AN ANALYSIS OF SPEECH ACTS USED BY ENGLISH TEACHERS IN ENGLISH TEACHING LEARNING PROCESS AT SMP IT DARUL FIKRI BAWEN

A GRADUATING PAPER

Submitted to the Board of Examiner as a partial fulfillment of the requirements for the degree of Sarjana Pendidikan (S.Pd.)

By:
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ENGLISH EDUCATION DEPARTMENT
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STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN)
SALATIGA
2019
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2019
DECLARATION AND PERMISSION FOR PUBLICATION

The one who signed below:

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Declares that this graduating paper was written by the researcher herself and the researcher didn’t copy from the other researchers. Theories and citations were used base on code ethics of writing graduating paper. I give permission to publish this graduating paper on IAIN Salatiga’s e-repository.

Salatiga, September 12th 2019

The researcher

Yunita Sari
Salatiga, September 12th 2019

Hanung Triyoko S.S, M.Hum., M.Ed.

The Lecturer of English Education Department
State Institute for Islamic Studies (IAIN) Salatiga

The Attentive Counselor’s note
Case: Yunita Sari

Dear,

Dean of Teacher Training
and Education Faculty

Assalamu’alaikum Wr. Wb.

After reading and correcting Yunita Sari’s graduating paper entitled AN ANALYSIS OF SPEECH ACTS USED BY ENGLISH TEACHERS IN ENGLISH TEACHING LEARNING PROCESS AT SMP IT DARUL FIKRI BAWEN, I have decided and would like to propose that this paper can be accepted by the Teacher Training and Education Faculty. I hope this paper will be examined as soon as possible.

Wassalamu’alaikum Wr. Wb.

[Signature]

Hanung Triyoko S.S, M.Hum., M.Ed.

NIP. 19730815 199903 1 003
A GRADUATING PAPER

AN ANALYSIS OF SPEECH ACTS USED BY ENGLISH TEACHERS IN
ENGLISH TEACHING LEARNING PROCESS AT SMP IT DARUL FIKRI

BAWEN

WRITTEN BY:
YUNITA SARI
23030150146

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 Thursday, 12 September 2019, and hereby considered to have
completed the requirements for the degree of Sarjana Pendidikan (S.Pd) in
English Education.

Board of examiners

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Salatiga, September 12th 2019

Dean

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NIP. 19680613 199403 1 004
MOTTO

“Success is not final. Failure is not fatal. It is the courage to start that counts”

-Wiston Chruchill-
DEDICATION

This Graduating Paper is sincerely dedicated to my beloved mother and father.
ACKNOWLEDGEMENT

Bismillahirrahmanirrahim,
Assalamu’alaikum Wr. Wb.

Alhamdulillahi robbil’alamin, all praise be to Allah SWT, the Most Gracious and the Most Merciful who always blesses and helps the writer so the writer can finish the graduating paper. Bless and mercy is upon great Prophet Muhammad SAW for his guidance that leads the writer to the truth.

However, this paper would not be finished without support, advices, help and encouragement from several people and institution. Hence, the writer would like to express deep gratitude to:

1. Prof. Dr. Zaiyuddin, M.Ag. the Rector of Institute of Islamic Studies (IAIN) of Salatiga.

2. Prof. Dr. Mansur, M.Ag. the Dean of Teacher Training and Education Faculty of State Institute for Islamic Studies (IAIN) of Salatiga.

3. Mr. Norwanto, S.Pd, M.Hum, Ph.D. the head of English Education Department.

4. Mr. Hanung Triyoko, S.S., M.Hum., M.Ed. as the counselor who has educated, supported, directed and given the writer advices, suggestions and recommendations for this graduating paper from beginning until the end. Thank you for his patience and care. He really gave big contributions to this graduating paper.

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5. Mr. Miftachudin, S.Pd.I., M.A. as the academic counselor. Thank you for the guidance and support.

6. All figures who could not be mentioned because of the limited room of the paper.

Eventually, this graduation paper is expected to be able to provide useful knowledge and information to the readers. The writer is pleased to accept more suggestion and contribution for the improvement of this graduating paper.

Salatiga, September 12th 2019

The Writer

Yunita Sari

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ABSTRACT


Counselor: Hanung Triyoko S.S, M.Hum., M.Ed.

The research aims to answer the following research questions: (1) What are the types of speech act used by English teacher in English teaching learning process at SMP IT Darul Fikri Bawen? (2) What are the dominants of speech act used by English teacher in English teaching learning process at SMP IT Darul Fikri Bawen?. The objectives of this research are to find out the types and the dominants of speech act in English Language class.

This research used qualitative methodology and adopted descriptive analysis. The writer analysed the data from conducting research. The techniques of collecting data were observation and documents. First, the writer recorded the English teachers in the English teaching and learning process used a video recorder. Next, the writer made transcripts of the dialogues. Third, the writer classified the transcribed dialogues in the data sheet. Last, the data were classified according to Searle’s theory of speech act and Austin’s theory of speech act.

The result of the research show that there are three types of speech act performed by the English teachers in classroom communication. They are locutionary, illocutionary, and perlocutionary. The interrogatives of locutionary act is the most dominant act (40 from 106 data). Next, there are five types of illocutionary; declarative, representative, expressive, directive, and comissive. The directive is the most frequent acts (73 from 106 data). In addition, the perlocutionary of to get the hearer to do something is the most frequent act (51 from 106 data). In conclusion, the dominant use of directive acts implies that the teachers dominate the conversation in the English language classroom.

Keywords: Pragmatics, Speech Act, Type of Speech Act in the classroom.
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CHAPTER I
INTRODUCTION

A. Background of the Study

Communication is the main part of social interaction in human life. The definition of communication itself according to Richard and Schmidt (2010: 97), communication is a process of transferring information, messages, and a conversation by one person to another so the information or message comes with the intention of someone who conveys information. In an act of communication, there is usually at least one speaker or sender, a message which is transmitted, and a person or persons for whom this message is intended. Language is the tool of communication for transferring or conveying information from the speaker to the hearer. Being able to communicate using language effectively is an important life skill because as social beings because people need to interact with each other, deliver information and language became the main function to communicate in social life.

Language as the tool of communication has the main key which can express a thought, emotion, feeling and desire of human being. Richard and Schmidt (2010: 311) mentions that language is any particular system of human communication for example, the French language and Hindi language. Sometimes a language is spoken by most people in a particular
country, for example, Japanese in Japan, but sometimes a language is spoken by only part of the population of a country, for example Tamil in India, French in Canada. To unite people from around the world and communicate with people from another country we can use English as an international language.

English has a special function as lingua franca among people with different languages and nations, it is able to link people so they can communicate, deliver a message or explain information. English as a lingua franca leads the use of English in many fields, one of them is education. Through education, people can able to develop their skills and competence in language skill. In many countries learning English is included in the education curriculum to prepare the students in the globalization era.

In Indonesia, English is a foreign language which learned widely among people from various categories. English has become one of the subject materials in education field and studied from the beginning level of education up to university level. The purpose of learning English is to acquire the communicative competence of the native speakers of English. The communicative competences are composed of linguistic or grammatical competence, discourse competence, sociolinguistic or sociocultural competence, and strategic competence (Richard and Schmidt, 2003: 10).
Communicative competence in learning English is important. When good communication occurs in the learning process it will achieve a good outcome and reaching a goal of communication. The proper communication help teacher deliver the information sometimes the teacher will produce the utterance through their speech to convey the material that the students have to know about the context.

In the study of language or linguistics, how the language used in context is investigated in pragmatics. Pragmatics is a part of linguistics which deals with meaning in context. This study has involved the interpretation of what people mean in a particular context and how the context influences what is said. It means that the speaker should recognize what they want to say in accordance with who they are talking to, where, when, and under what circumstances (Risdianto, 2016: 2).

