : ya flatly its okay, secara rata
and the next, mas irfan, please come here, bring your work please, bring your work please [the teacher forget the name, so he has to remember first]

which one is yours?, please read your text

how to make a tea?

: teh yang buat minuman itu

: iya

: berarti kamu ambil dari perkebunan itu

: enggak pak, buat minuman

: jadi bukan how to make a tea, tapi how to make a glass of tea

: ya, A glass of tea

: ya, jadi membuat segelas minuman teh

: the other listen please, please read your text mas

: how to make a glass of tea, materials : tea powder, sugar, and hot water. Tools: glass and spoon

: ok good

: listen please, um listen [point the student]
(35.29-35.42) S : steps: first, input the powder into the glass, Add the sugar what you want

(35.42-35.47) T : *bukan* not you want, tapi how much you want, berapa banyak yang kamu inginkan

(36.10-36.14) S : then put the hot water into the glass

(36.14-36.20) T : *coba ulangi lagi yang keras, yang terakhir*

(36.20-36.23) S : then, put the hot water into the glass

(36.23-35.24) T : and the next? *kira-kira tahap selanjutnya apa?*

(36.29-36.30) S : *mengaduk,*

(36.30-36.36) T : ya stir, *mengaduk itu stir ya*

(36.37-36.42) T : can you write the word stir anyone? On the board

(36.43-36.44) S : *s.t.i.r* [one of the student spells the word]

(36.50-36.53) T : like this? [the teacher point his word on the board]

(36.53-36.54) S : yes

(37.00-37.04) T : *syifa, please check the word please!*

(37.08-37.09) S : *ya bener..*

(37.11-37.13) T : yes it is right sir [the teacher give an example, how to say a sentence correctly)
S: yes it is right sir

T: nah gitu ya, stir it well, aduk dengan benar atau secara merata. Ya and then setelah diudak atau di aduk, apalagi

T: finally a glass of tea is ready to be served. jadi, teh siap diminum

S: finally a glass of tea is ready to be served [teacher ask the students repeat the sentence once]

T: ya thankyu

S [applause]

T: jadi tahap terakhir adalah menyajikan, nggak tahu siapa yang meminum, yang penting disajikan, paham ya?. Antara lain ungkapan untuk menyajikan itu gitu ya, finally a glass of tea is ready to be served, Very good mas irfan.

T: and then the next, mmmm…, siapa ya?, oh ya regit

S: belum

T: regit, cepat come here please, ayo cepet to, regit come here please

S: belum selesai kok pak
(39.34-39.40) T : *gak papa*, the other listen please [then, the student comes to the front of the class]

(39.48-39.50) T : read your text please

(39.50-39.53) S : how to make a melon juice,

(39.54-39.55) T : terus?

(39.55-40.02) S : materials: melon, mineral water sugar.

(40.02-40.03) T : terus?

(40.10-40.18) S : tools: spoon, blender, glass, ice


Bel... [the rest’s bell was ringing]

(40.33-41.21) T : I think our meeting will go on after take a rest , please come to your class on time. The second period you present your text. *Nanti jam berikutnya, nanti kita dua jam kan? Kegiatan kita adalah, anda menyampaikan text* . and well, now please take a rest.
Table of finding

Meeting 1

<table>
<thead>
<tr>
<th>No</th>
<th>Sentence</th>
<th>Commisives</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I will explain you</td>
<td>Volunteering</td>
<td>BM1.F1</td>
</tr>
<tr>
<td>2.</td>
<td>I will call you one by one</td>
<td>Volunteering</td>
<td>BM1.F2</td>
</tr>
<tr>
<td>3.</td>
<td>We will study</td>
<td>Promising</td>
<td>BM1.A1</td>
</tr>
<tr>
<td>4.</td>
<td>We will do exercise about writing</td>
<td>Promising</td>
<td>BM1.A2</td>
</tr>
<tr>
<td>5.</td>
<td>We will study procedure text in written form</td>
<td>Promising</td>
<td>BM1.A3</td>
</tr>
<tr>
<td>6.</td>
<td>I will remind you</td>
<td>Volunteering</td>
<td>BM1.F3</td>
</tr>
<tr>
<td>7.</td>
<td>Oke saya akan berikan contoh (oke, I will give the examples)</td>
<td>Offering</td>
<td>BM1.D1</td>
</tr>
<tr>
<td>8.</td>
<td>I give you about 30 minutes</td>
<td>Offering</td>
<td>BM1.D2</td>
</tr>
<tr>
<td>9.</td>
<td>I can help you about the difficult word</td>
<td>Volunteering</td>
<td>BM1.F4</td>
</tr>
<tr>
<td>10.</td>
<td>I can help you if you don’t remember about the words in English</td>
<td>Volunteering</td>
<td>BM1.F5</td>
</tr>
<tr>
<td>11.</td>
<td>Ask to me about the words</td>
<td>Volunteering</td>
<td>BM1.F6</td>
</tr>
<tr>
<td>12.</td>
<td>I think our meeting will go on after take a rest</td>
<td>Promising</td>
<td>BM1.A4</td>
</tr>
</tbody>
</table>
Appendix 2

