AN ANALYSIS OF DIRECTIVES ILLOCUTIONARY ACTS IN
BOY WILLIAM’S VIDEO BLOG (VLOG)

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

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2019
DECLARATION

In the name of Allah, the most gracious and merciful

Hereby, the researcher declares that this graduating paper is written by the writer herself. 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. The researcher gives authorization to publish this graduating paper on IAIN Salatiga’s e-repository.

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Salatiga, September 11th, 2019

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ATTENTIVE COUNSELOR’S NOTE

Case : lis Sholikah’s Graduating Paper

Dear,

Dean of Teacher Training and Education Faculty

Assalamualaikum Wr.Wb

After reading and correcting lis Sholikah’s graduating paper entitled AN ANALYSIS OF DIRECTIVES ILLOCUTIONARY ACTS IN BOY WILLIAM’S VIDEO BLOG (VLOG), 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

AN ANALYSIS OF DIRECTIVES ILLOCUTIONARY ACTS IN BOY WILLIAM’S VIDEO BLOG (VLOG)

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has been brought to the board of examiners of English Education Department of Teacher Training and Education Faculty at the State Institute for Islamic Studies (IAIN) Salatiga on Monday, September 16th 2019, and hereby considered to have completed the requirements for the degree of Sarjana Pendidikan (S.Pd) in English Education.

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MOTTO

ANYONE FROM ANYWHERE CAN DO ANYTHING

-Tyler
DEDICATION

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

2. My dearest mother and father (Poniah and Munawir), who teach me to love Allah SWT and knowledge, thank for your sacrifices.

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Also we have an effort as maximum as possible in finishing this graduating paper, but the writer believes that there are many lacks in this. Therefore, the writer hopes the critique and suggestion for the completion of this graduating paper are able to give the function for the writer, the readers, and further researchers.

Wassalamu'alaikum Wr. Wb.

Salatiga, 11 September 2018

The writer

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ABSTRACT


This research focused on the function of Directives Illocutionary Acts performed in the spoken forms of Boy William (Vlogger) with his Guest Stars. The chosen blogger is one of the best Indonesian Actors in Using English and the chosen Guest Stars are 3 of Actor or Public figures with the best Spoken in English. This research is aimed to answer the following problems: what are the types of Directives illocutionary acts in Boy Williams’ Video Blog (VLOG) and what is the most dominant Directive Illocutionary Act which used in Boy Williams’ Video Blog (VLOG).

The methodology of this research is descriptive qualitative research method with the source data from script of Boy William’s vlog. The data is transcribed using the conversation of Boy William with his guest stars in Boy William’s vlog. The researcher encoding data to analyze the data.

The researcher finally concluded there were six types Directives Illocutionary Act, Excluded the advising types as suggested by Venderveken. Also, the result of this research demonstrated that the most dominant type of Directive Illocutionary Act in Boy William’s Vlog is asking.

Key words: Speech Act, Illocutionary Acts, Directive, VLOG
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CODING OF DATA

a. Boy William : BW
b. Najwa Shihab : NS
c. Maudy Ayunda : MA
d. Jesica Iskandar : JD
e. Video 1 : V1
f. Video 2 : V2
g. Video 3 : V3
h. Direct : D
i. Indirect : I
j. Asking : As
k. Commanding : Cm
l. Requesting : Rq
m. Ordering : Or
n. Advising : Ad
o. Forbidding : Fr
p. Suggesting : Sg
CHAPTER I

INTRODUCTION

A. Background of the Study

According to Yule (1996:47), Actions 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. Based on the theory stated by Levinson (1983:236), 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 paraphrase). 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 Yule (1996:48) illocutionary act is performed via the communicative force of an utterance.

According to Levinson (1983:236), 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 paraphrase). According to Yule (1996:53-54), there are five kinds of illocutionary acts, such as declarations, representatives, expressive, directives, and commissives. Directives are those kinds of speech acts that speakers use to get someone else to do something. They express what the
speaker wants. They are commands, orders, requests, suggestions, and they can be positive or negative. In using a directive, the speaker attempts to make the world fit the words (Yule, 1996:53-54).

From all categories, the researcher focuses on Directive Illocutionary Act, because this act helps speakers to make the hearer do something according to her or his will. Directive Illocutionary Act expresses what the speaker wants, they are asking, commanding, requesting, ordering, forbidding, advising, suggesting (Venderveken, 1990:189).

The usage of directive speech act in society can persuade the listener to do what is the speaker says. According to Mey (1993:164), directive as an effort of the speaker to get the hearer to do something, or to direct the hearer towards some goal. So, directives are those kinds of speech acts that the speakers use to get someone else to do something. While the directive is uttered by the speaker, the listener has the freedom to respond to the speaker's utterances that can be accepted or rejected.

Nowadays most of millennials people more interest in watching youtube than television, because youtube has much various content. One of the many contents which have many viewers is Vlog (Video Blog). Boy William is one of the best vloggers in Indonesia. He has reached one point four million subscribers, and he is one of the best actors who used English as his second language. He was born and grow up in New Zealand. So, it makes him fluent in English. Boy William also becomes VJ in Indonesia,
so it makes his dialogue and conversation good. The video was I chose has more than two point five million viewers. So it makes his video was popular and interesting. So why, I have chosen his video with his guests are Najwa Shihab, Maudy Ayunda and Jessica Iskandar in my research.

This paper aims at investigating the directive illocutionary act used by Boy William and his guests in his vlog. The study aims to find the types of directives illocutionary act and the most dominant of directive illocutionary act types. So, the researcher chose the topic of this research entitled “An Analysis of Directives Illocutionary Acts in Boy William’s Video Blog (VLOG)”.

B. Research Questions

1. What are the types of Directives Illocutionary Acts in Boy William’s Video Blog (VLOG)?

2. What is the most dominant Directive Illocutionary Act in Boy William’s Video Blog (VLOG)?

C. Objective of the Study

1. To know the types of directives illocutionary acts found in Boy William’s Video Blog (VLOG).

2. To find out the most dominant of directives illocutionary acts in Boy William’s Video Blog (VLOG).
D. Limitation of the Study

This study is limited to the directives illocutionary acts of talking in Boy William’s Vlog. The researcher selected three interesting videos from many videos in Boy William’s Vlog into which the kind of directive illocutionary act fits and the reason why this utterance includes in kind of directive illocutionary act.

E. Benefit of the Study

This research is conducted to give theoretical and practical benefit.

a) Theoretical Benefit

The result of this research is intended to help the students especially for English students who learn pragmatics. The researcher expects it can help them understand about speech acts, especially in Directives Utterance. It is also can be a reference for the researcher or who want to conduct a research on directives.

b) Practical Benefit

1. The researcher hopes that this study will be useful for the reader to enrich the researcher’s understanding of the application of the theory analysis.

2. The researcher hopes that this study can help readers who are interested in doing linguistic research come abilities in applying Directives and have an impact on the learning process.
F. Definition of the Key Terms

1. Speech Act

According to Yule (1996:47) Actions 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.

In addition, Parker (1986:14) as quoted by Khumaero (2014:12) 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.

Levinson (1983:236) 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 phrphrase), *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.

2. Illocutionary Act

According to Austin (1962:109) 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 (1996:48) the illocutionary act is performed via the communicative force of an utterance. There are five types of general functions performed by speech act: declarations, representatives, expressive, directives, and commissives.

3. **Directive Illocutionary Act**

   Directives are those kinds of speech acts that speakers use to get someone else to do something. They express what the speaker’s want. They are commands, orders, requests, suggestions, and they can be positive or negative. In using a directive, the speaker attempts to make the world fit the words (Yule, 1996:54).

   According to Mey (1992:164) directive as an effort of the speaker o get the hearer to do something, or to direct the hearer towards some goal. To sum up, directives are those kinds of speech acts that the speakers use to get someone else to do something. The acts are advising, asking, begging, challenging, daring, demanding, forbidding, insisting, inviting, ordering, permitting, recommending, requesting, suggesting, etc.

4. **Video Blog (Vlog)**

   According to Baran (2007) as quoted by Lestari (2019:918), vlog is one of media latest technologies that opened
new ways of communication through public created media. Technopedia define video blog (vlog) is a blog done with the help of videos, unlike a text blog where information is shared using just text and static images. Like a text blog, however, video blogs are visible to all and may be shared, commented on and rated. Video blogs are more descriptive and interactive compared to other types of blogs and are considered best for tutorial blogs. Video blogs are capable of being shared on social media platforms and can also be integrated into the website. It may be easier to get more views on a video than a text blog, especially for users who prefer watching to reading. Video blogs are also good at providing quick information compared to other blog categories.

G. Outline of The Research

This research is consists of five chapters. Each chapter explains different matters in line with the topic that is discussed. In chapter one, explain the introduction of the research. It consists of a 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 explains 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 in Boy William’s Vlog.

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

A. Previous Studies

The first related study is an English journal from Mustikasari (2014). In that research, she focused on the directive illocutionary act, her subject is the English lecturer in Muhamadiyah University 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, the declarative utterance became the most used utterance, with 74 utterances. The differences with this graduating paper, Mustikasari’s journal focuses on DCT questioner but the writer only focuses on Directive types, Mustikasari Subject’s in her graduating paper occurred in a class, but the writer chose Vlog for the Subject.

The second related research is a graduating paper which proposed by Zahroh (2015). In her graduating paper, she explains how 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 declarative. Meanwhile, the dominant kind of directive utterances performed by the teacher understudy is an
imperative sentence by using the base form of a verb. This research is closest related to the researcher’s paper. The differences between this graduating paper, Zahroh’s graduating paper more general in finding a speech act/illlocutionary act but the writer only focus on Directive types. Zahroh's Subject occurred in a class, but the writer chooses Vlog for the Subject.

The third related study is a graduating paper which proposed by Shidqi (2016). This study aims to describe, discuss, and analyze the illocutionary act on the English teacher’s talk. In this graduating paper, the researcher reviews two studies made by another researcher as a comparison. In his graduating paper, he explains how illocutionary acts occur in the utterance of teachers talk in a class. In his graduating paper, explained that there are four types of the illocutionary act which was used by the teacher. The illocutionary acts which were used are Representatives, expressive, directives, and commissives. The most frequent illocutionary acts are directives. The similarity with this research is to find out the illocutionary act that found in person speaks. The difference with the writer’s graduating paper is Dzulfikar’s paper focused on teacher's talk and illocutionary act in general but in this research specific on Directive Illocutionary Act.

The fourth related research is an English journal from Nindyasari & Nugroho (2013). In their research they focused on the directive illocutionary act, their subject is Luther's character in the novel “Skipping
Christmas”. The result shows that most of the subjects of the study prefer to produce 24 directives illocutionary acts utterances found in the novel. Luther's character just has 11 directives utterance or 45.8% from total utterances. The difference between the writer’s graduating paper is the subject. Nindyasari & Nugroho's subject is a novel character while the writer's subject is Vlogger (video blog person).

The fifth related research is an English journal from Novita Lestari (2019). In her journal on the title “Improving the Speaking Skill by Vlog (Video Blog) as Learning Media: The EFL Students Perspective”, with this journal the readers can study, how vlog can be easier in the learning process. A Vlog can improve the student’s speaking skills. So vlog can be one of many effective media on the learning process. The difference with the writer’s graduating paper is Lestari’s journal used vlog as the media of learning to improve the student’s speaking skill while the writer used the blog as the media to find the utterances to define into kinds of Directive Illocutionary Acts.

B. Review of Related Theory

1. Pragmatics

According to Yule (1996:4), “Pragmatics is the study of the relationship between linguistic forms and the users of those forms”. It means that this subject is related to the human being and context situation. Learning pragmatics might ease people in communication because people are able to know the intended
meaning of somebody else’s utterance including the context.

This type of the study 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 Levinson (1983:9), pragmatics is the study of those relations between language and context that are grammaticalized, or encoded in the structure of a language. Based on Levinson (1983:21), pragmatics is the study of relations between language and context that is the basis to an account of language understanding.