Yule (1996: 4), proposes that pragmatics is the study of the relationship between the linguistic form and the user of that form. Pragmatics is the study about speaker meaning, contextual meaning, gets communicated that sets, and expression of relative distance where there is a perfective about the choice between the said and the unsaid meaning. This study is more to do with the analysis of what people mean by their utterances than what the word or phrase in those utterances might mean by themselves.
There are several approaches in pragmatics one of them is speech act. Austin (1962: 100) mentions speech acts as the actions performed in saying something in which to say something is to do something. In brief, when speakers are saying words, they not only produce utterance containing words and grammatical structure, but they also perform action in those utterances. People do not only produce utterances containing grammatical structures and words, but they also perform actions via those utterances. Schauer (2009: 7) proposes three dimensions that usually consist in speech acts they are locutionary act, illocutionary act, and perlocutionary act.

Locutionary act is the act of saying something. Locutionary acts deal with linguistic meaning or grammatical (or phonological) form of an utterance. Second, illocutionary act is the speaker’s intention. There are several classifications of illocutionary act according to Searle (1969), they are: declarations, representatives, expressive, directive, commissives, and verdictives. The third is perlocutionary act describes as an act that is uttered to affect the listener or hearer’s reaction.

Based on all explanation above, the writer aims to find out the speech acts used by English teachers of SMP IT Darul Fikri Bawen in the teaching-learning process. Speech act is very important in the learning process. It is justified since the acts of transmitting knowledge, organizing activities, controlling the classroom, and giving instructions are done through teacher talks that contain the speech acts. The researcher wanted
to know whether the teacher used a good utterance to make the students understand the teacher’s explanation in the teaching and learning process.

Based on the explanation above, the writer wants to analyze and classify speech act used by English teacher of SMP IT Darul Fikri Bawen entitled: “AN ANALYSIS OF SPEECH ACTS USED BY ENGLISH TEACHERS IN ENGLISH TEACHING LEARNING PROCESS AT SMP IT DARUL FIKRI BAWEN”. In this study, the researcher wants to explore speech acts performed by the teacher in the classroom conversation.

B. Statement of the Problems

Based on the background of the study, the writer formulates the problems of the study as follow:

1. What are the types of speech acts used by English teachers in English teaching learning process at SMP IT Darul Fikri Bawen?
2. What are the dominants of speech acts used by English teachers in English teaching learning process at SMP IT Darul Fikri Bawen?

C. Objective of the Study

The objectives of the study can be stated as follows:

1. To find out the types of speech acts used by English teachers in English teaching learning process at SMP IT Darul Fikri Bawen.
2. To find out the dominants of speech acts used by English teachers in English teaching learning process at SMP IT Darul Fikri Bawen.

D. Benefits of the Research

The result of the research is supposed to give benefits as follows:

1. Theoretical benefits

The writer expected that the result of the research can be the references to readers or those who want to know some additional information about speech acts.

2. Practical benefits

The writer expects that this result of the research can contribute to the development of pragmatics field and enrich information about speech act that used by the teacher or lecturer in teaching learning process. Besides, the writer hopes that this research can give some benefits for the English students, future researchers and finally to interested readers.

a. For students

The result of this research can be used to enrich information for students in comprehending the types of speech acts that are used by their lecturer and easily understand the meaning.

b. For readers

The writer hopes that the result can guide the readers and give more understanding in the speech act.

E. Definition of Key Terms
To prevent misunderstanding, some key terms are explained as following below:

1. **Pragmatics**

   The definition of pragmatics based on the book entitled Pragmatics (Yule, 1996: 3-4) states: “Pragmatics is the study of speaker meaning as communicated by a speaker (or written) and interpreted by listener (or reader). This study is more to do with the analysis of what people mean by their utterances than what the word or phrase in those utterances might mean by themselves.”

2. **Speech Acts**

   According to Austin (1962), speech acts is performed actions via utterances. In English, are commonly given more specific labels, such as apology, complaint, compliment, invitation, promise or request.

3. **Teaching**

   According to Brown (2007: 8), teaching is guiding and facilitating learning, enabling the learner to learn, and setting the conditions for learning.

4. **Learning**
Learning refers to the process of gaining knowledge or skills in an activity. Brown (2007: 7) explains that learning is acquiring or obtaining knowledge of a subject or a skill by study, experience or instruction.

5. English Teacher

Teacher is person who delivers an educational program assesses student participation in consistent and substantial leadership to an educational program.

F. Outline of the Graduating Paper

This research consist into five chapters, each chapter has different topic. First chapter is Introduction. This chapter will explain about the background of the study, the statements of the problems, objective of the study, benefits of the study, definition of key terms, and outline of the graduating paper. The second chapter is Literature Review. In this chapter will divide into two parts: theoretical review and related previous study. Theoretical review will explain about the definition of pragmatics, speech acts, types of speech act and English classroom. The third chapter is Research Methodology. This chapter consists of type of research, data source, object of the research, method of collecting data, and technique of data analysis. The fourth chapter is Data Analysis. In this chapter includes research finding and discussion. The fifth chapter is Closure. It consists of
conclusion of all the data analysis and suggestions of the data discussion.

The last part is references.
CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

In this chapter, the researcher discusses the relevant theories related to the study. This chapter is divided into five sessions: pragmatics, speech act, type of speech act, context and classroom discourse.

1. Definition of Pragmatics

In order to communicate, people use language to understand each other. Discussing about language is important, because when we receive an information we need to know the intention of the utterance used and what the meaning of the information. The study of language is called linguistics. Linguistics deals with so many branches such as phonetic and phonology that discusses about sound, morphology deals with word formation. How words are put together into sentences discussed in syntax. While meaning or what is signified discussed in semantics field. In studying linguistics, semantics and pragmatics both concern on the study of meaning but in different ways.

Semantics and pragmatics are related to the people ability to use language in meaningful way. The difference between semantics and pragmatics is that semantics concerns with the speaker’s competence in producing meaningful utterances and processing utterances
produced by other, while pragmatics deals with the person’s ability to interpret meaning from particular kind of speech situations often called context (Kreidler, 2002:18). Context is the thing that makes semantics and pragmatics is different at their basic.

Yule (1996: 3-4), explains that pragmatics is the study of the relationship between the linguistic form and the user of that form. Pragmatics is the study of the speaker meaning it deals with the meaning uttered by the speaker and interpreted by the listener. In saying something, people also consider to whom they are talking to, where, when, and under what circumstances. It is because a particular context may influence what is said by the speaker. Yule adds that pragmatics is the study of expression of relative distance. People will not say anything to anyone whom they do not recognize well.

Another definition of pragmatics comes from Poultrige (2006: 53) in Umar (2016: 18), pragmatics is the study of meaning in relation to the context in which a person is speaking or writing. This includes social, situational and textual context. In addition, Levinson (1983: 9) states pragmatic is the study of relations between language and context that a basic to an account of language understanding. Another definition, pragmatics has to do with language and its users. It studies the condition of human language uses as these are determined by the context of society (Mey, 1993: 42).
The study of pragmatics covers several subfields or domains, according to Griffiths (2006), Pragmatics covers such as deixis, reference, presupposition, implicature, and speech acts. Deixis is concerned with the referring expressions which pointing to something. Reference deals with the linguistic forms used by the speaker to enable the listener to identify something. Presupposition is related to the things that the speaker assumes as the case of an utterance. Implicature is associated with the existence of norms for the use language in context. Speech acts are concerned with the use of utterance to perform an act.

2. Definition of Speech Acts

John L Austin was the first who proposed theory about speech act. On his book entitled *How To Do Thing With Words* (1962), Austin mentions that speech act is a theory of performative language. Basically, when people say something, they do not only produce utterance containing words, but they also do something or expect action in those utterances. In addition, Austin concludes that speech act is an utterance that replaces an action for particular purpose in a certain situation.

According to Searle (1969: 17-18), the speech act or acts performed in the utterances of a sentence are in general a function of the meaning of the sentence. The meaning of a sentence does not in all
cases uniquely determine what speech act is performed in a given utterances of that sentence, for a speaker may mean more than what he actually says, but it is always in principle possible for him to say exactly what he means. And for these reasons a study for the meaning of sentences is not in principle distinct from a study of speech acts. Properly construed, they are the same study. Since every meaningful sentences in virtue of its meaning can be used to perform a particular speech act (or range of speech acts), and since e very possible speech act can in principle be given an exact formulation in a sentence or sentences (assuming an appropriate context of utterance), the study of meanings of sentences and the study of speech acts are not two independent studies but one study from two different points of view.