SCRIPT MEETING 2

(00.00-00.01) T : Assalamualaikum Warahmatullahi Wabarakatuhu
[greetings]

S (00.01-00.03) : waalaikumsalam warahmatullahi wabarakatuhu

T(00.04-00.51) : baik terimkasih, in this meeting we will use two/three languages. Please listen what I say for you, in this meeting we will use more than one languages, first javaneese, second English and the third Bahasa Indonesia. Do you understand?

S (00.52-00.53) : yes …

T (00.53-01.24) : ok before that, I want to call you one by one, [respite] mas, mas see me, see us please. Ya. Before we go on our lesson or materials, I want to call you, do you understand what I say?

S (01.24-01.25) : enggak pak
T (01.25-01.42) : ok, jadi, sebelum kita memulai pelajaran, saya akan memanggil anda satu per satu, I want to call you one by one, do you understand?

S (01.42-01.43) : yes….

T (01.43-02.28) : it indicates, ini menandakan bahwa indicates itu meanandakan it indicates that you are present in this meeting now. [the teacher prepare the materials and attendance list]

T (02.28-02.39) : oke listen please, Abi Ayub. Eh salah Abi Yusuf? Maaf, Abi Yusuf, mana Abi Yusuf?

S (02.39.02.40) : iya pak

T (02.40-02.49) : oke, please response by saying present sir atau I’m her its okay.

S (02.49-02.50) : yes sir

T (02.50-03.01) : but, if your friends are not here, don’t say present but, absent sir.

T (03.05-03.06) : paham?

S (03.06-03.07) : ya

T (03.07-03.38) : anda meresponnya present boleh, iam here boleh atau saya disini. Tapi kalau ada teman anda yang tidak ada/tidak hadir responnya adalah? Absen
T (03.38-03.43) : well, I call you, Abi yusuf?

S (03.43-03.44) : present pak

T (03.44-03.45) : ok good, andi?

S (03.45-03.45) : I am here

T (03.45-03.46) : Aditya?

S (03.47-03.49) : I am here

T (03.49-03.52) : avika?

S (03.52-03.53) : present sir

T (03.53-03.59) : anisa putri? Anissa Putri? [the teacher calls twice]

S (03.59-04.00) : mboten rawuh

T (04.02-04.03) : absent sir [the teacher gives the right answer]

T (04.03-04.05) : ari setiawan?

S (04.05-04.07) : dispense sir

T (04.07-04.10) : arlinda

S (04.10-04.11) : present sir

T (04.12-04.13) : bayu gumilang?

S (04.13-04.14) : I’m here
T (04.14-04.24) : be loudly please. Be loudly please, *apa sih maksudnya?*

S (04.24-04.26) : *agak keras ngomongnya*

T (04.26-04.30) : ok good, and the ditania?

S (04.30-04.31) : present

T (04.31-04.36) : *dikon banter kok, kan marai ra krungu. Deni Aris*

S (04.36-04.39) : I’m here

T (04.40-04.41) : ya, Diana nanda?

S (04.41-04.42) : I’m here

T (04.43-04.44) : Dimas Bayu

S (04.44-04.45) : I’m here

T (04.45-04.46) : dutiya?

S (04.47-04.50) : I’m here

T (04.51-04.52) : dian novita

S (04.53-04.54) : I’m here

T (04.55-04.56) : fajar budi

S (04.56-04.57) : I’m here

T (04.57-04.58) : coba *ulangi* fajar?
S (04.59-05.00) : I'm here

T (05.01-05.03) : Ika rohmi?

S (05.03-05.04) : I’m here

T (05.05-05.06) : Ima?

S (05.06-05.07) : present sir

T (05.08-05.10) : Idriya?

S (05.10-05.11) : present sir

T (05.12-05.13) : juan?

S (05.13-05.14) : I’m here

T (05.15-05.20) : juan, ulangi, be loudly please?

S (05.23-05.24) : I’m here

T (05.25-05.26) : charisma

S (05.26-05.27) : present sir

T (05.28-05.29) : marwanto

S (05.29-05.31) : I’m here sir

T (05.32-05.33) : fajar wahyu

S (05.34-05.35) : I’m here
T (05.35-05.36) : khamid

S (05.36-05.37) : I’m here

T (05.38-05.40) : ok good, novita?

S (05.41-05.42) : I’m here

T (05.43-05.46) : ok good, then, Rendika?

S (05.47-05.48) : I’m here

T (05.49-05.50) : Riyadi?