So, from the definition above the researcher conclude pragmatics is the study of utterance meaning. Pragmatics is related to human interaction in his/her interaction with others, he/she has
to pay attention the social and culture background. Sometimes she or he has to respect each other in order to make good interaction.

2. Speech Act

   a. Definition of Speech Act

      Actions 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, 1996:47).

      According to Mey (1994:111) viewed that speech act are actions happening in the world, that is, they bring about a change in the existing state of fairs. In addition, Parker (1986:14) as quoted by Khumaeroh (2014:12) 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.

      Speech act reveals 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, is 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 (Risdianto, 2016:27).

For example, the sentence “the tea is really cold” has a 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 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 the form of saying. Moreover, people show action through their speech. Then, they have to say clearly in communication to avoid misunderstanding.
b. Kind of Speech Act

Based on the theory stated by Levinson (1983:236) 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 Austin (1962:98) proposes that the action performed will consist of three levels of action within the speech act. The following examples show the categories for those levels:

1) Locutionary act is called by the act of saying something, the saying of the speaker, the words uttered by the speaker (Yule, 1996:48).

Locutionary act is the basic act of utterance, or producing a meaningful linguistic expression.

Example: “Yesterday is Sunday”

Locution: The words uttered by the speaker.

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

Example: “Yesterday is Sunday”
Illocution: an act of reminding that yesterday is holiday or an act to inviting to hang out.

3) Perlocutionary act is create an utterance with a function without intending it to have an effect. Depending on the circumstances, the speaker has assumption that the hearer will recognize the effect that the speaker intended (Yule, 1996:18).

Example: “Yesterday is Sunday”
Perlocution: The hearer didn’t join the vacation.

3. Direct and Indirect Speech Act

Two kinds of speech acts made on the basic of structure are:

a) Direct speech act

Direct speech acts are performed whenever there is a direct relationship between a structure and a function (Yule, 1996:54-55). For instance, a declarative sentence is used to give a statement, an interrogative sentence to ask a question, an imperative sentence to give a command.

Example: Teacher : “What the time is it?”
Student : “09.00 o’clock”

In the conversation above, the interrogative sentence “what time is it?” has a function as a question sentence. Viewed from the student’s answer, the function of that sentence asks for information. Therefore, it is classified as direct speech acts.

b) Indirect Speech Act

Most people of the time, people communicate their intended meanings indirectly. Indirect speech acts occur whenever there is an indirect relationship between a structure and a function (Yule, 1996:55). For instance, an interrogative sentence is not only used to give the question or to ask for an answer from the listener, but it can also convey a request, command or warning.

Example: Teacher : “What time is it?”

        Student : “sorry sir, I come late.”

In the conversation above, “what time is it?” is an interrogative sentences, the function is to ask for information. But, if we see from the student’s answer “what time is it?” is used to warn that the student comes late. Teacher’s warning that is realized in imperative structure for example “be on time!” or “you late, out of my
class!” from the reason the teacher’s utterance was categorized as indirect speech acts.

4. Illocutionary Act

According to Yule (1996:48), 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 of 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 (1996:49) (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 the 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.

*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 paraphrase) (Levinson, 1983:236).

5. **Classification of Illocutionary Act**

The classification of speech acts as stated by Searle in Mey (1993:162) are representative, declarative, directive, expressive, commissive. Yule (1996:53-55) said the classifications are clearly explained as follow:

1) Declarations are those kinds of speech act that change the world via their utterance such as betting, naming, baptizing, marrying, and so on. A special institutional role in a specific context is required in order to perform a declaration appropriately. If the speaker doesn’t have that role, her or his utterance will be infelicitous or inappropriate.

Example:

“I declare you as husband and wife.”
The above utterance can only be appropriate and successfully performed if it is said by the priest. Thus, the utterance has an effect in which it turns two singles into a married couple.

2) Representatives are those kinds of speech act that state the speaker’s belief and thus, the belief may have different degrees of force. According to Cutting (2002:17), these are acts in which words state what the speaker believes to be the case, such as describing, claiming, hypothesizing, insisting, and predicting.

Example:

“the earth is flat.”

The above sentence describes about the speaker belief on the earth’s shape. The speaker said to he listener as he/she believes that the earth is flat. In using representative, he speaker attempts to make words fit the world.

3) Expressive are those words and expressions that state what the speaker feels. A wide range of psychological states can be expressed and the proposition ascribes an act to the speaker or the hearer. Which the words state what the speaker’s feel such as apologizing, praising.
congratulating, deploring, and regretting (Cutting, 2002:17).

Example:

“Congratulation!”

The above utterance indicates the speaker’s feeling of happiness and proud to the hearer’s achievement. The speaker wants to show his/her support to hearer.

4) Directives deal with the act that speakers use in the attempt of getting someone else doing something. These types of speech acts express the speaker’s wish in which the future act is carried out by the hearer. In addition, Cutting (2002:17) said this category covers acts in which the words are aimed at making the hearer do something such as commanding, requesting, inviting, forbidding, suggesting and so on.

Example:

“Close the door, please!”

The above utterance is intended as a command to hearer to close the door. The speaker recognizes hearer to follow his/her command.

5) Commisives are those kinds of speech act that speakers use to commit themselves to some course of future actions. In performing commisives, an intention is
expressed by the speaker and the proposition in terms of the future act will be done by the speaker. Furthermore, Cutting (2002:17) said this includes acts in which the words commit the speaker to future action, such as *promising, offering, threatening, refusing, vowing and volunteering.*

Example:

“I will pick you up tomorrow.”

The above utterance indicates the speaker commit herself/himself to pick the hearer up the next following day. The utterance is done by the speaker as future act that he/she will do to the hearer.

6. **Directives Illocutionary Act**

Directive is one of many kinds of illocutionary act that has the purpose of getting someone to do something. Based on the theory by Yule (1996:54), **Directive** are those kinds of speech act that speakers use to get someone else to do something. They express what the speakers want.

According to Leech (1983:206), directive speech act occurred in construction S, verb and O to Y. Where S and O as subject and object or it is known as the speaker and hearer. Then the verb indicates as speech act-verb such us order or request. Y
here as the infinitive clause which performed such as to ask, beg, bid, command, demand, forbid and recommend.

In addition, Levinson (1983:231) added directive as the act that attempts the speaker to get the addressee to do something. In Levinson (1938:241), Searle said gives the notion of directive as the utterance which is used by a speaker to get the hearer to do something.

Furthermore, Mey (1993:164) define directive as an effort of the speaker o get the hearer to do something, or to direct the hearer towards some goal. To sum up, directives are those kinds of speech acts that the speakers use to get someone else to do something. The acts are advising, asking, begging, challenging, daring, demanding, forbidding, insisting, inviting, ordering, permitting, recommending, requesting, suggesting, etc.

7. The Classification of Directives

Cutting (2002:17) said directive covers acts in which the words are aimed at making the hearer do something such as commanding, requesting, inviting, forbidding, suggesting and so on.

According to Venderveken (1990:189), directive illocutionary act express what the speakers want, they are asking.
commanding, requesting, ordering, forbidding, advising, suggesting.

a. **Asking** calls for an answer to or about (ask her about it, ask him his name, just asking). “Ask” has two distinct directives uses. One can ask someone to do something or ask him/her question (e.g. “ask whether”, “ask why”, “ask whom”), for example:

“What are we going?”

The word *where* shows the act of asking.

b. **Commanding** requires authority or at least pretends institutionalized power. Thus, to give an order is to demand of the hearer that he does something while invoking a position of authority or power over him (special mode of achievement), while a command is just to give an order from a position of authority, for example:

“Fly the plane!”

The phrase *fly the plane* shows the act of commanding.

c. **Requesting** is often taken to be the paradigmatic directive, but on account of this special mode of achievement is not primitive, for example:
“Could you tell her Archer’s here? and I’ve got the story she wants.”

The phrase **could you** show the act requesting.

d. **Ordering** gives an authoritative direction or instruction to do something, for example:

“Can’t it wait?”

The phrase **can’t it** show the act ordering.

e. **Forbidding** is the propositional negation of ordering. Thus to forbid a hearer to do something is just to order him not to do it, for example:

“Do not try to talk if you’re not dead, it’s only because you’re hit in the lung, not the heart”.

The phrase **Do not try** shows the act of forbidding.

f. **Advising** gives (someone) a recommendation about what should be done, for example:

“Good, here’s the deal.”

The words **good** show the act of advising.

g. **Suggesting** in the directive sense, to suggest is just to make a weak attempt to get someone to do something, for example:

“How if you put the quiz coupon in a space?”

The phrase **how if** shows the act of suggesting.
8. IFIDs

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, 1996:49).

[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) 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.

9. Video Blog

According to Baran (2007) as quoted Lestari (2019:918), Vlog is a creative video that everyone can create then edit as creative as possible then upload or share on the social media platforms as like youtube, facebook and others. Vlogger is the person who talks in the video. Vlog is one of the media’s latest technologies that opened new ways of communication through public created media.

A video blog (vlog) is a blog done with the help of videos, unlike a text blog where information is shared using just text and static images. Like a text blog, however, video blogs are visible to
all and may be shared, commented on and rated. Video blogs are more descriptive and interactive compared to other types of blogs and are considered best for tutorial blogs. Video blogs are capable of being shared on social media platforms and can also be integrated into the website. It may be easier to get more views on a video than a text blog, especially for users who prefer watching to reading. Video blogs are also good at providing quick information compared to other blog categories.
CHAPTER III

RESEARCH METHOD AND DATA PRESENTATION

This chapter consists of type of research, data and sources of data research instruments, and research procedures. Type of research explains about what kind of research which is conducted. Meanwhile, data and sources of data mention the form of the data and from what sources the data are taken. Research instruments used to conduct this research. The technique used to collect the data and the data analyses are explained in research procedure.

A. Type of Research

This research applies a descriptive qualitative research method. Qualitative research is of specific relevance to the study of social relations, due to the fact of the pluralization of life worlds (Feldmans, 2009: 12). Moreover, by using descriptive method Creswell (2009: 61) says that Qualitative inquiries use theory in their studies in several ways it is used as a broad explanation for behavior and attitudes, and it may be with variables, constructs, and hypothesis.

B. Sources of the Data

a. The Primary Data

The primary data is the data which is obtained directly from the research subject by using the tool, the direct extraction from the subject as the searched information (Musfiqon, 2012:153). The primary data in this research source from youtube on link:
1. https://www.youtube.com/watch?v=Bc596a-HUo4&t=44s.
2. https://www.youtube.com/watch?v=Q0NSz14hplc
3. https://www.youtube.com/watch?v=WSbZnBMXPFk&t=466s.

b. The Secondary Data

The secondary data is the data which is obtained from the supporting source to clarify the primer data source that relates to the correlated literature with the topic of research object including the documentation. In this research secondary data source is the result of Boy William’s biography https://www.viva.co.id/siapa/read/725-boy-william.

C. Method of Collecting Data

The writer used qualitative method to collecting the data, there are:

1. Qualitative Observation

   Qualitative researchers tend to collect data in the field at the site where participant experience the issue or problem under study. In qualitative observation, the researcher took field notes on the behavior and activities of individuals at the research site. The researcher records activities at the research site. Qualitative observers may also engage in roles varying from a non-participant to a complete participant (Creswell, 2009:181).

2. Qualitative audio and visual material

   Based on Creswell (2009:181) categories of qualitative data consist of qualitative audio and visual materials. This data may take the form of photographs, art objects, videotapes, or any forms of sound.
D. Data Collection Technique

The researcher collected the data by doing some step

1. Observing the vlog that made by Boy William to be selected.
2. Watching and listening to the videos are chosen.
3. Making transcription from the video.
4. Encoding the collecting data.
5. Classifying the utterance to the types of directives.
6. Analyzing the function and reason for types of directives.
7. Concluding the data.

E. Data Analysis Technique

In this research, the researcher used the theory from Moleong (2009) to analyze the data below:

1. Identification

   According to Moleong (2009:288), 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 Directives 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 (2009:288), 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, symboling, and others. In this research, the researcher uses the numbers and letters. Here is the coding of the gained data.