Another definition of speech act comes from Yule (1996: 47), he states that speech act are simply performed actions via utterances. In attempting to express themselves, as the explanation before, people do not only produce utterances. They perform actions via utterances. For the example, if you work in situation where boss has a great contract deal, then the boss’s utterance of the expression “You are fired” is more than just a statement. The utterance can be used to perform the act of the boss ending your employment.

Following Austin’s theory (1962), we can distinguish three things in every speech act. What is said, the utterance, can be called the locution. What the speaker intends to communicate to the
addressee (the purpose) is the illocution. The message that the addressee gets, his interpretation of what the speaker says, is the perlocution. If the communication is successful, the illocution and the perlocution are alike or nearly alike (Kreidler, 2002: 181).

3. Type of speech act

a. J L Austin

According to Austin (1975: 13-14), there are three basic kinds of acts perform in speech; locutionary act, illocutionary act, and perlocution act. Austin’s theory was based on his belief that speakers do not only use language to say things, but to do things.

1) Locutionary act

Locutionary act is roughly equivalent to uttering a certain sentence with certain sense and reference, which again is roughly equivalent to meaning in the traditional sense (Austin, 1962: 108). Locutionary act is the actual words that the speaker uses. It is mean the basic act of the utterances. Austin added, there are three patterns of locutionary act according to which English sentences are constructed. They are declarative if it tells something, imperative if it gives an order and interrogative if it asks a question.

Examples:

‘It is going to snow’
The locutionary act of the sentence above is referring to the weather.

‘saya lapar’ (I’m hungry)

The locutionary act of the sentence above is referring to the speaker that he/she is hungry.

2) Illocutionary act

Austin (1962: 108) states illocutionary act as an utterance which has a certain (conventional) force. It can also be said that illocutionary act refers to what one does in saying something. In addition, illocutionary act is what is usually meant when we make an utterance is that we accomplish some specific social act, for example, the making of a statement, an offer, or a promise.

Examples:

a. ‘It is cold outside’

The speaker may suggest the hearer not to go outside without wear a warm outfit. In other hand, it has mean that a request for someone to turn on the room heater.

b. ‘Saya akan memadamkan lampu’ (I will turn the light off)
The utterance from the speaker may referring that the speaker will lie down and go to sleep then suggest the hearer to turn off the light.

3) Perlocutionary act

Perlocutionary act is what people bring about or achieve by saying something such as convincing, persuading, deterring, and even, say, surprising or misleading. Austin in Umar (2016: 10) said perlocutionary act refer to the effects of the utterance on the listener, that is, the change in the mind or behavior of the listener because of producing locutions and illocutions.

‘You have throat inflammation’

Locution (the utterance): you have throat inflammation. Illocution (the meaning): an act of suggesting the hearer to go to hospital. Perlocution (reaction): the hearer goes to hospital

‘Saya memiliki lima anak kucing’ (I have five kitties)

Locution of the utterance is ‘I have five kitties’, illocution or the meaning is the speaker might to offering the hearer to ask for kitties and the reaction of the hearer asks for the kitties is the perlocution act.

Austin (1962: 119) explains some effect of perlocutionary acts as follow:
a) To cause the hearer

Austin (1962: 120) mentions that when causing the hearer, the speaker expects some action or consequences at the hearer’s state through his utterances.

b) To get the hearer to do something

To get hearer to do something means that we want someone to do something after hearing our statement. It is a condition when the speaker expects the hearer to do something through the statement said by the speaker (Austin 1962: 121).

c) To enlighten the hearer

When we enlighten someone, we give them some new information which enriches his knowledge. It is a condition when the speaker gives some spiritual or intellectual insight to the hearer (Austin, 1962: 121).

d) To convince the hearer

To convincing the hearer is a condition when the speaker tries to make the hearer believe that what he says is the case and thus, the hearer feel sure about that through what the speaker says (Austin, 1962).
b. John Searle

According to Searle (1969:17-18), the speech act or acts performed in the utterances of a sentence are in general a function of the meaning of the sentence. In practice the use of language there are at least three kinds of speech acts. These are three kinds of speech acts that row can be described as follows: locutionary acts, illocutionary acts and perlocutionary acts.

1) Locutionary act

Locutionary acts are the speech act with words, phrases, and sentences, according to the meaning contained by words, phrases, and sentences.

Example:
‘What time is it?’

The utterance above has literal meaning that the speaker just asks to the hearer about the time.

‘Membaca puisi’ (Read a poem)

The utterance above can be describe as the speaker does the act of saying and the hearer understand the words and is able to recognize the poem referred to.

2) Illocutionary act

Illocutionary act is an act of doing something with a purpose and a specific function. Searle classifies illocutionary acts in five kinds, as follow:
a) Declaration: declaration refers to speech act which change the reality. It can changes the state of affairs in the world such as pronouncing, declaring, resigning, sentencing, appointing, firing and christening.

Examples:
‘I named my baby Daniel’
The sentence above means: changes nameless baby into one with name
‘Dengan ini saya nyatakan kalian sebagai suami istri’ (‘I hereby pronounce you man and wife’)
The sentence above means: turns two people into married couple.

b) Representatives: commit a speaker to the truth of the expressed proposition. The acts are stating, claiming, describing, suggesting, asserting, hypothesizing and telling.

Example:
Hypothesizing: ‘There are dark clouds in the sky, it may rain tomorrow.’
Describing: ‘Dia memiliki mata yang berwarna coklat indah’ (She has beautiful brown eyes)

c) Expressive: expresses the speakers feeling and attitudes toward events or conditions. The acts are includes
welcoming, congratulating, praising, thanking, blaming, condoling, and apologizing.

Example:

Congratulating: congratulations for your good score,

_Selamat atas kelulusan anda_ (Happy graduation)

Praising: your painting is so beautiful

d) Directives: intended speakers to create the effect that the hearer takes action. Such as: ordering, commanding, advising, asking, begging, challenging, demanding, forbidding, inviting, permitting, requesting, etc.

Examples:

Ordering: I order you to report the situation,

Command: turn on the light please! _Tolong tutup pintunya!_ (Close the door, please!)

e) Commissives: an illocutionary act that the speakers use to commit themselves to some future action. The acts are promising, offering, refusing, vowing, committing, etc.

Examples:

‘If it is a fine day tomorrow we will go to the vacation.’

_‘Maukah kamu makan siang bersama dengan ku?’_ (Would you like to come to the lunch with me?)

3) Perlocutionary act
Perlocutionary Act is the massage that addressee gets, his interpretation of what the speakers says. It is the act of causing a certain effect on the hearer and others.

Example:

(She persuaded me to) learn Science.

4. Context

In study pragmatics context is the important factor in studies speech act. Yule (1996: 21) states that context simply means the physical environment in which a word is used. Cutting (2002: 2) says that speech acts are context dependent since the context also influences the illocutionary functions. Context refers to the knowledge of physical and social world, and the socio-psychological factors influencing communication.

Based on Mey (2001: 41) states context gives a deeper meaning to utterances. Context is about understanding what things are for; it is also what gives our utterances their true pragmatics meaning and allows them to be counted as pragmatics act. Meanwhile, according to Leech (1983: 13), context is the assumption of background knowledge by speaker and hearer, to help hearer’s interpretation of what speaker means by given utterance.

Since pragmatics studies meaning in relation to meaning situation, Leech (1983: 13) divided into five main criterions as bellow:

a. Addressers or addressees
Following the practice of Searle and others, Leech shall refer to addressers and addressees, as $s$ (‘speaker’) and $h$ (‘hearer’). The use of symbol $h$, however, will always signify one or more addressees, or persons to whom utterance is addressed by $s$.

b. The context of an utterance

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

c. The goal(s) of an utterance

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

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

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

e. The utterance as a product of a verbal act

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

5. Classroom discourse

In the language teaching learning process we need a classroom as a main setting where the learners reaches the target of learning language. The term classroom discourse refers to the language that teachers and students use to communicate with each other in the classroom. Classroom language or classroom discourse deal with the varieties of language used in the classroom, because it is different from the general or formal language where the varieties of language deals with special functions used implemented in the classroom.