S (05.51-05.52) : absent sir

T (05.53-05.54) : rifki?

S (05.55-05.56) : absent sir

T (05.57-05.59) : ok, riska

S (06.00-06.01) : I’m here sir

T (06.02-06.03) : sadila

S (06.03-06.04) : I’m here sir

T (06.04-06.05) : solahud?

S (06.06-06.07) : I’m here sir

T (06.07-06.08) : Thomas?
S (06.09-06.10) : I'm here sir

T (06.10-06.11) : yusi?

S (06.12-06.14) : absent sir

T (06.15-06.17) : yeyen absent juga ya

S (06.17-06.18) : ada pak...

T (06.18-06.20) : oh ada? Maaf maaf

[the teacher prepare the materials]

T (06.33-07.13) : ok, in this meeting we will discuss about one of the genre text. One of the genre text, [the teacher tells twice] opo kui? Pada pertemuan ini kita akan mendiskusikan atau membahas dari salah satu jenis text what is it? Apakah text tersebut? It is about procedure text, procedure text itu apa mas budi? [point the chosen student]

S (07.13-07.14) : what? [the students laughing]

T (07.14-07.19) : procedure text itu bahasa indonesianya apa?

S (07.20-07.21) : mengenali kalimat heheh

(07.21-07.25) [the students laugh because of their friend’s answer]

T (07.26-07.39) : text procedure, ya, procedure text bahasa indonesianya tadi apa?

S (07.29-07.31) : teks procedure
T (08.00-08.33) : every genre of text, please ask the permission, yang lain diam. Dengarkan dulu, please ask the letter from the guide teacher, guide and consoling teacher. [there are students come late, so the teacher stop the explanation]

T (08.33-09.20) : ya, maybe you know the genre of the procedure text? Mungkin anda tahu genre? What is genre? What is the generic structure of procedure text? Ya, generic structure of procedure text, ada yang tahu? [the teacher writes on the board].

S (09.21-09.23) : struktur teks prosedur

T (09.23-09.42) : ya, strukturnya gimana? kalau pada teks narrative paragraph 1 adalah orientation, begitu ya? Terus paragraph 2, kalau pada text narrative paragraph keuda biasanya disebut?

S (09.43-09.44) : complication

T (09.44-09.58) : ya betul, komplikasi, dan yang ketiga baru resolusi, ya complication diikuti resolution. Nah, sekarang untuk generic structure pada text prosedur, yang pertama disebut apa?

S (09.59-10.00) : tujuan

T (10.00-10.04) : ya tujuan boleh, atau dalam bahasa inggrisnya? [the teacher write on the board]

S (10.04-10.05) : purpose
T (10.06-10.17) : ya good, purpose, ya the purpose, setelah the purpose?

S (10.18-10.19) : langkah-langkah

T (10.19-10.56) : oh belum, selanjutnya adalah materials and tools, nanti ini a dan b ya. [the teacher explains and write the materials on the board]

Perhatikan, semua perhatikan, mas, mas perhatikan ya, setelah purpose tadi apa mas fajar? [point the student]

S (10.56-11.03) : materials and tools

T (11.03-11.04) : tools bahasa indonesianya apa?

S (11.04-11.05) : alat

T (11.06-11.11) : ya oke, terus setelah materials apa ya?

S (11.11-11.12) : step

T (11.12-11.14) : ya, bagus, apa tadi ju?

S (11.15-11.16) : step

T (11.16-11.19) : coba ulangi mas?

S (11.19-11.21) : step, langkah-langkah

T (11.22-11.32) : ya langkah-langkah, nah ini semua tadi disebut apa?

S (11.32-11.34) : the generic structure of procedure text [all the students answer the question]

S (12.17-12.18) : yes.....

T (12.18-12.25) : juan, please prepare your notebook please, siapkan buku tulis anda.

S (12.25-12.26) : yes

T (12.34-12.57) : mas budi siapkan buku tulisnya, cari halaman yang masih kosong, sudah semua? Ayo siapkan buku tulis. Bukumu dimana jup?

S (12.57.13.00) : tas saya disitu pak [point his bag]

[the class is crowded]

T (13.27-14.05) : ya, perhatikan, sekarang kita akan berlatih untuk tujuan terlebih dahulu. The purpose sama dengan title, sama. Biasanya disini [pointing the words on the board] kalimat atau redaksinya seperti apa? Rise your hand please, yang punya pendapat silahkan angkat tangan. Mas fajar [pointing the students] coba anda sebutkan rencana anda apa atau the purpose nya? Ya apa mas?