Table 3.1

Coding of Subject

<table>
<thead>
<tr>
<th>No</th>
<th>Source</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Boy William</td>
<td>BW</td>
</tr>
<tr>
<td>2</td>
<td>Najwa Shihab</td>
<td>NS</td>
</tr>
<tr>
<td>3</td>
<td>Maudy Ayunda</td>
<td>MA</td>
</tr>
<tr>
<td>4</td>
<td>Jesica Iskandar</td>
<td>JD</td>
</tr>
</tbody>
</table>

Table 3.2

Coding of Video

<table>
<thead>
<tr>
<th>No</th>
<th>Video</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Video 1</td>
<td>V1</td>
</tr>
<tr>
<td>No</td>
<td>Types of Speech Act</td>
<td>Code</td>
</tr>
<tr>
<td>----</td>
<td>---------------------</td>
<td>------</td>
</tr>
<tr>
<td>1</td>
<td>Direct</td>
<td>D</td>
</tr>
<tr>
<td>2</td>
<td>Indirect</td>
<td>I</td>
</tr>
</tbody>
</table>

Table 3.3
Coding Types of Speech Act

Table 3.4
Coding of Directives Illocutionary Act

<table>
<thead>
<tr>
<th>No</th>
<th>Directives</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Asking</td>
<td>As</td>
</tr>
<tr>
<td>2</td>
<td>Commanding</td>
<td>Cm</td>
</tr>
<tr>
<td>3</td>
<td>Requesting</td>
<td>Rq</td>
</tr>
<tr>
<td>4</td>
<td>Ordering</td>
<td>Or</td>
</tr>
<tr>
<td>5</td>
<td>Advising</td>
<td>Ad</td>
</tr>
<tr>
<td>6</td>
<td>Forbidding</td>
<td>Fr</td>
</tr>
<tr>
<td>7</td>
<td>Suggesting</td>
<td>Sg</td>
</tr>
</tbody>
</table>
3. Categorizing

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

4. Classifying

The following step after categorizing is classifying. Bull explains in Oxford (2008:75), “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 directives of Boy William’s Vlog.

5. Producing an Account

The last step in this analyzing data is producing an account. According to Moleong (2009:295), Producing an account is done by making diagram, tabulation and texting. After making classification, the researcher describes and analyzes the data classification to examine the form, function and reason of directive illocutionary act used by Boy William and his guest in his Vlog. In addition, the researcher can provide the necessary insight about directive illocutionary act especially in form, function and reason based on detailed description of the study.
A. Research Findings

The Focus of this study was to identify the kinds of directives illocutionary acts and the reasons for the speaker in Boy William’s Video Blog (Vlog). The main purpose of this chapter was to answer the questions as it was presented in chapter one, i.e. concerned to how many types of Directives Illocutionary Act used in Boy William’s Video Blog (Vlog).

In this research, the researcher found out types of Directives Illocutionary Act used by Boy William and his guests his Vlog during the data collection and data analysis. The types of directives are Asking (As), Commanding (Cm), Requesting (Rq), Ordering (Or), Forbidding (Fr), Advising (Ad) and Suggesting (Sg).

Table 4.1

Frequency of Directive Illocutionary Act

<table>
<thead>
<tr>
<th>No</th>
<th>Directive Illocutionary Act</th>
<th>V1</th>
<th>V2</th>
<th>V3</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Asking</td>
<td>12</td>
<td>5</td>
<td>3</td>
<td>20</td>
</tr>
<tr>
<td>2</td>
<td>Commanding</td>
<td>7</td>
<td>3</td>
<td>4</td>
<td>14</td>
</tr>
<tr>
<td>3</td>
<td>Requesting</td>
<td>3</td>
<td>1</td>
<td>-</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>Ordering</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>Forbidding</td>
<td>-</td>
<td>1</td>
<td>-</td>
<td>1</td>
</tr>
</tbody>
</table>

B. Data Analysis

a. Asking

Video 1

1. BW.V1.As1

Bw: *Kak nana seneng nggak sih, interviewing top people or you prefer to have fun and chill?*

Ns: *Kalau* right now, this is everythings.
The bold sentence above is a direct speech act, Boy William Ask Najwa Shihab about what she felt when she hosted the politician. So, the writer has included it in asking directive illocutionary act.

2. BW.V1.As2

Bw: Do you feel *semenjak* digital era audience nya najwa shihab itu melebar nggak? **Do you get more younger generational?**

Ns: Yes. *Semakin banyak perbandingannya itu dulu i think 5-4 tahun yang lalu yang ngajak foto kaya supir taksi itu selalu ngajak ngobrol terus bapak2 gitu ngajak ngobrol tami sekarang itu kalau di mall even anak 13 tahun anak sd itu they come up to me and than ngajak ngobrol gitu. Nggak hanya minta foto they actually interested “kak eh gimana itu yang kemaren?” they answer my opinions.*

The function of the bold sentence above is asking sentence. Boy William Asking Najwa Shihab about her audiences/fans are more than before or no. this sentence is a direct speech act.

3. NS.V1.As3

Bw: Oh, all right. *Tau nggak aku sampe kebawa mimpi lho semalem. Ini beneran ini* I’m not lying in this show. *Sampe kebawa mimpi antara deg degan atau this is so super excited. Biasanya with any bintang tamu ya, maybe because mereka seumuran atau aku ngerti lah kehidupannya dan with najwa shihab is like another level gitu lho, jadi sampe kebawa mimpi.* But you are mean in the dream.

Ns: oh really?
Bw: you are a bad person

Based on the data above, “oh really?” was included a direct asking sentence. Najwa Shihab Sking Boy William for the truth of his experience.

4. BW.V1.As4

Bw: Did you see the asian games by the why? Kemaren openingnya
Ns: Did you come to do the show?
Bw: I didn’t go to the show, tapi nonton di youtube . gillaaa.
what is that?
Ns: Iya aku nonton tv

The bold sentence from the data above used an asking sentence. “Did you see the Asian games by the why?” facilitate boy William to asking Najwa Shihab does she watching Asian games ceremony. It includes a direct speech act.

5. BW.V1.As5

Bw: Did you see the asian games by the why? Kemaren openingnya
Ns: Did you come to do the show?
Bw: I didn’t go to the show, tapi nonton di youtube . gillaaa.
what is that?
Ns: Iya aku nonton tv

The sentence which bold above was categorized by the researcher into direct speech act and asking form. Najwa Shihab makes sure Boy William does watch Asian games ceremony.
6. **NS.V1.As6**

Bw: *Jadi kaya apa sih di dalam? Itu beneran kak Nana? Beneran mewah banget?*

Ns: *Mewah kalo compare to the other sel. Karena kan kita kan melihat juga tuh sel yang napi umum biasa. Yang sangat parah itu ya. Which is Sebenarnya aku juga nggak setuju sih. memang rasio jumlah sel dan napi kita itu sangat jauh. Jadi memang secara umum memang harus ditingkatkan kualitas sel kita. Nah melihat itu dan dibandingin sama apa yang mereka dapatkan of course people would be get angry. Dan marah itu yang “ lo itu udah masuk penjara lo masih bisa lho nyuap. Lo masih bisa kong kalikong, lo masih bisa bohong udah masuk penjara. *Jadi what should we do ya nggak?***

Bw: Right. Okey

The sentence which bold was categorized in asking sentence, “*Jadi what should we do ya nggak?***” can be analyzed that “what” is one of a word, it indicates that Najwa Shihab wants to ask Boy William makes sure about what she felt. It also indicate a direct speech act.

7. **BW.V1.As7**

Ns: Iya. I flew to Sedney for like only three days. *Cuma datang untuk konsernya. I flew right back. Maksudnya pas begitu dibuka langsung like the first song like “hello” trus “aaaaa”*

Bw: Omg. Haha fans girls. *Are you ready kak nana?* (indirect)

Bw and Ns: Singing
The presented Boy William’s talk included asking sentence. The indirect speech act sentence “Are you ready kak nana?” facilitate Boy William to asking Najwa Shihab is she ready to singing her favorite song.

8. BW.V1.As8

Bw: Kak nana how is your kid doing?
Ns: good

The sentence “Kak nana how is your kid doing?” is to facilitate Boy William asking Najwa Shihab how her son doing. So, the writer concludes this sentence includes asking sentence with direct speech act.

9. BW.V1.As9

Bw: He is dating?
Ns: I hope not. Haha

Boy William asking Najwa Shihab about her son about the girlfriend, “He is dating?” was included asking sentence. The writer also concludes that the sentence include a direct speech act sentence.

10. BW.V1.As10

Bw: He is dating?
Ns: I hope not. Haha

Bw: Oh ya? You would he be single forever?
Ns: Ya nggak sih, Nggak. Cuma maksudnya is this to real for me gitu.
The bold sentence above was included asking sentence. “**You would he be single forever?**” facilitate Boy William asking for ensuring Najwa Shihab if her son shouldn’t dating.

11. BW.V1.As11

Bw: I want to dance like you. I love the way your dance. *Setiap kali ada music nyala*, every single music is on.

Bw: (dancing) this is *Kak Nana*

Ns: Omg. I dance, really? Omg. *Itu dance how kaku I am ya?* (direct)

Bw: I love it.

The utterance of BW.V1.As14 talking about Najwa Shihab’s response when the music is on. “**How kaku I am ya?**” was included asking sentence, with that direct sentence Najwa Shihab asking Boy William about her dance.

12. NS.V1.As12

Bw: **You good singer kan?**

Ns: No I am not

Based on the conversation above, the bold sentence above was included a direct asking sentence because that facilitates Boy William asking Najwa Shihab is she can sing.

**Video 2**

1. BW.V2.As1

Bw: **What are you doing in the future?**

Ma: *Gue tu pingin banget dulu gue tu pingin jadi guru.*
Boy William talk above indicated that Boy William asking Maudy Ayunda about what she is doing in the future. So the writer indicates “What are you doing in the future?” is a direct speech act and including asking a directive illocutionary act.

2. BW.V2.As2

Ma : *Makanya oneday aku tu sebenarnya pingin bikin sekolah* that like a dream. Just starting like a small school that is even how to be a big, I really want do.

Bw: *Wah gila. Would you teach there?*  
Ma: I would love too

Based on the data above, we are able to see “Would you teach there?” was included direct speech act and asking sentence.

3. BW.V2.As3

Bw: *Bayangin anak2 kesekolahan lo* and the teacher is maudy ayunda. Who doesn’t know that? What do you teach?  
Ma: I would love to teach Little child *atau kaya probably kaya anak2 SMP* gitu even math. Would you teach? Can you teach? Can you teach like computer? Like digital

The sentence “What do you teach?” was included asking directive illocutionary act. Which is Boy William asking with direct sentence to Maudy Ayuda.

4. MA.V2.As4

Ma: *What do you want to teach?*
Bw: I teach English, or teach public speaking maybe? *Karena menurut gue* public speaking is very important *loh*. *Menurut gue* no matter how smart you are in life *kalau kalian gak bisa* re-present yourself atau public speaking *di depan orang* you never be a leader.

Based on the conversation above, “**What do you want to teach?**” was include asking sentence, because we can see Maudy Ayunda asking Boy William with a direct sentence what he wants to teach when he be a teacher.

5. **BW.V2.As5**

   Bw: Lo susah nggak cari cowok? **Like do you feel fear oneday?**
   Ma: I mean its so fear. *Memang banyak yang ngomong kaya gitu ya.* Cuman I have a boyfriend, cuman I have do my bbyfriend and I feel like, nggak sihnggak sesusah itu. *Kalau namanya udah relationship itu sih karena nyambung karena satu frekuensi karena memang cocok aja gitu.*

   In this conversation, Boy William asking Maudy Ayunda about how she was easy to get a boyfriend. So, the writer concludes the bold sentence above was included a direct speech and included as asking sentence.