Wardhaugh (2006: 306) says that in classroom conversation the teacher is said to own the conversation itself. The teacher controls most of the important aspects of the communication such as topic and turn-taking. Based Richards and Schmidt (2003: 74), classroom discourse is a variety of language sometimes used by teachers when they are in the process of teaching. Social roles take a part in the classroom and it causes classroom discourse is different in form and function from language used in other situations.

In line with that, The Cambridge Teaching Knowledge Tests (TKT) Course Paperback lists some common classroom functions used by teacher during teaching and learning process (Spatt, Pulverness, and Williams, 2005: 134-135) as quoted by Kusumo (2016: 30).
a. Instructing is used by the teacher to tell the students what to do at different stages of lesson. This function commonly uses imperative form, e.g.: “Please open page five,” and “For this activity, you will work in pairs.”

b. Explaining is used to give more details of an activity or task, e.g.: “We will put your project in the wall so make sure that yours is easy to read.”

c. Narrating is used when the teacher tells the students about the story or experience in the past. This function is commonly used in elementary levels, e.g.: “Before I start the lesson, I would like to tell you my experience during the holiday.”

d. Eliciting is used by the teacher to get the information from the learners, rather than to give them directly, e.g.: “What can you see from this picture?” and “How can you arrange these jumbled paragraphs?”

e. Prompting is a function to help the students think of ideas or to remember a word or phrase by giving them part of it, e.g.: “You may start the story by this picture.”

f. Correcting is used by the teacher to indicate that the students make a mistake, e.g.: “Use went not gone when telling your experience.”

g. Checking is used to make sure whether the students have been correct or not. The use of concept question can be a way to check
the students’ understand, e.g.: “Can anyone give me a sentence using this word?”

h. Conveying the meaning is used by the teacher when there is a new word or expression in order that the students understand. This can use mime, bring picture, or use spoken language which is easier to understand.

B. Previous Research Review

In this research, the researcher takes review from other research that related with this research as principle or comparative of the case in this research.

The first review related to this research was conducted by Kusumo (2016). In his research, he discussed types of illocutionary act performed by four English teachers at SMAN 1 Wates Kulon Progo. The kind of his research is descriptive qualitative research. In data collection, the researcher used note-taking technique. The results of the research show that there are four types of illocutionary performed by the English teachers in classroom communication. They are representatives, expressives, directives, and commissives. In comparison to this graduating paper, in this graduating paper researcher focus on analyzing the type of speech act, while Kusumo focused on analyzing type of illocutionary act used by four English teacher.

The second previous research was conducted by Kurniawati (2017). The data findings were related to the types of illocutionary acts used by
lecturers at the second semester students’ speaking class of IAIN Surakarta. The method of the research was descriptive qualitative.

Based on the observation about types of illocutionary acts used by lecturers at the second semester students’ speaking class of English Education Department of IAIN Surakarta, the researcher found four types of illocutionary acts according to Yule’s theory. Those were representatives, directives, comissives and expressive. Compare to Kurniaawati, this research had difference in the subject and object of the research. The previous research used English lecturer and analyze the type of illocutionary act while this research used English teacher as the subject.

The third previous research, the writer took from Sari (2014). Her research on speech acts performed by the main character in a movie entitled State of Play under pragmatic approach. The context of the data was dialogue of the main character and several supporting characters. The method of her research was descriptive qualitative since the data collected were in the form of words rather than numbers. However, in presenting the occurrences of the data, her research used quantitative data.

Based on previous research above, the researcher also had an interest to analyze about speech acts. However the researcher had same topic about speech acts, but in different focus. In the previous research, it was focused on the types of speech acts employed by the main character in State of Play movie. Meanwhile, this research focuses on the type of
speech acts used by teacher in the classroom, the writer concerned with the pragmatics aspects in the language education.
A. Type of Research

A descriptive qualitative method was utilized by the researcher as the method of this research. According to Hancock (2002: 7), qualitative research is concerned with developing explanations of social phenomena. That is to say, it aims to help us to understand the world in which we live and why things are the way they are. Kothari (2004: 5) argues that qualitative research is concerned with subjective assessment of attitudes, opinions and behavior.

In the other opinion from Creswell (1994: 146), he explains that qualitative research is a mean for exploring and understanding the meaning individuals or groups described to a social or human problem. The process of research involves emerging questions and procedures, data typically collections in the participant’s setting, data analysis inductively building from particulars to general themes, and the researcher make interpretations of the meaning of the data. The final written report has a flexible structure.

From the points above, the writer applied descriptive qualitative method because the data to be investigated were the utterances of English teacher in the classroom and the aim of the research is to describe the
factual data supported by the theories of pragmatics which are proposed by several experts.

B. Research setting

1. Setting of Place

The research took place in the English Language Class of SMP IT Darul Fikri Bawen, located in JL. Gatot Subroto No 15 Bawen 50661 Bawen, Semarang, Central Java.

2. Setting of Time

The writer conducted the research on July 17th 2019 until August 9th 2019. July 17th 2019 the writer started the observation on the school, the teacher and the procedures of conducting the research by consulting with the school administration and the English teacher. July 30th 2019 the writer sent the Research Letter from IAIN Salatiga to SMP IT Darul Fikri Bawen, on that the writer continued to discussing the time and classes where the research conducted. The research conducted on August 6th 2019 from 09.55 a.m. until 11.15 a.m. The second research conducted on August 9th 2019 from 09.55 a.m. until 11.15 a.m.

C. Source of Data

The data of this research were the English teachers’ utterances used when communicating with the students in the classroom. The researcher obtained the data from the classroom conversation in English teaching-
learning process in SMP IT Darul Fikri Bawen. The data were obtained from two English teachers on August 13th 2019.

D. Technique of Collecting Data

According to Creswell (2007: 75), data collection in qualitative research is typically extensive, drawing, on multiple sources of information, such as observations, interviews, documents, and audio visual materials such text, picture, description, and physical artifact and to gather information, qualitative research relies on some fundamental techniques. Meanwhile, Mackey and Gass (2005: 167) states in the qualitative approach, data collection can be included: ethnographies, interviews, diaries or journals, case studies and observational techniques.

However, the data collection technique the researcher used in this study is observation combined with document. The researcher should observe the English Learning Class. In document technique, the researcher used recording instruments, video camera and sound recorder to record the classroom dialogues.

1. Observation

According to Marshall (2006: 99), in all qualitative inquiry, observation is a fundamental and highly important method. To get the data, the researcher should observe the classroom. The researcher role here was only as a non participant observer. The subject of the research was classroom conversation. The researcher only tried to act as naturally as
possible in order that she did not participate in the classroom communication.

2. Documents

The researcher also used the documentation as the method of collecting data in this research and to know the situation of the object for this research. The documentation is a method used to find the data related, by picture and video. Document can be organized as written, picture or monumental work from someone. Guba & Lincoln (1981: 228) explain documentation is every written source or film. Merriam (1988: 118) pointed out, documents of all types can help the researcher uncover meaning, develop understanding, and discover insights relevant to the research problem.

The data collection process applied in the research divided into several steps, as followed.

a) The writer recorded the activity of English teaching and learning process in the classroom using video recorder.

b) The writer made transcript of the dialogue from the recoding.

c) The writer checked the accurate of the data by listening one more.

d) The writer selected the data from the recording which are in according with the objectives of the study.

e) The writer recorded the data into the data sheets.
f) The writer classified data according the submitted theories. In this research, the writer focused in the English utterance that the teachers used.

E. Technique of Data Analysis

Data analysis is the process of systematically searching and compiling the data which were obtained from observation, documents. It can be understood easily, and its finding can inform others.