S (14.06.14.11) : how to make brownies cake

S (15.45-15.55) : Short Message Service

T (15.55-17.20) : ya Short Message Service, ok good. Ya jadi boleh, bagaimana cara mengirimkan sebuah SMS, atau bagaimana cara mengoperasikan. Nanti di kelas XII mungkin nanti ada ujian praktek bahasa inggris speaking, kemarin ada speaking dan kakak kelas anda ada yang bagaimana mengganti atau how to change a sim card, how to change atau mengganti. Bagaimana cara mengganti sim card pada Handphone. Macam-macam kemarin mereka membuat atau menyampikannya, tapi kebanyakan mereka membuat minuman karena sangat praktis, how to make a glass of tea, bagaimana cara membuat segelas minuman teh. Gampang sekali ya? Bahannya hanya the, air panas, dan gula. Tool nya adalah sendok gelas dan sebagainya. Oke sekarang kembali kesini, sudahkah anda menulis judul atau tujuannya?

S (17.20-17.21) : belum

T (17.21-17.29) : ayo semua menulis, semua mencoba menulis, Kalian mau buat apa, tujuan kalian/purpose kalian apa?
T (17.40-17.13) : ayo semuanya menulis, yang sederhana saja, how to make a glass of coffeemix juga boleh. Semua menulis juduknya dulu.

S (18.40-18.43) : pak, mango, g nya berapa?

T (18.43-19.17) : ya g nya 1 ya, jadi m a n g o, kalo lebih baiknya kalo menulis ada satuanya jadi how to make a glass of mango juice bukan how to make mango juice. Sudah semuanya belum buat judul?

S (19.18-19.19) : belum


T (19.24-19.27) : how to make apple juice ok boleh, kamu apa mas? [the teacher comes to the students]

S (19.27-19.30) : gak punya pulpen pak,

T (19.31-19.40) : alah, malah randaue bullpen piye? Niat sekolah opo ora jane

T (19.42-19.50) : punyamu apa mas? [the teacher point the student and comes to the student]

S (19.51-19.55) : how to make coffe pak

T (19.55-19.58) : how to make coffe drink ya [correcting the students answer]

[The students who come late, entering the class]
T (20.15-20.22) : please ask permission to all of your friends

S (20.22-20.25) : stop, please one by one

T (20.26-20.28) : ya…

S (20.29-20.34) : friends, can I follow the lesson?

S (20.34-20.35) : no, sopan dulu bisa gak?

T (20.36-20.43) : be politely please, gitu ya

S (20.43-20.44) : yes…

S (20.45-20.48) : good morning dulu

T (20.49-20.50) : eh, yang sopan tadi gimna?

S (20.50-20.51) : beoldafalfsf [the student didn’t said the sentence clearly]

T (20.51-20.54) : ulangi, ulangi

S (20.54-20.56) : lha pripun pak?

T (20.56-21.00) : be polite please [the teacher gives the right pronunciation]

S (21.00-21.02) : be polite please

T (21.07-21.12) : please speak up [say to the students who come late], please speak up, ask your mention to your friends.


S (21.30-21.53) : good morning friends, can I follow in English lesson?
T (21.57-21.59) : please response please

S (22.02-22.03) : yes you can

T (22.10-22.15) : sudah menulis judul semua?

S (22.15-22.16) : sudah [All the students answer/speak up]

T (22.16-22.25) : budi mana punyamu? Apa judulnya?

S (22.26-22.27) : how to make home

T (22.27-23.04) : bukan home tapi house, karena bangunanya, yuk diganti. How to make a house, ok good, prosesnya cukup lama gak papa. **Ok sekarang kita akan lanjut, material and tools, coba sekarang kalian tulis alat dan bahannya. Ayo tulis, materials and tools titik dua (**)

T (23.08-23.59) : Ok sekarang perhatikan ke papan tulis mas dan mbak, setelah kalian menuliskan materials and tools, dibagi menjadi dua kalian sebutkan materialsnya apa dan tools nya apa saja. Di tulis a dan b, bahan bahannya apa alat-alat yang dibutuhkan apa, sesuai judulnya masing-masing ya.

T (24.00-24.09) : oh iya, jika kalian bingung dengan kata-kata nya, please ask to me, I will help you

S (24.10-24.13) : pak buah tulisannya gimana

T (24.14-24.43) : f r u i t, tapi kalo nama buah gak usah pake fruit langsung namanya saja, misalnya orange juice. Gak usah pake orange fruit, langsung saja nama buahnya.
S (24.50-24.53) : *pak, air panas?*

T (24.54-24.58) : hot water, apa lagi?

{the class is crowded}

S (25.30-25.34) : *pak susu putih apa pak?*

T (25.35-25.40) : *oh iya, ada yang tahu bahasa inggrisnya susu putih?*

S (25.41-25.43) : white milk pak

T (25.44-25.45) : ya, white milk

{class is crowded, and students busy with their own work}

S (27.02-27.05) : *pak pisau bahasa inggrisnya apa pak?*

T (27.05-27.08) : *ada yang tahu?*

S (27.09-27.10) : knife

T (27.11-27.15) : yap betul, itu temenmu ada yang tahu

S (27.20-27.22) : pak kalau arit pak?