**Video 3**

1. **BW.V3.As1**

   Bw: hi Jedar! **How are you?**
   Jd: Good, I’m good.
From the part of the conversation above the sentence “**How are you?**” was indicates asking sentence with a direct speech act. With that sentence Boy William asking Jedar about her.

2. **BW.V3.As2**

   Jd: *Katanya mau nemenin kamu makan.*

   *Ayo masuk! Kamu mau minum?*

   Bw: **What do you have?**

   Jd: *Aku punya kopi sama the.*

   The word “what” indicated that Boy William was asking Jedar. Analyzing the function, the writer found the sentence “**What do you have?**” used to asking Jedar what drinks she has? And Boy William talking directly.

3. **BW.V3.As3**

   Bw: Okay. *Apa 3 hal yang harus kamu bawa kemana mana?*

   Jd: *Dompet, hp, kacamata.*

   Bw: **And you have them it right now?**

   Jd: Yes

   Based on the data above, the writer classified the bold sentence above into asking sentence. Boy William Asking Jedar to ensuring 3 things that she has was complete. It’s delivered directly by Boy Williams so it indicates a direct speech act.
b. Commanding

Video 1

1. BW.V1.Cm1

Bw: *Kak sama seneng nggak sih*, interviewing top people or you prefer to have fun and chill?

Ns: *Kalau right now*, this is everythings.

Bw: Oh my god. **Let’s sing together!**

Bw and Ns: Singing

The researcher chose “**Let’s sing together!**” as a commanding sentence because Boy William command Najwa Shihab to sing together. So that it was including direct speech and commanding sentences.

2. BW.V1.Cm2

Bw: *Mas tama sih, keren banget sih. Ok applause, buat mas Tama bikin acara kaya gitu sih.* That is world class standart.

Ns: *Keren. Jadi bangga ya?*

Bw: Banget. **Bangga banget sama Indonesia.**

The sentence “**applause**” it was categorized into commanding form. Because Boy William command Najwa Shihab and his viewer with indirect speech to appreciate *mas Tama’s* creation.

3. BW.V1.Cm3

Bw: I love it

Ns: *kaku banget ya?*
Bw: Okey. **Let's do it together. One reff. One two three go!**

Bw and Ns: Singing and dancing

This conversation tells us about a commanding sentence which done by Boy William to Najwa Shihab. “**Let's do it together. One reff. One two three go!**” was categorizing into direct speech and command sentence, because Najwa Shihab was doing what Boy William’s say.

4. **NS.V1.Cm4**

Bw: I will teach you a good new move. You have to be cool. Oke. You have to be cool mom!

Ns: oke. **Let's do this.** not embarazing my izard anymore

Based on the data, we able to see the direct sentence “**Let's do this.**” was included in a commanding sentence. Because Najwa Shihab accepting Boy William’s challenge and they were doing it.

5. **BW.V1.Cm5**

Bw: Lets do this. **Pertama kita goyang2 dulu aja, kaya di club. Let’s move your body.**

Ns: ok

Based on the data above, “**Let’s move your body**” was categorized by the researcher into commanding form. Because in this conversation boy command Najwa Shihab to move her body used direct speech act.

6. **BW.V1.Cm6**

Bw: **Dance! Dance move everybody. Ok one two three go**
Bw and NS: Singing and dancing

The bold sentence was included in the command sentence that delivered directly because in this part Boy William command Najwa Shihab and his viewer to dancing together.

7. BW.V1.Cm7

Bw: Yeeyy… high five!
Ns: Yeeyy. I can do drake

From the part of the conversation above “High five!” was included in a commanding sentence, because Najwa Shihab directly gives a response to what about Boy William’s command. It’s also included in a direct speech act. According to technozone high five has a meaning “please” or “thanking” in Japanese culture.

Video 2

1. BW.V2.Cm1

Bw: Okay take it all the right back, let’s be Maudy Ayunda the 13 years old girl.
Ma: singing
In this song I rap, I rap here.
Bw: thats you? Omg
Bw and Ma: Singing

Based on the data above, we are able to see that the function of this sentence is to facilitate Boy William to command Maudy Ayunda to sing her old song and this utterance includes in indirect speech.
2. MA.V2.Cm2

Ma: exactly. *Iya bener ngak seru.* How about you? **You tell me!**

Bw: *gue.* I like a girl who have independent tp at the same times **pasti nya setiap cowok itu pasti nyari cewek sepinter pinternya dia tetap ada kodraat wanitanya** in a way they also care fast. We build a way. *Gue nggak suka cewek yang pinter2 banget tapi sendiri-sendiri aja nggak mau ada* careful the guy.

Based on the conversation above is a direct speech, Maudy Ayunda commands boy William to explain about his girl criteria. The researcher concludes “**You tell me!**” included in a commanding sentence.

3. BW.V2.CM3

Bw: **Let’s drive the car. Let’s go. Let’s do it.**

Ma: I am not familiar

Bw: This is nebeng maudy. *Yey, pertama kali nebeng boy gue di supirin.* omg!

Based on the data above, we able to see “**Let’s drive the car. Let’s go. Let’s do it.**” Boy William commands Maudy Ayunda to try drove his car because Boy William was trusted Maudy Ayunda (Boy William close friend) “**Let’s drive the car. Let’s go. Let’s do it.**” was included a commanding sentence that delivered using direct speech act.
Video 3

1. BW.V3.Cm1

Bw: And you have them it right now?
Jd: yes
Bw: let's go!
Jd: lets go.

Jessica Iskandar was giving reaction to Boy William’s command and they went together by car. So, “Let’s go!” was categorizing into a direct speech and command sentence in a directive illocutionary act.

2. BW.V3.Cm3

Bw: look at me!
Jd: gimana gimana?

According to the conversation above, “look at me!” was indicated as command sentence, because of Boy William command to Jessica Iskandar as his friend to looking Boy William more intents than before and its delivered directly by Boy, so it’s categorizing into direct speech act.

3. BW.V3.Cm3

Bw: Now, we pick up the big hiro in the car yeah. You are the big hiro.

High five! Yey boy

Gimana say hi! Sini sini el duduk sini

EL: Hi.
With this conversation above, we can see “**High five!**” was included in a command sentence. Boy William commands El (Jessica’s son) to do something. El gives reaction soon and claps his hand with Boy William’s hand. It’s also indicated in a direct speech act. According to *technookezone* high five has a meaning “please” or “thanking” in Japanese culture.

4. **BW.V3.Cm4**

   Bw: El, you want to listen, music El?

   Please play one song

   Bw: **El, do this!**

   Based on the conversation, “**El, do this!**” was included commanding sentence. Which is, boy William commanding to El (Jessica’s son) to singing and dancing together. It’s indicated in a direct speech act.

   c. **Requesting**

   **Video 1**

   1. **NS.V1.Rq1**

      Ns: Omg. **You have to teach me to move ya.**

      Bw: I will teach you a good new move. You have to be cool. Oke. You have to be cool mom!

      Based on this conversation above, Najwa Shihab requests Boy William to taught her a dance. So, we can see “**You have to teach me**
to move ya.” was included a direct speech sentence and request sentence in a directive illocutionary act.

2. BW.V1.Rq2

Bw: Can you sing little bit?

Ns: No. I wrote a song untuk mata najwa

The bold sentence from the data above was included a request sentence. In this conversation, Boy William requests Najwa Shihab to sing, but Najwa Shihab refuses it. It’s also indicated in a direct speech act.

3. BW.V1.Rq3

Bw: Kak Nana give me tips untuk anak2 jaman sekarang ini about politics. I can do and don’t, maksudnya in the end of the day we are gonna be a leader of the nation, bener nggak?

Ns: Menurut aku sih sekarang ada 3 jenis anak muda jaman sekarang yang apolitis sadar politik yang sok tau politik. Dan menurutku ini yang paling bahaya kalau jadi yang sok tau politik itu sih, karena gampang banget kita di gunakan oleh actor-aktor politik itu. Dan sekarang tu medan pertempuranya, terutama di social media itu. Dan karena memang sekarang kita juga hidupnya di social media ya info2 yang bersliweran banyak banget kemudian cara untuk kita bahkan hanya sekedar dijadikan pion itu. Jadi kita nggak take control apa yang menurut kita bener itu. Makanya ada kecenderungan fanatisme buta. Merasa harus nunjukin gua ini pendukung si B lho. Jadi gua akan
ngejatohin A atau perlu merasa menunjukan identitas perlu merasa jadi bagian dari kelompok yang menjadi pendukung tertentu. Dan itu menurutku yang akhirnya jadi berbahaya kalau udah fanatisme buta. Gak mikir gitu. You have at least try to Find out. Apa sih yang ditawarin gitu. Terus kira kira nih latar belakang nya apa sih kenapa sih si A seperti ini so its right to find out as much as you can tentang kandidat tentang partainya gitu be skeptical of everythings. maksudnya Question everythings.

Boy William requests Najwa Shihab to give any tips to the new generation about politics. And we can see the bold sentence was indicated in a request sentence and a direct speech act.

**Video 2**

1. BW.V3.Rq1

Bw: **If you make a school you, hire me! You hire me as a teacher.**

Ma: Oh sure

Bw: *Ya*? (hand shaking)

Ma: *dan* deal.

The bold sentence performed by Boy William has a function requesting. Boy William requests to Maudy Ayunda used a direct sentence when she builds a school, she must hire boy William to teach in that school.
d. Ordering

Video 3

1. BW.V3.Or1


Lo terakhir nge date lama yang lalu?

Jd: 3 bulan yang lalu

The researcher indicated “I want it, ice cream. Bang, mau es krim dong. Bang es krim dong!” was included in an ordering sentence because the speaker believes that the hearer can do it. Boy William buying ice cream to the seller ice cream on the side the road. It’s also indicated a direct speech act.

2. BW.V3.Or2

Bw: El, you want to listen music el?

Please play one song

Bw: El, do this!

From the conversation above, the bold sentence was included into an ordering sentence. Because in here Boy William order to Jessica directly to play a song for El. So, It’s also includes in a direct speech act.
e.  Forbidding

Video 2

1. MA.V2.Fr1

Bw: *Lo kan udah kuliah lama di oxford gitu. terus lo pulang ke Indonesia ada nggak nih siapa artis cewek yang lo merasa “anjir Kenapa dia sekarang jadi terkenal bukan gue, why is she taken my spot?”*

Ma: *Gak ada lah. We mean do not bringing each other down. We mean support with each other. Jadi no, I feel there are lot of inspirational figure, We can all have ever our own spot and our room to grow jadi nggak sih there is move to a lord other people. Karna market kita juga besar banget.*

BW: *Dan beda2 semuanya. Everybody is human.*

Based on the data above, we can see that the function of this sentence is to facilitate Maudy Ayunda to prohibit Boy William and the viewer directly. *We mean do not bringing each other down*. So, the researcher included the sentence into the forbidding sentence and a direct speech act.

f.  Suggesting

Video 1

1. BW.V1.Sg1

Ns: Omg. You have to teach me to move ya.
Bw: I will teach you a good new move. **You have to be cool. Okay, you have to be cool mom!**

Ns: Oke. Let’s do this. Not embarrassing my Izard anymore.

From the data above, the researcher analyzed that the bold sentence included in a suggesting sentence. Boy William suggests uses a direct speech act form to Najwa Shihab to be a cool mom.