Miles and Huberman (1994: 1) states that qualitative data usually in the form of some words rather than numbers. Furthermore, through the data collection, a data detailed description of the case emerged in which the researcher details such as the history of the case, the chronology of events, or a day-by-day rendering of the activities of the case. In the other definition come from Creswell (2007: 75), qualitative research provide the data in words or sentences, then data analysis usually consist of making a detailed description or explanation and it’s setting.

Miles and Huberman (1994: 15) suggest four steps of data analysis in qualitative study: data collection, data reduction, presentation, and conclusion. This process is called as interactive analysis. Interactive model which is includes four streams of analysis activity in cyclical and interactive process. Those are: data collection, data reduction, data presentation and conclusion.

1) Data collection
In data collection the researcher collected the data through the recording process. The collected data were then simplified on the important points and then were classified in relation to the focus of the research.

2) Data reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting and transforming the data which appear in written and transcription (Milles and Huberman, 1992: 10). The data reduction, the creation and use of the display were not separate from the analysis because it was part of the analysis. After collected the data of teacher's utterances, the researcher continued with transcribing and translating process.

3) Data display

Data display means information from the informants in data display for qualitative research mostly explains in extended text (Milles and Huberman, 1994: 11). After collected and reduced the data, the researcher displayed the data in organized and compressed information to conclusion.

The data display help the researcher to understand what is happening and to do something further analysis or caution on that understanding. The data display explained several data such like, the researcher classified the data of the teacher’s speech acts, applied
coding system, and displayed them in the data sheet of research. The form of coding system is as follows.

- T-1 : Number of transcript
- 1 : Number of Datum
- 06.08.19 : Date of observation
- Al : Initial of English teacher

4) Conclusion drawing

After the data displayed in the data sheet of research, the researcher analyzed it and reached conclusions and verifications. Milles and Huberman (1994: 11) states this data based on the data collection, the next step conducted by the researcher is describing and interpreting the data so that the conclusions and verifications of the use of speech act by the teachers can be drawn.

F. Validity of Data

The researcher makes several things to the data validity. According to Creswell (2014), triangulation is different data sources of information by examining evidence from the sources and using it to build a coherent justification for themes. If themes are established based on converging several sources of data or perspectives from participants, then this process can be claimed as adding to the validity of the study.

According to Milles and Huberman (1994: 278), the internal validity of thoughtful review distinguished among the types of understanding that may emerged from a qualitative study, and the
A researcher used a descriptive to describe what happened in a specific situation. According to Denzin (1978) as cited in Merriam (2009: 215), there are four types of triangulation: the use of multiple methods, multiple sources of data, multiple investigators, or multiple theories to confirm emerging findings.

The multiple methods and multiple theories are used in this research to ensure the validity of data. The methods are observation and documents. According to Seale (1999: 54) as cited in Merriam (2009), the use of multiple theories such as approaching data with several hypotheses in mind, to see how each fares in relation to the data is less common in qualitative research than in the other three forms.

To know the validity of the data, the data that researcher present have to concern with phenomenon in the field. The data collected by researcher towards teachers’ utterance in the classroom conversation. The researcher recorded the activity then present the data based on the video to convince the result is valid. After doing the research, the result of data found compared with the submitted theories. Then the researcher classified the data according several theories. The theories that the researcher used are Austin’s and Searle’s type of speech act.
CHAPTER IV

FINDINGS AND DATA ANALYSIS

A. Research Finding

The data in this findings section were obtained after the researcher observed, collected, reduced, and grouped the data of the teacher’s utterance that contain speech act element. Based on the data there are three types of locutionary acts, four types of illocutionary acts and four types of perlocutionary acts performed by the English teachers. The results of data findings are presented in table bellows:

**Table 4.1** Data findings of locutionary acts

<table>
<thead>
<tr>
<th>No.</th>
<th>Locutionary Acts</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Declarative/Statement</td>
<td>27</td>
<td>25.472%</td>
</tr>
<tr>
<td>2.</td>
<td>Imperative</td>
<td>39</td>
<td>36.792%</td>
</tr>
<tr>
<td>3.</td>
<td>Interrogative</td>
<td>40</td>
<td>37.736%</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>106</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Table 4.1 shows 106 data contains locutionary acts. The most dominant type of locutionary acts used by English teachers at SMP IT Darul Fikri Bawen is interrogative with total 40 data (37.736%). The declarative type holds the lowest frequency with total 27 data (25.472%).
Table 4.2 Data findings of illocutionary act

<table>
<thead>
<tr>
<th>No.</th>
<th>Illocutionary Acts</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Declarative</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>2.</td>
<td>Representative</td>
<td>22</td>
<td>20.754%</td>
</tr>
<tr>
<td>3.</td>
<td>Expressive</td>
<td>10</td>
<td>9.434%</td>
</tr>
<tr>
<td>4.</td>
<td>Directive</td>
<td>73</td>
<td>68.868%</td>
</tr>
<tr>
<td>5.</td>
<td>Comissive</td>
<td>1</td>
<td>0.944%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>106</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 4.2 shows 106 data contains illocutionary acts. The directives are the most dominant type of illocutionary acts used by the teachers. They are 73 data (68.868%) containing directives acts. The lowest frequency of illocutionary acts is declarative that the type is not found in this research with 0 (0%) data.

Table 4.3 Data findings of illocutionary function

<table>
<thead>
<tr>
<th>No.</th>
<th>Illocutionary functions</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Agreeing</td>
<td>7</td>
<td>6.603%</td>
</tr>
<tr>
<td>2.</td>
<td>Explaining</td>
<td>4</td>
<td>3.773%</td>
</tr>
<tr>
<td>3.</td>
<td>Informing</td>
<td>9</td>
<td>8.490%</td>
</tr>
<tr>
<td>4.</td>
<td>Stating a fact</td>
<td>1</td>
<td>0.943%</td>
</tr>
</tbody>
</table>
Table 4.3 shows that 106 data contains illocutionary functions. The most frequent illocutionary function used by the English teachers of SMP IT Darul Fikri Bawen is questioning. There are 39 (36.792%) data containing questioning function. Meanwhile, the lowest rank with 1 (0.943%) data are stating a fact, stating an opinion, leave taking, suggesting and permitting.

Table 4.4 Data findings of perlocutions performed by teachers

<table>
<thead>
<tr>
<th>No.</th>
<th>Perlocutions</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>To cause the hearer</td>
<td>28</td>
<td>26.415%</td>
</tr>
</tbody>
</table>
The third findings are related to the perlocutionary acts performed by English teachers when teaching. The table 4.3 shows that the dominant type of perlocutionary acts that most performs when teaching is to cause the hearer in this situation the hearer refers to students with 28 data (26.415%). In the other hand, to convince is the lowest with total 12 data (11.3205%).

<table>
<thead>
<tr>
<th></th>
<th>To get the hearer</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td></td>
<td>51</td>
<td>48.115%</td>
</tr>
<tr>
<td>3.</td>
<td>To enlighten</td>
<td>15</td>
<td>14.150%</td>
</tr>
<tr>
<td>4.</td>
<td>To convince</td>
<td>12</td>
<td>11.320%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>106</td>
<td>100%</td>
</tr>
</tbody>
</table>

**B. Discussion**

This part explains of the data findings in reference to data analysis. There are three types of locutionary acts, four types of illocutionary acts that each of them contains several particular functions, and three types of perlocutionary acts. All are discussed in this following part.

1. **Locutionary Acts**

   a) **Declarative/Statement**

   Declarative is a sentence that is used to make a statement. In declarative type, there is a clear statement expressed by the speaker. Based on the research, declarative is the lowest rank with the 27 data (25.472%) found. The example of the declarative function present in datum DT-1/3/06.08.19/Al.
T: “OK. Repeat after me”
   “Are you sure?” “Really?”
S: “Are you sure?” “Really?”
T: “once more”
S: “Are you sure?” “Really?”
T: “Please read first!”
   “Do you believe”
S: “Do you believe?”
T: “These are the examples of asking certainly. There are many other. Masih banyak yang lain ya, contohnya ini.”