T (27.23-27.25) : sickle, udah semua?

S (27.26-27.27) : belum…

T (27.30-27.50) : oke students, please listen to me. Your text, please continue at home, jadi teksnya dilanjutkan dirumah , because our meeting just only one periode. Do you understand?
S (27.51-27.52) : yes....

T (27.53-28.05) : *karena pertemuan kita Cuma 1 jam*, I hope you do it well and right. Saya berharap kalaian mengerjakan dengan baik dan benar?

S (28.06-28.10) : dirumah dipraktekkan gak pak?

T (28.11-28.25) : ya boleh, di praktekkan malah lebih bagus. Ok I think enough for our meeting, thanks for your participation, **we will meet on next week**. I close this meeting with wassalamualaikumwarrahmatullahiwabarakatuhu

S (28.26-29.00) : waalaikumsalamwarrahmatullahiwabarakatuhu

**Meeting 2**

<table>
<thead>
<tr>
<th>No.</th>
<th>Sentence</th>
<th>Commisives</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>In this meeting we will use two or three languages</td>
<td>Promising</td>
<td>BM2.A1</td>
</tr>
<tr>
<td>2.</td>
<td>We will use more than one languages</td>
<td>Promising</td>
<td>BM2.A2</td>
</tr>
<tr>
<td>3.</td>
<td>Saya akan memanggil anda satu per satu (I will call you one by one)</td>
<td>Volunteering</td>
<td>BM2.F1</td>
</tr>
<tr>
<td>4.</td>
<td>In this meeting we will discuss one of genre text</td>
<td>Promising</td>
<td>BM2.A3</td>
</tr>
<tr>
<td>5.</td>
<td>Kita akan berlatih menulis tentang procedure text (we will try to write procedure text)</td>
<td>Promising</td>
<td>BM2.A4</td>
</tr>
<tr>
<td>6.</td>
<td>Kita akan berlatih untuk tahap tujuan terlebih dahulu (we will try for the purpose first)</td>
<td>Promising</td>
<td>BM2.A5</td>
</tr>
</tbody>
</table>
7. Kita akan lanjutkan materials dan tools (oke now, we will continue on materials and tools)  
   Promising  
   BM2.A6

8. Please ask to me, I will help you  
   Volunteering  
   BM2.F2

9. We will meet on next week  
   Promising  
   BM2.A7

Appendix 3
SCRIPT MEETING 3

T (00.07-00.18)  
: ya diperhatikan,mari kita mulai belajar, duduknya yang bagus,assalamualaikumwarrahmatullahiwabarakatuhu

S (00.18-00.23)  
: walaikumsalamwarrahmatullahiwabarakatuhu

T (00.24-00.27)  
: and I also say good afternoon students.

S (00.27-00.29)  
: good afternoon sir.

T (00.30-00.35)  
: repeat once again, and I also say good afternoon students

S (00.35-00.37)  
: good afternoon sir

T (00.38-01.33)  
: thank you, ya in this meeting, tolong diperhatikan dan dipahami betul-betul apa yang saya sampaikan in this meeting we will discuss about, saya ulang, in this meeting we will discuss about conditional sentence, there are three types of conditional sentence. Ada tiga tipe tentang conditional
sekarang saya akan Tanya, apakah anda sudah paham apa itu conditional sentence?

S (01.33-01.34) : belum...

T (01.34-02.05) : conditional sentence dalam bahasa indoesianya adalah kalimat bersyarat, suatu peristiwa akan terjadi apabila sudah memenuhi syarat tertentu, nah itu namanya conditional sentence. Contoh, hujan akan terjadi, maka syaratnya apa?

S (02.06-02.07) : mendung.

T (02.08-02.22) : ya, syaratnya mendung, kalau tidak mendung biasanya tidak hujan, biasanya. Kalian mendapatkan nilai bagus, syaratnya apa?

S (02.23-02.25) : belajar...