2. **NS.V1.Sg2**

Bw: *Kak Nana* give me tips *untuk anak2 jaman sekarang ini* about politics. I can do and don’t, *maksudnya* in the end of the day we are gonna be a leader of the nation, *bener nggak?*

Ns: *Menurut aku sih sekarang ada 3 jenis anak muda jaman sekarang yang apolitis sadar politik yang sok tau politik. Dan menurutku ini yang paling bahaya kalau jadi yang sok tau politik itu sih, karena gampang banget kita di gunakan oleh aktor-aktor politik gitu. Dan sekarang tu medan pertempuranya, terutama di social media gitu. Dan karena memang sekarang kita juga hidupnya di social media ya info2 yang bersliweran banyak banget kemudian cara untuk kita bahkan hanya sekedar dijadikan pion gitu. Jadi kita nggak take control apa yang menurut kita bener gitu. Makanya ada kecenderungan fanatisme buta. Merasa harus nunjukin gua ini pendukung si B lho. Jadi gua akan ngejatohin A atau perlu merasa menunjukan identitas perlu merasa jadi bagian dari kelompok yang menjadi pendukung tertentu. Dan itu menurutku yang akhirnya justru*
jadi berbahaya kalau udah fanatisme buta. Gak mikir gitu. You have at lease try to Find out. Apa sih yang ditawarin gitu. Terus kira kira nih latar belakang nya apa sih kenapa sih si A seperti ini so its right to find out as much as you can tentang kandidat tentang partainya gitu be skeptical of everythings.maksudnya Question everything.

According to the conversation above, the writer analyzed the bold sentence was categorizing the suggesting sentence. In this conversation, Najwa Shihab suggests to Indonesian young people must find out more reliable information. Najwa Shihab uses a direct speech act to delivered it.

Video 2
1. BW.V2.Sg1
   Bw: Maudy. *Karir lo tu bener2 udah ibarat kata* you on the pick.
   Ma: *Aduh ya nggak lah*
   Bw: Yes you’re really, *Stopping humble!* You know you never stake.

   The bold sentence from the data above was categorized in requesting illocutionary acts. The words “Stopping humble!” was indicated to the suggesting sentence in a directive illocutionary act. Boy William suggests Maudy Ayunda to stopping be modest and doesn’t recognize her fame. It’s also decided into a direct speech act.

2. MA.V2. Sg2
   Ma: *Hampir sama sekali. karena kaya banyak orang juga punya uang tapi itu sebenarnya dari* their parent that is different kan , you can’t
compare people yang punya uang mungkin nggak sebanyak itu cuman mereka bikin sendiri. Itu inspiratif banget.

Bw: Iya. Gue suka pemikiran lo. Karena banyak yang they flot gue punya ini punya ini Padahal bukan uang yang bikin sendiri bukan his self money itu nggak seru ya?

Analyzing the bold sentence Based on the conversation above was categorized as a suggesting sentence in a directive illocutionary act. Maudy Ayunda suggests Boy William uses a direct speech act to do not compare between people who get the money with his struggle self.

Video 3

1. BW.V3.Sg1

Jd: Katanya mau nemenin kamu makan?!

Ayo masuk! Kamu mau minum?

Bw: What do you have?

Jd: Aku punya kopi sama teh

Bw: Okey. Coffee is fine.

From the part of the conversation above the sentence “Okey. Coffee is fine.” was included in the directive illocutionary act, the kind of directive is suggesting. Boy William suggesting Jessica coffee is better to drink at the time. It’s decided into a direct speech act.
BAB V

CLOSURE

Chapter five concludes and summarizes the findings of the data study. It also presents some suggestions that lead further researchers who interested in doing similar research.

A. Conclusion

The analysis of the Directives Illocutionary Act made by Boy William and his guests of Boy William’s Vlog leads to the conclusion that:


2. The most dominant directive illocutionary act that used by Boy William and his guests in his Vlog is the Asking Directive Illocutionary Act which minimizes the cost to others and maximizes the benefit to others, Asking Directive Illocutionary Act appeared for 20 times out of 46 of all the Directives illocutionary Act listed.
B. Suggestion

1. For the next researcher

    Based on the explanation above the researcher would like to suggest other researchers that the result of the study can be used as an additional reference for further research with different samples and situations. This research contributes to give inspiration for the other researcher to be better than this research.

2. For the reader

    The reader has to study more about usage and the function of Directives Illocutionary Acts. This research provided sufficient information to the readers who need to comprehend about them. Besides the theory, it also gave a detailed example that hopefully can establish a better understanding of Directives Illocutionary Acts. Furthermore, the reader can develop their motivation to learn English more in-depth.
REFERENCES


Shidqi, Dzulfikar Syauqi (2016). The analysis of illocutionary acts in English Teaching Learning process used by the teachers in Islamic Junior


APPENDICES

Appendix 1

Video 1

Video 2

Video 3
Boy William Ngajak Nge-date Jessica Iskandar! - #NebengBoy Eps 01

2.065.095x ditonton
Appendix 2

Transcript of Video

Video 1
Bw : I get . There is najwa shihab in my car.
   Hello mbak nana
Ns : helo
Bw : and, this is challenging get you are in the car. Banyak yang bilang lo bakal di tolak.dia gak bakal mau masuk mobil lo.
Ns: enggak. Aduh justru pas pertama kali boy wa terus aku langsung “yes, lets do this”(direct)
Bw : oh my god
Ns : karena seru
Bw: I feel good about my self now. Kalau seorang najwa shihab mau masuk dalam mobil gue itu artinya like I am doing something right good in my life
Ns:  berat banget. Langsung terbebani. Padahal its so wasn’t easy ya.
Bw: kak nana seneng nggak sih, interviewing top people or you prefer to have fun and chill? (direct)
Ns : kalau right now, this is everythings
Bw: oh my god. Lets sing together! (Direct)
Singing
Bw : pernah gak sih, like on your show deep inside, nguap gitu lho? Huaah
Ns : haha, nggak sih kalau nguap enggak
Bw : im just doing this for my job
Ns : no, no no, karena i love my job, i still have fashion doing this. Tapi kemaren itu ada temen yang nunjukin ada satu foto im strolling my eyes like, damn, I shouldn’t do that.
Bw: siapa bintang tamunya?
Ns : ada satu scene. Yeah, Oh right
(laughing)
Bw: ohmy god
Ns: o o mudah mudahan gak ada yang case. Ya karena sometimes maksudnya, ya kaya pemilu nih ya. I have been doing liputan pemilu itu dari tahun 2004.

Bw: ya ya ya

Ns: jadi udah 3 kali pilpres langsung maksudnya interview orang2 yang sama terus walaupun kondisinya berbeda tapi it seems people. Lagian sirkulasi elit juga kan Cuma itu itu aja

Bw: ya, Jakarta itu kecil banget.

Ns : iya, jadi meskipun situasinya berbeda. wow, ini versus ini berbeda tapi sometimes ya it is using in old, maksudnya udah tau lah, lo mau ngomong apa gitu. Tapi mungkin most politisian they used to it. Justru mereka tau show sih, maksudnya karena politik its all about preseption juga ya. Dan talkshow itu kan talk dan show, jadi maksudnya this is harus ada perbincangan yang menarik tapi have make sure show nya juga menarik.

Bw : do you feel semenjak digital era audience nya najwa shihab itu melebar nggak? Do you get More younger generation (direct)

Ns: yes. Semakin banyak perbandingannya itu dulu i think 5- 4 tahun yang lalu yang ngajak foto kaya supir taksi itu selalu ngajak ngobrol terus babak2 gitu ngajak ngobrol tapi sekarang itu kalau di mall even anak 13 tahun anak sd itu they come up to me and than ngajak ngobrol gitu. Nggak hanya minta foto they actually interested “kak eh gimana itu yang kemaren?” they answer my opinions.

Bw: oh, all right. Tau nggak aku sampe kebawa mimpi lho semalem. Ini beneran ini im not lying in this show. Sampe kebawa mimpi antara deg degan atau this is so super excited. Biasanya with any bintang tamu ya, maybe because mereka seumuran atau aku ngerti lah kehidupannya dan with najwa shihab is like another level gitu lho, jadi sampe kebawa mimpi. But you are mean in the dream.

Ns : oh really?(direct)

Bw: you are a bad person

Ns: eggak aku tu merasa orang selalu melihat itu karena. I keep saying “ saya itu Cuma galak sama setya novanto lho ini” hehe tapi padahal enggak ya. kemaren ketemu setya novanto di tatap juga nggak galak. Tapi Cuma yang “eaaahh” gitu. Tapi maksudnya ya karena with politisian mereka itu terbiasa untuk melebih lebihkan maksudnya gitu. Atau terkadang itu jelas jelas nyembunyiin sesuatu yang sudah nampak transparan

Bw : did you see the asian games btw? Kemaren openingnya

Ns: did you come to do the show? (direct)

Bw : i didn’t go to the show, tapi nonton di youtube . gillaaa. Whoooo what is that? 

Ns: iya aku nonton tv
Bw : gila, openingnya pak jokowi keluar pakai motor. Oh my god

Ns : terus itu yang dibahas soal stuntmen. Hahah

Bw: iya. Karena nggak ngerti ya masyarakat ya?

Ns: cuma terkadang tu yang, malah justru kalo nggak pakai stuntmen justru itu yang harus di kritis, lho.

Bw: ya kali pak jokowi loncat gitu. Ya kali?

Ns: iya. Terus itu kan yang di opening olimpyc nya di london, yang queen terjun. Ya kali si queen nya terjun

Bw : iya iya, ya kali. If there is anythings happened. Bye bye

Ns: hm, i know. Long live the queen.

Bw: mas tama si, keren banget sih. Ok hands up, (direct) buat mas tama bikin acara kaya gitu sih. That is world class standart (direct)

Ns :Keren. Jadi bangga ya?

Bw: banget. Bangga banget sama indonesia

Singing

Bw: kak najwa tau nggak kalo aku lihat seorang najwa shihab itu ya, kak najwa itu kaya opera. You go every where, ke plosok2 lah, kepenjara lah kemana lah. Are you scare of anythings?

Ns : of course lah.

Bw: apa yang membuat mbak najwa shihab takut?

Ns: kalo takut, aku takut kecoa terus takut ketinggian. I never like rise rise gitu gitu it is so scarry. So ya takut takut gitu. Kalo soal pekerjaan karena naluri wartawan. Kalo wartawan si kalo bilang lagi kebakaran orang lari kita malah deketin. Maksudnya emang nalurinya seperti itu. Walaupun nggak pernah di training khusus jadi wartawan tapi i have doing it so many years jadi. Its just come natural

Bw: ancaman kan pasti banyak dari orang

Ns: ya ada beberapa. Biasanya habis tayangan yang super hboh ketika habis catatan najwa yang super keras. Karena dari dulu aku tu paling keras sama korupsi

Bw: pernah nggak nih ada orang ya, orang diacara habis di interview trus after the show dia langsung wa “tolong ya,saya nggak mau ya ini tayang” is that ever hapened

Ns : yes
Bw: wow

Ns: kalo yang rekaman hapened ada beberapa kali sih mereka minta itu nggak ditayangkan, mereka minta ada bagian tertentu yang dipotong dsb. I just dont listen

Bw: you dont care?


Bw: and no?

Ns: hm no. Enggak lah

Bw and Ns: Singing

Bw: asik ya?

Ns: yes. sebenarnya mau bilang ditambahin sama robi. (direct)

Bw: Mau ditambahin apa?

Ns: iya karena kan yang gak punya modal bisa masuk bui. Tapi sekarang masuk bui punya modal buinya bisa disulap jadi kamar super mewah. Ya nggak sih? (indirect)

Bw: haduuhh... hahah

Ns: it is doesnt matter walaupun sudah masuk bui you wont feel like you masuk bui. Ya nggak sih?

Bw: jadi kaya apa sih di dalem?. Itu beneran kak nana? Beneran mewah banget?

Ns: mewah kalo compare to the other sel. Karena kan kita kan melihat juga tuh sel yang napi umum biasa. Yang sangat parah gitu ya. Which is Sebenarnya aku juga nggak setuju sih. memang rasio jumlah sel dan napi kita itu sangat jauh. Jadi memang secara umum memang harus ditingkatkan kualitas sel kita. Nah melihat itu dan dibandingin sama apa yang mereka dapatkan of course people would be get angry. Dan marah itu yang “ lo itu udah masuk penjara lo masih bisa lho nyuap. Lo masih bisa kong kalikong, lo masih bisa bohong udah masuk penjara. Jadi what should we do ya nggak? (direct)

Bw: right. okey

Bw: I also heard yaa.. a little bird is talk me kak najwa you are a quite with the Adele’s fans?