The example above is locutionary acts utterance type declarative by the teacher to the students. The teacher wants the students to know some examples of asking certainly based on their book.

Next example of locutionary acts of declarative/statement performed by the teacher can be presented in the datum DT-2/5/09.08.19/Is.

T: “Now we will learn about another material. I have a picture here”
S: “Woaaah”
T: “What is it?”
S: “Fooooood”
T: “Yeah, there is my favorite food here”
   “Mika what is your favorite food here?”
S: “Rice”

The bold utterance in the datum DT-2/5/09.08.19/Is expressed locutionary acts of declarative form, the teacher stated
that they will learn new topic. It is classified as locutionary acts type declarative because the teacher tells something.

Other expression which contains locutionary acts of declarative used by English teachers in classroom conversation at SMP IT Darul Fikri Bawen presented in the datum DT-1/2/06.08.19/Al.

T : “Are you fine today?”
S : “Alhamdulillah, I’m fine, thank you. And you?”
T : “Alhamdulillah as you can see I am very well today, thank you.”
T : “Ok. Today we will study about certainly and uncertainly, ya?”
“Have you ever heard the word about certainly?”
“Ever? Do you know the meaning? Certainly mean?”
S : “ungkapan keyakinan”
T : “Ya we will learn about certainly and uncertainly. DT-1/2/06.08.19/Al.

In the datum DT-1/2/06.08.19/Al, the teacher stated that they will learn about certainly and uncertainly as the new topic. The bold expression in the datum above is classified as locutionary acts type declarative since it shows statement in constructed sentence.

b) Imperative

Imperative is a sentence containing commands or prohibitions. Based on the research in English teaching learning process at SMP IT Darul Fikri Bawen, the researcher found 39 data (36.792%). Datum DT-2/9/09.08.19/Is is the example of imperative function.
T : “Have you finished?”
S : “Yesss”
T : “This is your answer, ini adalah jawaban kalian coba sekarang dari kelompok segitiga dulu ya. Please stand up. Pegang gambarnya lalu kalian bacakan menurut kalian gimana sih gambarnya. Oke please Ima’s group come forwad!”

DT-2/9/09.08.19/Is

The expression above is expressed imperative function which contains a command. The utterance is uttered by teacher to the students when teacher commands students to present their work. This utterance also ended with exclamation marker (!). it indicate that this utterance is imperative.

Another example of imperative employed by the English teacher at SMP IT Darul Fikri Bawen presented in the datum DT-1/3/06.08.19/Al

T : “OK. Repeat after me.”
“Are you sure?” “Really?”
S : “Are you sure?” “Really?”
T : “once more”
S : “Are you sure?” “Really?”
T : “Please read first!”
“Do you believe?”
S : “Do you believe?”
T : “These are the examples of asking certainly. There are many other. Masih banyak yang lain ya, contohnya ini.”

1/3/06.08.19/Al

Datum 1/3/06.08.19/Al occurred when the English teacher requested the students to read the book after she gave an example
first. The bold sentence ‘**repeat after me**’ can be categorized as imperative since it refers to an instruction.

Other example of imperative presented in the datum 1/3/06.08.19/Al above. The bold expression ‘**please read first!**’ can be identified as imperative by the use of exclamation marker (!).

c) **Interrogative**

Interrogative sentence is a sentence to ask a question. Interrogative types of directive utterance are usually applied modals (can, may, must, shall. Will, etc) or no modal. Making request with applied modal can make utterance polite. In this research, there are 40 data found and this is the highest rank. The example of this type present in DT- 2/10/09.08.19/Is.

T : “OK excuse me class, please pay attention to your friend). *Perhatikan teman kalian ya yang mau mempresentasikan opini mereka.* Time is yours”  
(Students present their work)  
T : “Okay give applause to the groups. *Dapat materi apa saja yang kita pelajari hari ini?*”  
S : “Asking and giving opinions”  
T : “Ya, asking and giving opinions. **Is there any questions?**”  
S : “no no no”  

DT-2/10/09.08.19/Is

The bold utterance is uttered the teacher to students, this utterance by the teacher to ask students is there any questions about the topic before the class end. The utterance above is interrogative with no modal.
Other example of interrogative utterance employed by the English teachers at SMP IT Darul Fikri Bawen presented in datum DT-1/6/06.08.19/Al.

T : “Who is the next? Fia? Louder please! Tolong yang keras ya”
T : “Good. Do you guys understand about certainly and how to ask about certainly? Is that clearer? Or any questions?
S : “Yes, understand!”
T : “Now, I want you to sing about lovely song”
S : “Yassssss”

Datum DT-1/6/06.08.19/Al shows that the bold utterances ‘who is the next?’ and ‘do you guys understand about certainly and how to ask about certainly?’ can be classified as interrogative. The utterances occurred when the English teacher asked students whether they were clear or need more explanation.

2. Illocutionary Acts
a) Declarative

In this research declaratives are not found. This type is special, to be fulfilled there should be two requirements; the speaker must have the institutional role and uses in very specific place and events. For the examples, a manager in the big company when hiring an employer and a judge in the court when deciding a defendant is not guilty. Furthermore, the declarative uses specific illocutionary force indicative device, e.g. “I pronounce...”, “I name this...”, “I declare that....”.

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In the teaching learning process this type is rarely found. This type can be found for example when the teacher closed the class, “I declare today’s meeting end” or when the teacher appoint the class leader. However, in this research the teacher use greeting and leave taking to open and close the class and those function are not fulfill IFID of declaration.

b) Representative

According to Searle’s theory, representative acts deal with the teachers’ statement whether it is true or false. On the data analyze, there are five types of representative functions found in the data. They are agreeing, explaining, informing, stating a fact, and stating an opinion.

1) Agreeing

Agreeing is illocutionary function which is expressed when teachers have same opinion or when teacher accepts the students’ thought. There are 7 data (6.603%) found in this research as a function of agreeing. Datum DT-1/7/06.08.19/Al is the example of agreeing function used by teacher of SMP IT Darul Fikri Bawen.

T : “Now, we are continues with uncertainly. Doubt. What is the meaning of uncertainly?”
Ss : “Tidak yakin”
T : “Ya, correct. Tidak yakin. And what about doubt?”
Ss : “Ragu”
The bold expression in the datum DT-1/7/06.08.19/Al show that the teacher agreed to the students answer. The used of “Ya” and “correct” have purpose that the teacher agreed on the student’s answer and it indicates the teacher has same opinion with other participant.

Next example of agreeing function in illocutionary acts presented in the datum DT-2/7/09.08.19/Is.

T : “Ok good, what we have to learn today? Kira kira apa yang akan kita pelajari hari ini?”
S : “Asking and giving opinion”
T : “Asking and giving opinion? Yes we will learn about asking and giving opinion. What is asking? What is giving? What is opinion?”
S : “Tanya? Pertanyaan?”
T : “Ya, asking and giving opinin is bagaimana cara bertanya dan memberi pendapat”
“Okay Zahra, what do you think about Maula?”
S : “I think Maula is beautiful”
T : “Okay I think Maula is beautiful”

Datum DT-2/7/09.08.19/Is shows the bold utterance ‘yes, we will learn about asking and giving opinion’ is classified as agreeing function. The teacher asked the students about what is the next topic they will learn, the students’ answered that they will learn asking and giving opinion. The teacher agreed with the students’ answer that asking and giving opinion will be the next topic for them.
There is other example containing illocutionary function of agreeing as presented in datum DT-2/7/09.08.19/Is at the bold utterance ‘okay, I think Maula is beautiful’. The conversation above occurred when teacher asked for student’s opinion about her friend named Maula. The student expressed her opinion about her friend that she is beautiful. The teacher said ‘okay’ followed by repeating what the students have said. From this, obviously the teacher agreed on the student’s answer, so the bold expression is categorized as agreeing.

2) Explaining

Explaining is expressed when the teacher wants to make something clear or easy to understand by describing or giving more information about it. The research found data indicates of explaining function total 4 (3.773%). Here the example that the researcher found in English teaching and learning process at SMP IT Darul Fikri Bawen.