T (02.27-03.00) : ya secara umum biasanya apa? Rajin belajar, kalau anda tidak belajar, tidak mendengarkan nasihat bapak-ibu guru maka nilai yang bagus tidak terlaksana. Nah itu tadi yang disebut conditional sentence ya. Ok, conditional sentence tadi bahasa indonesianya apa mas anjas? [the teacher points the student and come over]

S (03.01-03.02) : kalimat bersyarat

T (03.03-05.18) : ya bagus, kalimat bersyarat. Maksud dari kalimat bersyarat adalah suatu peristiwa akan terjadi kalau sudah memenuhi syarat tertentu. Ada tiga tipe conditional sentence [the teacher explain and write the
materials on the board] conditional sentence *itu ada 3 tipe ya, tipe satu tipe dua dan tipe tiga*. But, in this meeting *we will learn only one type of conditional sentence*, *jadi pada pertemuan ini kita akan membahas hanya pada tipe 1 conditional sentence, insyaallah next time, we will discuss the others types, type two or type three*. *Mari kita lihat dan kita amati, tiga contoh kalimat conditional sentence ini* [the teacher show the sentence on the board], conditional sentence *itu pasti terdiri dari dua kalimat, yang pertama itu disebut if clause dan yang kedua disebut main clause. Main clause itu sama dengan kalimat utama, hay anjas jangan cerita saja, nanti tak suruh maju jelasi*. Conditional sentence *tadi terdiri dari berapa kalimat njas?*

S (05.18-05.19) : *dua.*

T (05.19-05.22) : *dua? Ya betul, yang satu disebut?*

S (05.22-05.23) : *if clause*

T (05.23-05.27) : *yang satunya lagi disebut?*

S (05.28-05.29) : *main clause*

T (05.29-05.30) : *main clause bahasa indonesianya apa mas?*

S (05.31-05.32) : *induk kalimat*

T (05.33-06.05) : *iya betul, atau kalimat utama. Mari kita amati, main clause bisa dalam bentuk future tense, bisa dalam bentuk imperative bisa juga*
dalam bentuk kalimat modal atau bisa disebut modal sentence. Dari tiga bentuk kalimat ini sudah paham semuanya? [the teachers point the words on the board]

S (06.06-06.07) : belum pak

T (06.07-06.08) : mana yang belum paham?

S (06.08-06.09) : semuanya pak

T (06.09-07.02) : semuanya? Ya bagus. Ya gapapa. Oke, future tense adalah kalimat dalam bentuk future, future itu ungkapan kalimat untuk mengungkapkan peristiwa yang akan datang, kalau dalam bahasa Indonesia artinya akan. Sedangkan imperative adalah kalimat perintah.sedangkan modal adalah kalimat yang menggunakan modal. Na sekarang kita terapkan dalam kalimat ini, (if the meeting finish at 3, I will visit you) I will visit you kira-kira termasuk kalimat apa?

S (07.02-07.03) : future

T (07.04-08.16) : ya future, artinya saya akan berkunjung ketempat anda, I will visit you, saya akan berkunjung kepada juga boleh, kalau if clause nya berada didepan, maka setelah if clause harus dikasih koma (,) kalimat ini bisa dibalik main clause nya boleh didepan, seandainya main clause nya didepan maka I will visit you if the meeting finish at 3 kalau main clause nya didepan maka tanpa koma,if tetep dipakai ya cuman ini main clause nya didepan,yang membedakan kalau if clausenya didepan setelah if clause diikuti apa tadi?

S (08.16-08.17) : koma....
T (08.19.08.43) : if you get up earlier, jika anda bangun lebih awal, jam 4 pagi misalnya, hit some water, hit some water apa?

S (08.43-08.45) : masak air

T (08.45-08.49) : nggodoko banyu ya bahasa jawanya, ini termasuk yang mana, future?

S (08.49-08.50) : imperative

T (08.51-08.54) : ya betul, cirri-ciri imperative gimana?

S (08.54-08.56) : menggunakan kalimat perintah

T (08.57-09.25) : imperative ini cirri-cirinya apa? Cirri-cirinya diawali kata kerja. Open the door nah kan imperative itu. Paham ya? Hit some water kan imperative terus kiss me, imperative juga

S (09.25-09.26) : hiii…………

T (09.27-09.34) : terus, clean the wall, nah misalnya seperti itu, coba setiap siswa menyebutkan 1 imperative

S (09.34-09.37) : udah pernah udah pernah..

T (09.38.09.42) : hey... walaupun udah pernah, diulang, biar pernah sekali ya, yuk kamu [pointing the students]

S (09.43-09.44) : stand up please

T (09.44-09.47) : ok good, kamu
S (09.48-09.49) : close the window

T (09.50-09.51) : ok good, kamu

S (09.52-09.53) : hit the water please

T (09.54-09.55) : ok good, kamu

S (09.56-09.59) : sit down please

T (10.00-10.02) : ya ok good

S (10.03-10.04) : eee… fais

S (10.05-10.06) : close the book please

T (10.06-10.07) : apa ulangi?