Ns: oh my god. I went to Sydney for her concert.
Bw: serius? Ngejar2 ke Sydney just to see adele?

Ns: iya. I flew to Sedney for like only three days. Cuma datang untuk konsernya. I flew right back. Maksudnya pas begitu dibuka langsung like the first song like “hello” trus “aaaaa”


Bw and Ns: Singing

Bw: oh sad.

Ns: I know. Semua Lagu lagunya sad ya?

Bw: you are sad person. Haha

Bw: kak nana how is your kid doing?

Ns: good

Bw: how is he see you? Kalau orang2 kan lihatnya “ohhh najwa shihab najwa shihab” what about your kid? Its like “ hheahh, stop it mom stop it!”

Ns: ya kalau sekarang, kalau diajak pergi “ah nggak ah, kalo pergi sama mami kebanyakan berhenti foto2nya”

Bw: waahh. Kayak males gitu?

Ns: paling kayak gitu. Iya

Bw: dia umur berapa sekarang kak?

Ns: sekarang dia 17

Bw: he is dating? (Direct

Ns: I hope not. Haha( indirect

Bw: kriteria perempuan yang boleh pacarin anaknya kak nana itu harus seperti apa? Mertua, would you be?

Ns: no. I don’t even think about it

Bw: oh ya? You would he be single forever? (direct)

Ns: ya nggak sih. Nggak. Cuma maksudnya is this to real for me gitu

Bw: you never know his problem dating diem2.? (direct)

Ns: ahhh… eh ya mungkin ya. Izard are you dating anyone? Lets talking to the camera!

Bw: no worry izard. I get throw back
Ns: gapapa lah its okey
Bw: gapapalah udah 17 years old udah lumayan lah udah okey
Ns: iya. Sehat lah ya. Kalo gak dating I should to be worried, ya nggak sih? (direct)
Bw: yes
Ns: Cuman kalo dating dirumah aja ya. I can See you !
Bw: good luck bro
Ns: nggak nggak nggak.
Bw & ns: singing
Bw: I want to dance like you. I love the way your dance. setiap kali ada music nyala every single music is on.
Bw: (dancing) this is kak nana
Ns: omg. I dance. Really? Omg. Itu dance how kaku I am ya? (direct)
Bw: I love it
Ns: kaku banget ya?
BW : Laughing
Bw: okey. Lets do it together. One reff. One two three go!
Singing (direct)
Ns: really. I have dancing ya?
Bw: everytime you dancing is like this
Ns: Omg. You have to teach me to move ya (direct)
Bw: I will teach you a good new move. You have to be cool. Oke. You have to be cool mom! (direct)
Ns: oke. Lets do this. not embarazing my izard anymore
Bw: lets do this

Pertama kita goyang2 dulu aja, kaya di club. Lets move your body (direct)
Ns: ok
Bw: dance! Dance move everybody. Ok one two three go (direct)
Singing
Bw: yeeey… high five! (direct)

Ns: yeeyy. I can do drake

Bw: yey. You did it. You are the world coolest moms now.

(laughing)

Bw: you good singer kan?

Ns: no I am not

Bw: can you sing little bit? (direct)

Ns: no. I wrote a song untuk mata najwa

Bw: yes. Efek rumah kaca. Itu Rahim ibu maksudnya apa ya? Coba kalau negeri ini kaya Rahim ibu

Ns: jadi itu bicara sebuah harapan. Terus dirahim ibu itu kan sel2 yang tadinya rapuh saling bersatu saling menguatkan. Dari mulai satu sel menjadi jutaan sel akhirnya menjadi bentuk manusia dikasih roh. Jadi dirahim ibu itu yang tadinya lemah menjadi kuat dan negeri ini tu harusnya seperti itu . yang lemah di kuatkan yang kuat tidak semena mena. This is penggambaran negeri seperti Rahim ibu itu dimana ada optimismisme ada semangat ada doa ada harapan ada yang tadinya bercerai berai jadi satu dan jadi suatu keajaiban that right Rahim ibu means and this country should be seperti dirahim ibu semua saling menguatkan. Kita

Singing

Bw: kak nana give me tips untuk anak2 jaman sekarang ini about politics. I can do and don’t, maksudnya in the end of the day we are gonna be a leader of the nation, bener nggak? (direct)

Ns: menurut aku sih sekarang ada 3 jenis anak muda jaman sekarang yang apolitis sadar politik yang sok tau politik. Dan menurutku ini yang paling bahaya kalau jadi yang sok tau politik itu sih, karena gampang banget kita di gunakan oleh actor2 politik gitu. Dan sekarang tu medan pertempuranya, terutama di social media gitu. Dan karena memang sekarang kita juga hidupnya di social media ya info2 yang bersliweran banyak banget kemudian cara untuk kita bahkan hanya sekedar dijadikan pion gitu. Jadi kita nggak take control apa yang menurut kita benar gitu. Makanya ada kecenderungan fanatisme buta. Merasa harus nunjukin gua ini pendukung si B lho. Jadi gua akan ngejatohin A atau perlu merasa menunjukan identitas perlu merasa jadi bagian dari kelompok yang menjadi pendukung tertentu. Dan itu menurutku yang akhirnya justru jadi berbahaya kalau udah fanatisme buta. Gak mikir gitu. You have at lease try to Find out. Apa sih yang ditawarin gitu. Terus kira kira nih latar belakang nya apa sih kenapa sih si A seperti ini so its right to find out as much as you can tentang kandidat tentang partainya gitu be skeptical of everythings.maksudnya Question everythings (direct)

Bw: hm. Be skeptical of everythings
Ns: oh especially in politik gitu. Maksudnya jangan nelen mentah2 informasi yang masuk soalnya sekarang gampang banget kok. Gampang banget memutar balikkan fakta dsb (direct)

Bw: setuju


Bw: siapa yang paling pantes jadi presiden kita thn 2019?

Ns: I know the answer.

Bw: you have somebody

Ns: I have somebody. of course

Bw: terus

Ns: I am not sure to said now
Video 2

Bw: maudy ayunda men. You are in my car.

Ma: yes. So happy in here

Bw: im so happy you're here. I can’t believe you and me in one night. I like this so fun

Ma: karena i have been watching the show, I was like the episode epic show this is cycle of a fun

Bw:okey take it all the right back, lets be maudy ayunda the 13 years old girl (indirect)

Ma: in this song I rap, I rap here

Bw: thats you? Omg

Bw and Ma: Singing

Bw: kamu tu figure yang very interesting you know? You are young you are in inspiration buat anak2 sekolah you famous. sometimes Gini ni maudy, selebriti is not be little anybody tapi mostly they forget about education. Karena duit udah enak they get a fame mereka kehidupan udah enak, wah udah glamour, buat apa sekolah lagi.

Ma: I mean, I see that happening cuman kalo teori gua sih sebenernya kalo itu lebih karena fair enough aja some people yang hanya ingin menggeluti dunia seni fair enough. Karena pengalaman kerja di dunia seni ini bisa jadi pendidikan informal juga. Techniquily. So like fair and square Cuma masalahnya I have dream dan mungkin someday akan overlap sama dunia yang bukan Cuma seni itu. Anyone got to bisnis atau kaya education jadi mungkin di kasus gua, gua jadi lebih membutuhkan pendidikan formal juga jadi knowing that. You knowing someday I want do that.

Bw: what are you doing in the future?

Ma: gue tu pining banget dulu gue tu pingin jadi guru.

Bw : no way…

Ma : iya, 1 SD tu Pengen jadi Guru Gara2 suka sama lingkungan sekolah.

Bw : Okay

Ma : Makanya oneday aku tu sebenarnya pingin bikin sekolah that like a dream. Just starting like a small school that is even how to be a big, I really want do

Bw: wah gila. Would you teach there?

Ma: I would love too
Bw: bayangin anak2 kesekolahan lo and the teacher is maudy ayunda. who doesn’t know that? What do you teach? (direct)

Ma: I would love to teach Little child atau kaya probably kaya anak2 smp gitu even math. Would you teach? Can you teach? Can you teach like computer? Like digital

Bw: computer?

Ma: enggak ya?

Bw: I don’t think so far. Teach computer or digital

Ma: what do you want to teach?

Bw: I teach English, or teach public speaking maybe? Karena menurut gua public speaking is very important loh. Menurut gue no matter how smart you are in life kalau kalian gak bisa represent yoursself atau public speaking di depan orang you never be a leader. Bener nggak?

Ma: I think that too. Soalnya salah satu isu yang the weather I see it di pendidikan Indonesia itu kurikulumnya kurang banyak critical thinking gitu. Critical thinking, public speaking semua, jadi kelas2nya jadi kurang interactive

Bw: if you make a school you, hire me! You hire me as a teacher (direct)

Ma: oh sure

Bw: ya? (hand shaking)

Ma: dan deal.

Singing

Bw: maudy. Karir lo tu bener2 udah ibarat kata you on the pick.

Ma: aduh ya nggak lah

Bw: yes you’re really, Stoping humble! . You know you never stake (indirect)

Ma: but you at the same time you never know it if you living at in a way. kayak sebenarnya kita nggak pernah sadar kayak “oh. I am famous ya” itu sesuatu yang ngga terlalu ngeh sih sebenarny. I just same with you right? You know really know boy William

Bw: am I it? really?

Ma: exactly. Selalu akan gitu sih kayaknya.

Bw: pasti nggak pernah ngrasa kan.

Ma: iya, karena kita where living it
Bw: kadang suka merasa kayak gini gak? Kalau melihat artis2 lain atau other figure do you feel how man? kok I am doing so little compand to that

Ma: iya. I mean.

Bw : Ngerasa gitu juga?

Ma : aku juga ngerasa kalau gue suka ngerasabingung karna gue kadang2 liat kaya temen2 gue yang just doing things is not just di dunia seniman tapi kadang-kadang bikin start up bikin apa. Kadang-kadang gue kaya “gila nih orang2 pada keren banget sih.

Bw: lo kan udah kuliah lama di oxford gitu . terus lo pulang ke Indonesia ada nggak nih siapa artis cewek yang lo merasa “ anjir. Kenapa dia sekarang jadi terkenal bukan gue. Why is she taken my spot?”

Ma: ga ada lah. We mean do not bringing each other down. we mean support with each other. Jadi no, I feel there are lot of inspirational figure , We can all have ever our own spot and our room to grow jadi nggak sih there is move to a lord other people. Karna market kita juga besar banget. (direct)

Bw: dan beda2 semuanya. Everybody is human

Singing

Bw: speaking about female empowering maudy,

Ma : ya

Bw : ya yakan, You always empowerment with another stuff

Ma: I am going personal about two. Mungkin karena itu sebenarnya something yang mungkin masih sensitive juga karena dibahas di sini gitu. Ini kaya misalnya sekarang kan aku lg mau play s2 lagi itu, ada aja orang yang ngomong jangan terlalu sekolah tinggi2 nan susah dapet cowok nanti cowok banyak yang nggak mau. So that is my problematic kenapa aku selalu mikir maksudnya cowok nggak mau itu kenapa? Karna justru mereka nggak attracted ke perempuan yang terlalu “ambisius” berarti kan perempuan yang menarik itu perempuan yang nggak ambisius im not attracted itu juga sih sebenarnya kan. I feel like that’s where people relize that actually kind of very success. Karena itu sebenarnya arguing bahwa interactive woman is somebody who mungkin lebih submassive not very ambisius gak terlalu outspoken gak terlalu bisa sukses ngalahin suaminya kaya gitu2 jadi kaya bahwa perempuan itu harus dibawah laki2 kan jadi secara nggak langsung ya

Bw: lo susah nggak cari cowok? Like do you feel fear oneday?