T : “Now, disini saya punya lotre seperti kemarin ya. Ini untuk membentuk kelompok. Yang simbolnya sama berarti satu kelompok.”
(teacher share the lotre)
T : “Have you sit with your group? Sudah duduk dengan grup kalian?”
S : “Sudah”
T : “Kalau sudah, what you have to do here is you have to give your opinion about the picture that I want to share with you.”
(teacher share the pictures to each group)
T : “Have you all gets the pictures? Please write opinion
about the picture ya.”

In the DT-2/8/09.08.19/Is shows that the bold sentence is function as explaining. In this part, the teacher gave the explanation about what should students do that more complex than informing.

Next example of explaining function presented in the datum DT-1/9/06.08.19/Al.

T : “Do you understand about the dialog?”
S : “Insyaa Allah”
T : “That is about certainly and uncertainly. Now look at the conversation and activity four read and find expressing certainly or expressing uncertainly. Underlined it.”
S : “Alright ma’am”

The datum DT-1/9/06.08.19/Al shows that the English teacher gave the explanation that the topic they studied was certainly and uncertainly. She explained through indistinct way that there is difference between certainly and uncertainly.

Other example of explaining function is in datum DT-1/2/06.08.19/Al.

T : “Ok. Today we will study about certainly and uncertainly, ya?
“Have you ever heard the word about certainly?”
“Ever? Do you know the meaning? Certainly mean?”
S : “ungkapan keyakinan”
T : “Ya we will learn about certainly and uncertainly. Uncertainly mean?”
S : “Ungkapan tidak yakin”
T : “Atau ungkapan keraguan in Indonesia”
The datum DT-1/2/06.08.19/Al shows that the bold
utterance is presented explaining function in illocutionary acts.
The teacher was explained to the students the means of
uncertainty in bahasa.

3) Informing

Informing is expressed when the teacher gives the
students information what the next topic of study or to do. The
researcher found 9 data (8.490%) illocutionary acts informing
function in the English learning process at SMP IT Darul Fikri
Bawen. The example of informing is DT-2/1/09.08.19/Is.

T : “Assalamualaikum Wr Wb”
S : “Waalaikumsalam Wr Wb”
T : “Good morning everybody”
S : “Good Morning miss”
T : “How are you today?”
S : “I am fine thank you, and you?”
T : “I am great too. Masih semangat ya semuanya
hari ini? Puasa semua hari ini?
S : Insyaa Allah

DT-2/1/09.08..19/Is

The bold utterance shows that datum DT-2/1/09.08.19/Is
represent the illocutionary acts informing function. It classified
as informing function because it contains information for the
students about the conditions of the teacher.

Another example that presented informing function is in
the datum DT-1/13/06.08.19/Al.

T : “OK all, listen to me! Because time is over we
will meet again on next Tuesday I think. Thank
you for your attention.”

The datum DT-1/13/06.08.19/Al shows the expression of informing function employed by the teacher. The conversation occurred before the teacher closed the class, the teacher informed to the students that they will meet in the next Tuesday.

In addition, there is an example of informing function in the datum DT-2/11/09.98.19/Is.

T: “No? if there is no questions, you don’t have a boarding work but you must to study. Kalian boleh berkemas-kemas. After this we will share something dari kakak-kakak disana akan membagikan pengalaman kepada kalian”
T: “Thank you for your attention.”
“Assalamualaikum wr wb”
S: “Waalaikumsalam wr wb”

The datum DT-2/11/09.08.19/Is shows that the teacher informed there is no assignment for the students due to holiday. That utterance contains information for the students. Therefore, those bold expressions are classified as informing.

4) Stating a fact

In order to express a fact or truth which is accepted in general, the speaker expressed with illocutionary uction stating a fact. In this research there is only 1 data found
(0.943%). Datum DT-2/5/09.08.19/Is is the example of stating a fact performed by the English teacher in the classroom.

T: “Now we will learn about another material. I have a picture here”
S: “Woaaah”
T: “What is it?”
S: “Food”
T: “Yeah, there is my favorite food here”
“Mika what is your favorite food here?”

Datum DT-2/5/09.08.19/Is

Datum DT-2/5/09.08.19/Is occurred when teacher introduced a new topic to study by showed a picture of food and the teacher stated that her favorite food is included in the picture.

5) Stating an opinion

This function is used to tell a thought or belief about something or someone. In the teaching learning process teacher uses this function to express their view of a particular topic. The researcher found only 1 data (0.943%) of stating an opinion that performed by the English teacher. The example of stating an opinion presented in the datum DT-2/6.09.08.19/Is.

T: “So, what I want to ask you here is, what do you think about the picture?
S: “Banyak is, makanan, makanan favorite, enak, yummy...”
T: “I think it’s yummy, I think it’s delicious, I think it’s hot, and I think it’s sour.”
“Ima, can you write something about what do you think about the picture?”
(student write in the board)
T: “Who wants to be a volunteer?”
(silenced)
T: “Alfiana? Do you mind if you try?”
“We will learn together ya, don’t be afraid”
(student wrote in the board)
T: “Ya, good. I think I like it. Apa makanan kesukaan mu?”

DT-2/6/09.08.19/Is

The bold expression as shown in datum DT-2/6/09.08.19/Is presents the teacher’s own opinion about the foods in the picture. It is classified as stating an opinion because the teacher used expression ‘I think’ to indicate the teacher’s thought or believe.

c) Expressives

Expressive acts deal with speaker’s feeling. Based on the research results there are four types of expressive function found in the data; greeting, leave-taking, thanking, complimenting.

1) Greeting

Greeting is something friendly that use to say or do when meet someone. In classroom situation, it is commonly found when teacher starts to open the teaching learning process. Datum DT-1/1/06.08.19/AI is the example of expressing greeting performed by English teacher at classroom.

T: “Good morning everybody”
S: “Good Morning mam”

DT-1/1/06.08.19/AI
Datum DT-1/1/06.08.19/Al shows that the bold utterance is the expression of applied greeting. ‘Good morning students’ is the expression used to greet people in the morning from 00.00 a.m. to 12.00 a.m. as the English class started at 09.55 a.m. the teacher applied this greeting expression.

The next example is presented in the datum DT-2/1/09.08.19/Is.

T: “Assalamualaikum wr wb”
S: “Waalaikumsalam wr wb”
T: “Good morning everybody”
S: “Good Morning miss”

Similar with datum DT-1/1/06.08.19/Al, the bold expression in datum DT-2/1/09.08.19/Is classified as greeting function. It was performed in the morning to greet the students when the teacher opened the lesson.

2) Leave-taking

Leave-taking is expressed to closing class activity. The leave taking expression commonly used in the learning-teaching process but in this research there is only 1 data (0.943%) that fulfilled leave-taking function found. The datum DT-1/13/06.08.19/Al is the example of leave-taking expression.

T: “OK all, listen to me! Because time is over we will meet again on next Tuesday I think. Thank
you for your attention.”

“Assalamualaikum wr wb”

S : “Waalaikumsalam wr wb”

T : “See you tomorrow”

S : “See you”

The bold utterance in the DT-1/13/06.08.19/Al shows that the teacher applied an expression ‘see you tomorrow’ to close the teaching learning process.

3) Thanking

Thanking is illocutionary function uttered by the speaker to say gratitude to the listener. Datum DT-1/2/06.08.19/Al is the example of thanking function.

T : “Are you fine today?”
S : “Alhamdulillah, I’m fine, thank you. And you?”
T : “Alhamdulillah as you can see I am very well today, thank you”
T : “Ok. Today we will study about certainly and uncertainly, ya? “Have you ever heard the word about certainly?”
“Ever? Do you know the meaning? Certainly mean?”
S : “Ungkapan keyakinan”
T : “Ya we will learn about certainly and uncertainly. Uncertainly mean?”
S : “Ungkapan tidak yakin”
T : “Atau ungkapan keraguan in Indonesia”

DT-1/2/06.08.19/Al
In datum DT-1/2/06.08.19/Al shows that the bold utterance performed thanking expression. ‘Thank you’ is one of the thanking expressions.