S (10.08-10.09) : open the book please

T (10.10-10.25) : loooh, gimana to tadi close sekarang open, heheh…
yaudah ok good, ok mas abid

S (10.26-10.28) : close the window please

T (10.28-10.35) : ya oke baik, jadi sekarang sudah paham semua tentang

imperative ya, imperative tadi apa fais lupa aku

S (10.35-10.36) : kalimat perintah

T (10.37-11.40) : ya bagus, berarti masih ingat ya,oke sekarang perhatikan

kalimat yang ke tiga. If you take the morning train, jika anda menaiki kereta api
yang pagi, you can come to the meeting on time, anda bisa datang ke rapat atau ke tempat pertemuan tepat waktu. Lah ini contoh kalimat yang menggunakan modal, lah ini modalnya yang mana tadi? Modalnya yang mana? You can come on time. Coba ulang mbak kamu tadi modalnya yang mana [pointing the student]

S (11.40-11.42) : the meeting

T (11.42-11.50) : oh meeting, kamu? [pointing the student] ayoo, cepett….…..

S (11.50-11.52) : bentar to pak

T (11.53-12.57) : oh bentar, rendy modal nya yang mana?

S (11.57-11.58) : the meeting

T (11.58-12.00) : oh the meeting, haduh gimana ya, ines...

S (12.01-12.02) : apa pak?

T (12.02-12.03) : modal nya tadi yang mana?

S (12.04-12.07) : modalnya yang.....

[the class is crowded, the students answer their answer directly]

T (12.10-12.11) : ayo dimas

S (12.12-12.19) : take the train please

T (12.20-13.13) : mas dan mbak saya akan ingatkan, modal auxalary adalah can, ya to? will, may, might, could, would. Mas mbak inilah yang disebut modal auxalary, kalimat ini modalnya yang mana?
S (13.14-13.15) : can..

T (13.16-14.03) : pinter, jadi modalnya bukan the meeting, eee demikian penjelasan tentang conditional sentence tipe 1, sekarang saya akan check lagi. Mbak tiara, conditional sentence tadi baik 1 2 3 tadi sama ya, terdiri dari berapa kalimat?

S (14.03-14.04) : dua

T (14.04-14.06) : dua, apa dan apa?

S (14.07-14.23) : main clause dan if clause, ee.. main clause dan if clause [the student answer the question twice]

T (14.23-14.25) : ha iki sudah jelas kok

S (14.25-14.26) : gak kelihatan kok pak

T (14.36.14.41) : yaudah if clause dan main clause,main clause tadi apa mbak bahasa indonesianya, hey kamu kamu... [point in g the student]

S (14.42-14.43) : induk kalimat

T (14.44-15.02) : ya induk kalimat atau kalimat utama, cirri-ciri dari main clause atau kalimat utama adalah bisa berdiri sendiri, maksudnya bisa berdiri sendiri apa?

S (15.03-15.04) : tidak membutuhkan anak kalimat
T (15.05-16.05) : ya betul, tanpa if clause sudah bermakna, tapi kalau if clause berdiri sendiri harus membutuhkan main clause, contoh seandainya ini tidak ada kalimat main clausenya jadi hanya if the meeting finish at 3, kalimat ini tidak bermakna maka harus membutuhkan main clause, paham ya? tapi kalau main clause sudah bermakna ya, mbak ariyani tolong kalimat satu kan hilang, tolog ditulis tadi apa? Asik dolanan kembange ok, yaudah tak lanjutke ya

S (16.05-16.07) : pake kalimat sendiri gak papa pak?

T (16.08-17.20) : enggak, enggak, kalimat yang tadi masih ingat tak gak ya tadi ya? saya akan mengunjungi anda, ayo perhatikan malah mainan saja. sekarang mas mbak, saya memiliki sebuah kalimat tolong anda selesaikan. kalimat yang saya tulis ini ya, siapkan buku tulis anda, mas nadya naja siapkan buku anda. ee ini ya mungkin anda bisa mencatat. Tapi idemu sendiri gak papa ya

[the class is crowded]

T (17.38-18.13) : if the lesson finished at 10, if the lesson finished at 10
[teacher repeat the question] ayo perhatikan, tolong gunakan imajinasi anda, jika pelajaran selesai pukul 10 tadi anda kira-kira mau ngapain,

S (18.13-18.15) : pulang.....

T (18.17.18.33) : yok kita lanjutkan, if the lesson finish at 10, I blab la bla, ayo coba lanjutkan,
T (18.48-19.22) : dua kalimat saja ya yang perlu dilengkapi. If I have much money, I , titik titik...yau'dah dua saja ya. Jika saya memiliki banyak uang saya akan ngapain.

S (19.22-19.24) : menabung...

T (19.24-20.40) : ya itu yang paling bijaksana ya, rajin menabung, cantik ya to, rajin masuk sekolah, yok dua kalimat saja. Nanti kalau dua kalimatnya bener, saya akan beri hadiah. Hadiahnya berupa....., oke boleh pake future, boleh imperative, boleh menggunakan modal. Kalau imperative tentunya bukan pake I, yau'dah I nya saya hilangkan [the teacher erases the word on the board] dua kalimat tolong harus benar,

T (21.05-21.10) : if the lesson finish at 10, I will apa ini?