Ma: I mean its so fear. Memang banyak yang ngomong kaya gitu ya. Cuman I have a boyfriend, cuman I have do my byfriend and I feel like, nggak sihnggak sesusah itu. Kalau namanya udah relationship itu sih karena nyambung karena satu frekuensi karena memang cocok aja gitu what about you?
Bw: kalo kaya pinter independent I like, I like a woman that yang punya pendirian sendiri merka punya mindset sendiri karena one day I might be on the world, who’s generate my kids you can do anything. terus kamu punya cowok kan? Lo kalo nyari cowok tu apa?like people out there would be like brought, like maudy ayunda is untouchable forget get it, ou don’t have a brain like Einstein percuma

Ma: eggak enggak…believe in or not gue tu orangnya nggak terlalu yang kaya sama cowok tu yang kayan harus sekoal disini harus pinter banget enggak. Justru enggak yang harus dari oxford juga atau dari mana. I really don’t care. So I feel like kepinteran itu dependent on what you do. Kepinteran itu bias kepinteran apa saja ngga harus spesifik.

Bw: penting gini?

Ma: nggak,

Bw : sama sekali?

Ma : hamper sama sekali. karena kaya banyak orang juga punya uang tapi itu sebenarnya dari their parent that is different kan, you can not compare people yang punya uang mungkin nggak sebanyak itu cuman mereka bikin sendiri. Itu inspiratif banget.(direct)

Bw: iya. Gue suka pemikiran lo. Karena banyak yang they flot gue punya ini punya ini Padahal bukan uang yang bikin sendiri bukan his self money itu nggak seru ya?

Ma: exactly. Iya bener ngak seru. How about you? You tell me! (direct)

Bw: gue. I like a girl who have independent tp at the same times pasti nya setiap cowok itu pasti nyari cewek sepinter pinternya dia tetap ada kodrat wanitanya in a way they also care fast. We build a way. Gua nggak suka cewek yang pinter2 bgt tp sendiri2 aja nggak mau ada careful the guy.

Ma: ngga ada warm. Ngga ada kehangatan.

Bw: buat apa I mean relationship with you. I just to bisnisman. Ya nggak?

Ma: emang ada cewek yang kaya gitu?

Bw: ada lah.

Singing

Ma: but actually this song is sad

Bw: its sad song?

Ma: jd di dekatmu tapi kujauh. Jadi mereka tu sahabatan tapi yang satunya udah mulai ada perasaan tapi dia juga apa,aduh nanti kalo gua ngomng persahabatannya malah jadi ancur nggk ya? Jadi dia kaya

Bw: cinta bertepek sebelah tangan?
Ma : ya, haha

Bw : You know right. Thats actually really good lho. Ada orang yang sempet ngomong begini, ini orang lagi patah hati dan ditanya “lo mau nggak perasaan patah hati lho ilang?” banyak yang bilang gue mau lah, gue nggak suka di patah hati. Its suffering, this one guy girl say no. “aku mau patah hati terus, I want to be broken hearted. Ditanya “why?” langsung dia jawab, karena at least perasaan gue untuk ini orang itu masih ad ague mendingan ada perasaan tentang ini orang meskipun itu sakit dari pada nggak ada sama sekali. That is so deep, ketika gue ngedenger itu gua langsung mikir “am I bring tric? Or it guy is stupid?”

Ma: oh

Bw: maudy, what about your life? Lo aslinya kayak gimana sih? What did you at home? Lo kalo dirumah ni ya lo nggak di panggung

Ma : are you an instrofet?

Bw : iam exactly mmm to be honest ya, iam introvert

Ma : seriously?

Bw : Ya

Ma: that’s like im too, jadi banyak orang kaget, jadi mereka nganggepnya kalo entertrainer itu kayak..

Bw : Pasti extrovert?

Ma : ya, padahal enggak. jadi introfet itu artinya in my spare time senengnya justru kayak anak rumahan banget dirumah nonton atu jalan bareng temen atau pacar atau kayak cuman yang, ya just like chilling and reading makanya gue nggak terlalu sering keluar sebenarnya

Bw: you are just like me.

Ma: seriously?

Bw: lo kaget nggak?

Ma:kaget bgt

Bw: tuh kan

Ma: soalnya jkalau boy itu gini you are dj right? And you like have very energrtic juga kaya “hey guys” is very energetic jadi gua nganggepnya kaya you are person very out going, very extroveted, very creative, dan lo tu kaya spontaneous juga, jadi kaya that’s kind of image, jadi orang kaya merasa boy William gitu deh, pasti kalo nge host peta bakal seru deh.

Bw: tapi mungkin banyak yang sering nonton nebengboy hamper di setiap episode gue cerita kalo gue itu introvet makanya gua udah nggak pernah diundang lagi ke pesta2.
Ma: ohgitu?
Bw: nobodys taking me in the party anymore, now I can be lonely
Ma dan bw (ahahahahaha)

Singing
Bw: I like the meaning
Ma: ya it?

Singing and dance
Bw: dulu waktu di London ya, you have no assistance rumah tangga dong ya pasti? Lo nyuci baju sendiri?
Ma: iya dong
Bw: emg lo bisa?
Ma: bisa tapi ya pake mesin cuci. Cuman ada banyak keeroran2 yang awalnya kan gak pernah nyuci sendiri jadi namanya nyuci misalnya pakaian dalam atau apa gitu sempat yang awalnya rusak2 semua sempat luntur ciut pokoknya semuanya itulah.
Bw: Lo dulu waktu kuliah ya, lo kan udah banyak duit nih dr entertain. Lo tetep dikasih uang jajan atau duit entertein lo di pegang orang tua dan pas kuliah lo Cuma dikasih uang jajan selayaknya orang2 kuliah lain.?
Ma: ya seperti itu
Bw: serius lo?
Dan jaman gue kuliah itu jaman paling mahalw2 nya, jadi kayak kasihan orang tua juga sih
Bw: waw, what is your inspiration? Apa yang jadi inspirasi seorang maudy ayunda disana tetep seperti orang lain. Maudy, lo disana nyetir ngga?
Ma: disana?
Bw: di London
Ma: enggaknaik sepeda
Bw: di Indonesia nyetir?
Ma: iya
Bm: bias nyetir?
Ma: bisa
Bw: coba ayo
Ma: oh no
Bw: lets drive the car. Lets go. lets do it. (direct)
Ma: im not familliar
Bw: This is nebeng maudy. Ye pertama kali nebeng boy gue di supirin. omg
Ma: omg
Bw: can you drive?
Ma: I can …
Bw: maudy ohh you know you are drive?
Ma: hahahah gila, kanan nih?
**Video 3**


Hi. Lo dimana? Makan yuk? Alright, see you bye!

Jd: hi boy!

Bw: hi jdar! How are you?

Jd: good, im good. How are you?

Bw: kamu lagi ngapain?

Jd: lagi siap2

Bw: terus sekarang mau ngapain?

Jd: katanya mau nemenin kamu makan?!

Ayo masuk! Kamu mau minum? (direct)

Bw: what do you have?

Jd: aku punya kopi sama teh

Bw: okey. Coffee is fine. (direct)

Jd: coffee jedar ya?! (indirect)

Bw: coffee jedar laku nggak?

Jd: laku banget dong

Bm: oh, its good. Wait wait . what’s this? Ini gambar apaan?

Jd: oh itu gambar kaki aku sama kaki el waktu el umur 1 thn

Bw: okey, thank you

Jd: aku siap2 ya.

Bw:okey jes. Hey, btw kamu berapa lama nanti?

Jd: 5 menit paling lama.

Bw: are you sure?

Bw: Eh, jesika. Toilet dimana ya?

Jd: iya, di kanan lurus aja.
Bw: alright
Jd: boy?
Bw: are you done?
Jd: ya. I told you 5 minutes right?
Bw: oke. Apa 3 hal yang harus kamu bawa kemana mana?
Jd: dompet, hp, kacamata
Bw: and you have them it right now?
Jd: yes
Bw: lets go! (direct)
Jd: lets go.
Kamu nggak bisa nyetir ya?
Bw: ini pertama kalinya aku nyetir.
Jd: serius
Singing
Bw: what your favorite girl squad song? I want a be a part of girl squad. Give me across girl squad song right now. Lets be a girl squad in the car. who are your favorite girl squad members?
Jd: me?
Bw: who is your least girl squad members?
Jd: I cant say
Bw: but you have one?
Jd: of course
Bw: oh shit, you are girl
Jd: the one I should to talk. Right?
Bw: why the cross like that jesica? Kamu foto2 sama mereka tapi kamu nggak suka?
   - Jesica is calling someone
Bw: who is that? I love you too, who?
Jd: temen aku
Bw: is your friend? Kamu very friendly with your friends? I love you, ilove you?

Jd: iya

Gorengan serius?

Bw: you like gorengan?

Jd: I love it

Bw: I love gorengan. What your favorit gorengan, bakwan?

Jd: bakwan tahu isi pisang goreng

Bw: cireng?

Jd: cireng

Bw: pak, itu Koran apa ya? Sini dong! Say hallo. Tau nggak ini siapa? (direct)

Ini siapa? Siapa namanya?

Omg. Itu gorengan jes

Jd: you want gorengan? Go buy

Bw: bang ada yang jual gorengan nggak? Kamu jual gorengan? Mau dong

I want it, ice cream.

Bang, mau es krim dong. Bang es krim dong. (direct)

(penjual es krim memberkan es krim)

Bw: Lo terakhir nge date berapa lama yang lalu?

Jd: 3 bulan yang lalu

Bw: wah, lumayan lama dong? Lo udah lama ngga diijakin nge date?

Jd: ketawan dong ni?

Bw: gimana kalo kita ngedate disini? (direct)

Jd: iya

Bw: look at me (direct)

Jd: gimana gimana?

Bw: ini kita kan nge date. Sini deketan! Kamu kalo nyari cowo maunya yang kaya apa?
Jd: yang bisa bikin aku seneng terus. Yang bisa bikin aku nyaman yang selalu ada buat aku terus yang perhatian, pinter.

Bw: aku dulu waktu sekolah nilainya A terus

Jd: oh gitu?

Bw: pingin nikah kapan?

Jd: kalo bisa sih tahun depan

Bw: amin. Kita merem, ayok (direct)

Lalu jd dn bw menejamkan mata

Jd: tuhan kalo misalnya nggak jodoh nih terus dihilangin rasanya tu tanpa rasa sakit erus langsung dikasih jodoh lagi yang baru. Biar gak usah lama2 ya tuhan

Bw: tangan mu lembut.

Jd: seperti pantat bayi

Bw: kamu kalo umur penting?

Jd: penting sih, kalo bisa yang lebih tua dari aku

Bw: tapi yang kamu I love you tadi umur berapa?

Don’t tell me he is young morethan me.

Jd: emang kelihatan tadi?

Aku makanya cepet2 ya, soalnya biar bisa jemput el

Bw: enak ngga makananya?

Jd: enak banget. Dulu itu aku sering banget kesini. Dulu awal2 kesini itu sama girl squad kita arisan disini

Bw: serius?


Bw: suka buat nongkrong?!

Rencana gua buat jemput jedar tadi mo makan men

Jd: ya kan. terus gk jadi deh

Bw: gara2 gorengan tuh
Jd: tp tu gorengan enak banget

Bw: enak banget. Gua kalo suruh milih ya makanan restoran atau gorengan. Gorengan on the way pokoknya

Jd: kamu itu dong, waktu dulu kamu sekolah berarti kamu nggak ketemu gorengan

Bw: gak ada

Jd: pas nyampe sini kamu yang kaya gila banget sama gorengan?

Bw: gila banget sama goren gan. Nasi goreng lah, gado2 lah semuaanya. Makanan luar tu ngga ada yang enak. Ngga kaya kita punya , jauh

Jd: kalau kamu disuruh milih jenis makanan seumur hidup ksmu, ksmu milih apa?

Bw: Indonesia and than Japanese kayak sushi

Jd: aku first Japanese, kedua Indonesia

Bw: now, we pick up the big hiro in the car yeah. You are the big hiro. High five! Yey boy

Gimana say hi! Sini sini el duduk sini (indirect)

El: james

Jd: james. Hi james

Bw: is that your best friend?

El: ya

Bw: how many friend you have?

I always see you eating cake, do you like cake?

What is you favorit cake?

El: strawberry

Jd: I told you like barack bakery el?

Bw: you like barack bakery?

Jd: roti kasur

El: ya

Bw: el, you want to listen ,music el?

Please play one song (direct)

Bw: El, do this! 9dorect

El doing what boy’s asked
### Appendix 3

#### Table Kinds of Speech Act

<table>
<thead>
<tr>
<th>No</th>
<th>Type of Speech Act</th>
<th>Data</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Direct</td>
<td>Kak nana seneng nggak sih, interviewing top people or you prefer to have fun and chill?</td>
<td>BW.V1.D1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Do you get More younger generational?</td>
<td>BW.V1.D2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>oh really?</td>
<td>NS.V1.D3</td>
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<td></td>
<td></td>
<td>did you see the asian games btw?</td>
<td>BW.V1.D4</td>
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<td>did you come to do the show?</td>
<td>NS.V1.D5</td>
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<td>Are you ready kak nana?</td>
<td>BW.V1.D6</td>
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<td></td>
<td></td>
<td>kak nana how is your kid doing?</td>
<td>BW.V1.D7</td>
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<td></td>
<td></td>
<td>he is dating?</td>
<td>BW.V1.D8</td>
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<td></td>
<td></td>
<td>how kaku I am ya?</td>
<td>NS.V1.D9</td>
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<tr>
<td></td>
<td></td>
<td>you good singer kan?</td>
<td>BW.V1.D10</td>
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<td>what are you doing in the future?</td>
<td>BW.V2.D11</td>
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<td>Would you teach there?</td>
<td>BW.V2.D12</td>
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<td></td>
<td></td>
<td>What do you teach?</td>
<td>BW.V2.D13</td>
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<tr>
<td></td>
<td></td>
<td>what do you want to teach?</td>
<td>MA.V2.D14</td>
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<td>lo susah nggak cari cowok? Like do you feel fear oneday?</td>
<td>BW.V2.15</td>
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<td></td>
<td></td>
<td>How are you?</td>
<td>BW.V3.D16</td>
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84
<table>
<thead>
<tr>
<th>Line</th>
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<tr>
<td>what do you have?</td>
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<td>and you have them it right now?</td>
<td>BW.V3.D18</td>
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<tr>
<td>Lets sing together!</td>
<td>BW.V1.D19</td>
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<tr>
<td>okey. Lets do it together! One reff. One two three go!</td>
<td>BW.V1.D20</td>
</tr>
<tr>
<td>oke. Lets do this.</td>
<td>NS.V1.D21</td>
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<td>Lets move your body!</td>
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<td>Dance! Dance move everybody, Okay one two three go!</td>
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<td>You tell me!</td>
<td>MA.V2.D24</td>
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<td>lets drive the car. Lets go.lets do it.</td>
<td>BW.V2.D25</td>
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<td>lets go!</td>
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<td>look at me!</td>
<td>BW.V3.D27</td>
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<td>High five!</td>
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<td>El,do this!</td>
<td>BW.V3.D29</td>
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<td>You have to teach me to move ya</td>
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<td>can you sing little bit?</td>
<td>BW.V1.D31</td>
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<td>kak nana give me tips untuk anak2 jaman sekarang ini about politics.</td>
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<td>if you make a school, you hire me! You hire me as a teacher</td>
<td>BW.V2.D33</td>
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<td>I want it, ice cream.</td>
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<tr>
<td>Please play one song</td>
<td>BW.V3.D35</td>
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</table>
We mean do not bringing each other down

MA.V2.D36

You have to be cool. Oke. You have to be cool mom!

BW.V1.D37

be skeptical of everythings.maksudnya Question everythings

NS.V1.D38

Stoping humble!

BW.V2.D39

you can not compare people yang punya uang mungkin nggak sebanyak itu cuman mereka bikin sendiri. Itu inspiratif banget

MA.V2.D40

okey. Coffee is fine.

BW.V3.D41

2 Indirect Are you ready kak nana?

BW.V1.I1

You would he be single forever?

BW.V1.I2

high five!

BW.V1.I3

kadang suka merasa kayak gini gak? Kalau melihat artis2 lain atau other figure do you feel how man? kok I am doing so little cmpand to that

BW.V2.I4

Ok hands up

BW.V1.I5

okey take it all the right back, lets be maudy ayunda the 13 years old girl

BW.V2.I6

Appendix 4

Table kinds of directive illocutionary act

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<tr>
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<td>1</td>
<td>Asking</td>
<td>Kak nana seneng nggak sih, interviewing top people or you</td>
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<td>Question</td>
<td>Response</td>
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<td>-------------------------------------------------------------------------</td>
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<tr>
<td>prefer to have fun and chill?</td>
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<tr>
<td>Do you get More younger generational?</td>
<td>BW.V1.As2</td>
<td></td>
<td></td>
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<tr>
<td>oh really?</td>
<td>NS.V1.As3</td>
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<td>did you see the asian games btw?</td>
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<td>did you come to do the show?</td>
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<tr>
<td>Jadi what should we do ya nggak?</td>
<td>NS.V1.As6</td>
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<td>Are you ready kak nana?</td>
<td>BW.V1.As7</td>
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<td>kak nana how is your kid doing?</td>
<td>BW.V1.As8</td>
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<td>he is dating?</td>
<td>BW.V1.As9</td>
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<td>You would he be single forever?</td>
<td>BW.V1.As10</td>
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<td>how kaku I am ya?</td>
<td>NS.V1.As11</td>
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<td>you good singer kan?</td>
<td>BW.V1.As12</td>
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<td>what are you doing in the future?</td>
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<td>Would you teach there?</td>
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<td>what do you want to teach?</td>
<td>MA.V2.As4</td>
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<td>lo susah nggak cari cowok? Like do you feel fear oneday?</td>
<td>BW.V2.As5</td>
<td></td>
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<td>How are you?</td>
<td>BW.V3.As1</td>
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<tr>
<td>what do you have?</td>
<td>BW.V3.As2</td>
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<td>and you have them it right now?</td>
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<td>2</td>
<td>Commanding</td>
<td>Lets sing together!</td>
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<td>Ok hands up</td>
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<td>okey. Lets do it together! One reff. One two three go!</td>
<td>BW.V1.Cm3</td>
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<td></td>
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<td>oke. Lets do this.</td>
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<td>Lets move your body!</td>
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<td>Dance! Dance move everybody, Okay one two three go!</td>
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<td></td>
<td></td>
<td>high five!</td>
<td>BW.V1.Cm7</td>
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<td>okey take it all the right back, lets be maudy ayunda the 13 years</td>
<td>BW.V2.Cm1</td>
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<tr>
<td></td>
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<td>old girl</td>
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<td>You tell me!</td>
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<td>lets drive the car. Lets go.lets do it.</td>
<td>BW.V2.Cm3</td>
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<td>lets go!</td>
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<td>look at me!</td>
<td>BW.V3.Cm2</td>
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<td>4</td>
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<td>I want it, ice cream.</td>
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<td></td>
<td>Please play one song</td>
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<td>5</td>
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<td>6</td>
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<td>7</td>
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Nomor : B.130
/Ln.21/D1.1/PP.07.3/08/2018
Lamp. : Proposal Skripsi
Hal : Pembimbing Skripsi

Salatiga, 03 Agustus 2018

Kepada
Yth. Faizal Risdianto, S.S, M.Hum

Di Tempat

Assalamualaikum Wr. Wb.
Dalam rangka penyusunan Skripsi Mahasiswa jenjang Strata Satu, Saudara ditunjuk sebagai Dosen Pembimbing mahasiswa:
Nama : IIS SHOLIKAH
NIM : 113-14-180
Program Studi : TADRIS BAHASA INGGRIS
Fakultas : Tarbiyah dan Ilmu Keguruan
Judul Skripsi : AN ANALYSIS OF DIRECTIVES ILOCCUTIONARY ACT FOUND IN CLASSROOM DISCOURSE

Apabila dipandang perlu Saudara diminta mengoreksi tema skripsi di atas. Demikian untuk diketahui dan dilaksanakan.

Wassalamualaikum Wr. Wb.

A.n. Dekan,
Wakil Dekan Bidang Akademik

Mufiq, S.Ag., M.Phil.
NIP : 19690617 199603 1004

Tembusan:
1. Yth. Dosen Pembimbing
2. Mahasiswa yang bersangkutan
3. Arsip Akademik

Ket : Judul telah direvisi dosen Pembimbing.
# LEMBAR KONSULTASI SKRIPSI

Nama Mahasiswa : Iis Sholikah  
NIM : 113-14-180  
Judul Skripsi pada surat penunjukan pembimbing skripsi :

AN ANALYSIS OF DIRECTIVE ILLCUTIONARY ACT FOUND IN BOY WILLIAM’S VIDEO BLOG (VLOG)

<table>
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<tr>
<th>No.</th>
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<th>Isi Konsultasi</th>
<th>Catatan Pembimbing</th>
<th>Paraf</th>
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</table>
| 1.  | 09-08-18 | Penyusunan Nomenclatur Pembimbing | Judul diganti untuk lebih spesifik lagi  
|     |          |                    | langit luat Proposal  
|     |          |                    | Revolusi Bab 1-3 |       |
| 2.  | 11-08-18 | Persetapan judul bab | Backgound hanya simbol  
|     |          |                    | per bab, Research  
|     |          |                    | Question & Objective hanya  
|     |          |                    | berkesinambungan |       |
| 3.  | 08-01-19 | Pengajuan Proposal | Ditambah Referensi &  
|     |          |                    | dilarjutkan BAB 1-3 | |       |
| 4.  | 16-01-19 | Proposal     | BAB I, dinyatakan  
|     |          |                    | untuk murni bab bab  
|     |          |                    | BAB II  
|     |          |                    | - Kutip referensi yang relevan  
|     |          |                    | dengan as引用  
|     |          |                    | matrik dimaksud lag  
|     |          |                    | Bab III  
|     |          |                    | - Ditambah lagi metode,  
|     |          |                    | dan berdasarkan buat super  
|     |          |                    | hubel data & collection | | |       |
| 5.  | 22-04-19 | BAB 1-3     | BAB I  
|     |          |                    | - Ditambah direct invins  
|     |          |                    | BAB II  
|     |          |                    | - tambah IPSIS | | |       |
| 6.  | 13-05-19 | BAB 1-3     | Dosen Pembimbing,  

Faizal Risdianto, S.S., M.Hum.  
NIP. 19750917 200801 1010

Catatan:  
Jika ada perubahan judul skripsi, harap dicantumkan dalam lembar konsultasi, tidak ada penggantian Surat Penunjukan Pembimbing Skripsi kecuali ada Surat dari Ketua Program Studi tentang Penggantian Dosen Pembimbing Skripsi.
LEMBAR KONSULTASI SKRIPSI

Nama Mahasiswa : Iis Sholikhah
NIM : 113-14-180
Judul Skripsi pada surat penunjukan pembimbing skripsi :
AN ANALYSIS OF DIRECTIVE ILOCUTIONARY ACT FOUND IN BOY WILLIAM'S VIDEO BLOG (VLOG)

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<td>ACC, lanjut BAB 4-5</td>
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<td>BAB 4-5</td>
<td>Bab 4, dibuat per video dan per jenis directive. BAB 5 dihilangkan kata-kata / sentence yang tidak perlu. BAB 4 - hilangkan semua yang berbahasa Indonesia. BAB 5 ACC</td>
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Dosen Pembimbing:

Faizal Risdianto, S.S., M.Hum.
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### DAFTAR NILAI SKK

Nama : IIS SHOLIKAH  
Jurusan : TBI

NIM : 113-14-180  
Dosen Pa : Rifqi Aulia Erlangga, S.Fil, M.Hum

Fakultas : Tarbiyah dan Ilmu Keguruan

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<td>28 Oktober 2018</td>
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Salatiga, 10 September 2019

Mengetahui

Wakil Dekan Bidang Kemahasiswaan dan Kerjasama

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This curriculum vitae has been written seriously and able to responsibility by the writer.

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