S (21.10-21.11) : come back to home


T (21.38-21.41) : ya ini yang paling bagus punya nadya yang paling tepat

T (21.58-22.40) : mbak khumairah sama mbak nonok perhatikan, if the lesson finished at 10 I will go home, bukan come back to home ya. Mungkin anda pendapat yang lain yang anda temukan? Ya dibaca mas [pointing the student] yok...

S (22.41-22.48) : if the lesson finish at 10, I will admitted my task
T (22.49-23.00) : oke, if the lesson finish at 10, I will admitted my task.

Admit artinya apa mas?

S (23.01-23.02) : mengumpulkan

T (23.03-23.26) : oh mengumpulkan, submit. Submit mengumpulkan ya

T (23.50.24.12) : ya saya kira anda meiliki ide yang berbeda-beda dengan teman anda yang penting kalimatnya benar ya, hayo tadi mau nulis apa ini, I will go home ya udah bener [talking to the student], sekarang kalimat kedua, sendy?

S (24.12-24.13) : belum

T (24.14-24.50) : belum, sekarang mbak dita, if I have much money terus?

S (24.50-24.51) : belum

T (24.52-24.53) : oh belum, coba kamu mbak [pointing the student]

S (24.53-24.55) : I can buy anything

T (24.55-25.40) : I can buy anything, kalau anything kalimatnya harus negative, secara tata bahasa yang bagus, I can buy everything, saya bisa membeli segalanya, ya to? bisa beli rumah, bisa beli mobil, kalimatnya mbak septi yang kedua bagus ya, terus mas hafidz kalimatnya gimana?

S (24.42-24.46) : if I have much money, I can buy car

T (24.47-26.56) : buy car, a new car ya, ok good, mobil yang baru ya. Ok good I can buy a new car. Oh ya tolong mas mbak, kalian dirumah tolong buat

S (27.00-27.12) : if I have much money I will buy a new smartphone.

T (27.18-27.34) : sekarang kalimatnya mas fais, yang kedua. Yang keras ngomongnya ya

S (27.35-27.46) : if I have much money I could marry her

T (27.47-28.43) : ok good, if I have much money I could marry her. wah pinter ya, saya akan menikahinya. Well I think enough for our meeting, I hope you can understand what I’ve explained, and please you can write some of sentences of conditional sentence type 1, I think enough, thanks for your attention and participation, and this meeting closed with assalamualaikum wr.wb

S (28.44-28.47) : waalaikumsalam wr. wb

Meeting 3

<table>
<thead>
<tr>
<th>No</th>
<th>Sentence</th>
<th>Commisives</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>In this meeting we will discuss about conditional sentence</td>
<td>Promising</td>
<td>BM3.A1</td>
</tr>
<tr>
<td>2.</td>
<td>Sekarang saya akan bertanya, apakah kalian sudah paham apa itu conditional sentence? (now, I will</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>-----------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>3.</td>
<td>We will learn only one type of conditional sentence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Next time, we will discuss the other type, the type 2 or type 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Anjas jangan cerita saja, nanti tak suruh maju jelasin (anjas don’t talk active please, or you come here and tell your friends the materials)</td>
<td>Threatening</td>
<td>Threatening</td>
</tr>
<tr>
<td>6.</td>
<td>Mas and Mbak saya akan mengingatkan anda (my students I will remind you)</td>
<td>volunteering</td>
<td>volunteering</td>
</tr>
<tr>
<td>7.</td>
<td>Sekarang, saya akan check lagi (now, I will check again)</td>
<td>Volunteering</td>
<td>Volunteering</td>
</tr>
<tr>
<td>8.</td>
<td>Nanti kalau 2 kalimatnya benar, saya akan beri hadiah (if both of the sentences correct, I will give you gift)</td>
<td>Promising</td>
<td>Promising</td>
</tr>
</tbody>
</table>
Appendix 4

The class activity
Nama : Muhammad Arif Wicaksono

Tempat, Tanggal Lahir : Kabupaten Semarang, 07 November 1995

Jenis Kelamin : Laki-Laki

Agama : Islam
Alamat: Jl. Pesantren No.1 Dsuun Gading RT 06 RW 02
Desa Tumtang Kecamatan Tuntang Kabupaten Semarang

Pendidikan Terakhir: S1 Pendidikan

IPK: 3,74

Status: Belum Kawin

No. HP: 087705080946 (WA) / 089675074543

RIWAYAT PENDIDIKAN

1. MI Ma’arif Gading Tuntang (LULUS TH 2008)
2. Madrasah Tsanawiyah Negeri (MTsN) Salatiga (LULUS TH 2011)
3. Madrasah Aliyah Negeri (MAN) Salatiga (LULUS TH 2014)