Another example of the thanking function is in the datum DT-1/13/06.08.19/Al.

T : “OK all, listen to me! Because time is over we will meet again on next Tuesday I think. Thank you for your attention.”
“Assalamualaikum wr wb”
S : “Waalaikumsalam wr wb”

DT-1/13/06.08.19/Al

In datum DT-1/13/06.08.19/Al as shown in the bold utterance, the teacher performed thanking function with expression ‘thank you for your attention’. He thanked the students for their attention in the lesson today.

Other datum containing thanking function employed by the English teacher at SMP IT Darul Fikri Bawen presented in DT-2/11/09.08.19/Is.

T : “No? if there is no questions, you don’t have a boarding work but you must to study. Kalian boleh berkemas-kemas. After this we will share something dari kakak-kakak disana akan membagikan pengalaman kepada kalian”
T : “Thank you for your attention.”
“Assalamualaikum wr wb”
S : “Waalaikumsalam wr wb”

DT-2/11/09.08.19/Is

Similar with DT-1/13/06.08.19/Al, the bold utterance in the datum DT-2/11/09.08.19/Is expressed thanking function. The teacher thanked the students for their attention.
4) **Complimenting**

Complimenting is an expression of admiration, praise, or encouraging of what someone says. Datum DT-2/10/09.08.19/Is is the example of complimenting function performed by the teacher in classroom.

T : “OK excuse me class, please pay attention to your friends. *Perhatikan teman kalian ya yang mau mempresentasikan opini mereka*. Time is yours”
(students present their work)
T : “**Okay give applause to the groups. Dapat materi apa saja yang kita pelajari hari ini?**”
S : “Asking and giving opinions”
T : “Ya, asking and giving opinions. Is there any questions?”
S : “no no no”  
Datum DT-2/10/09.08.19/Is

Datum DT-2/10/09.08.19/Is in the bold utterance is one of the complimenting expression. ‘Ok, give applause to the groups’ is a compliment to the students after they were performed.

The second example of complimenting is datum DT-1/6/06.09.19/Al.

T : “Who is the next? Fia? Louder please! *Tolong yang keras ya*”
T : “**Good. Do you guys understand about certainly and how to ask about certainly? Is that clearer? Or any questions?**”
S : “Yes, understand!”
T : “Now, I want you to sing about lovely song”  
Datum DT-1/6/06.09.19/Al
The bold expression in datum above presents that the teacher gave a comment on student’s answer. The teacher was asked one of the students to present their work, after the student presented the work the teacher felt happy and proud of that student’s answer.

The next example of complimenting function is in the datum DT-2/4/09.08.19/Is.

T : “Selain checking an giving understanding ada lagi materi yang telah kita pelajari?”
S : “Compliment”
T : “Compliment. kita belajar tentang memberikan pujian kepada orang. You are so beautiful today or amalia you are so cute. Ima, your acting is so good. Any examples about giving compliment?”
S : “Ada”
T : “Nadia kamu mau memuji siapa”
S : “Lintang. Lintang you did a good performance”
T : “Oh iya kemarin lintang memiliki penampilan yang luar biasa. Tepuk tangan buat lintang”

DT-2/4/09.08.19/Is

The datum DT-2/4/09.08.19/Is shows the bold expression as complimenting function in illocutionary acts. The teacher asked the students about the past topic and she gave the examples about the topic. The bold utterances can be identified as complimenting because in fact the teacher complimented how good the student at acting.

d) Directives

Directives are illocutionary acts used by the speaker to get the listener to do something. Based on the research, this type of
Illocutionary acts is the most dominant type, because in the teaching learning process the teachers used a lot of instruction. There are 73 data (68.868%) found in this research with five classified types; commanding, suggesting, questioning, permitting, encouraging.

1) Commanding

Commanding is expression of the speaker to ask or to do something in the direct way. An example of commanding function used by teacher is shown in datum DT-2/9/09.08.19/Is.

T :"Have you finished?"
S : “yesss”
T : “This is your answer, ini adalah jawaban kalian coba sekarang dari kelompok segitiga dulu ya. Please stand up. Pegang gambarnya lalu kalian bacakan menurut kalian gimana sih gambarnya.
“Oke please Ima’s group come forwad”

DT-2/9/09.08.19/Is

The bold utterance in datum DT-2/9/09.08.19/Is is the expression of commanding function. ‘Please stand out’ is present the function of commanding. The teacher performed this function was to order students to present their work.

Another example employed by the English teacher at SMP IT Darul Fikri Bawen is in the datum DT-1/8/06.08.19/Al

T : “Now answer with the expressing of uncertainly”
“Are you sure about that?”
S : “I’m not sure about that”
T : “Really?”
S : “I doubt it”
T : “Do you believe?”
S : “I’m not believe”
T : “Now, look at page nine, there is comic street activity 3. Read together.”

…
T : “Repeat once more”

The datum DT-1/8/06.08.19/Al shows there two bold utterances that expressed commanding function in illocutionary acts. The first is ‘now answer with the expressing of uncertainly’. The teacher asked the students to answer the questions with the expressing of uncertainly. The second example is ‘now, look at page nine, there is comic street activity 3. Read together.’ Those two utterances used imperative mood; ‘answer…’ and ‘look…’. It is an illocutionary force indicating device to perform illocutionary function of commanding.

2) Suggesting

Suggesting is directive function to offer an idea for someone to consider. Datum DT-1/12/08.09.19/Al is the example of suggesting functions in English teaching learning at SMP IT Darul Fikri Bawen.

T : “Create once more about both, jadi ada pertanyaan tentang yakin dan jawwabannya. Buat juga pertanyaan tentang keraguan dan jawabannya in one dialog.”

“See the examples on page nine activity 3”

DT-1/12/06.08.19/Al
The datum DT-1/12/06.08.19/Al with the bold utterance performed suggesting function. The teacher suggests the students to see example in the book at page nine to know more about the topic. The sentence ‘see the example on page nine activity 3’ is represent of suggesting function.

3) Questioning

Questioning function in illocutionary act is expressed the speaker to get the reply, answer or information from the listener. Datum DT-1/7/06.08.19/Al is the example of questioning function.

T : “Now, we are continues with uncertainly. Doubt. What is the meaning of uncertainly?”
S : “Tidak yakin”
T : “Yes, correct. Tidak yakin. And what about doubt?”
S : “Ragu”
T : “Read first”
“I’m not sure about that”
“I’m not certain about it”
“I don’t believe”
“I doubt”

In datum DT-1/7/06.08.19/Al there are two utterances that expressed questioning function. The first questioning is ‘What is the meaning of uncertainly?’ to ask the students about the meaning of a word. Second questioning is ‘and what about doubt?’ the teacher ask students about the meaning of doubt in
Indonesia. Both of the question have question mark ‘?’ to indicate a question function.

The next example of questioning function used by English teacher in teaching-learning process is presented in datum DT-2/9/09.08.19/Is.

T :”Have you finished?”
S : “yesss”
T : “This is your answer, ini adalah jawaban kalian coba sekarang dari kelompok segitiga dulu ya. Please stand up. Pegang gambarnya lalu kalian bacakan menurut kalian gimana sih gambarnya. Oke please Ima’s group come forwad”

DT-2/9/09.08.19/Is

As shown in datum DT-2/9/09.08.19/Is the teacher expressed ‘have you finished?’ it is a question to ask students whether they were finished with the discussion.

Other example of questioning function performed in datum DT-2/10/09.08.19/Is.

T : “OK excuse me class, please pay attention to your friends. Perhatikan teman kalian ya yang mau mempresentasikan opini mereka. Time is yours”
(students present their work)
T : “Okay give applause to the groups. Dapat materi apa saja yang kita pelajari hari ini?”
S : “Asking and giving opinions”
T : “Ya, asking and giving opinions. Is there any questions?”
S : “no no no”

DT-2/10/09.08.19/Is

As shown in datum DT-2/10/09.08.19/Is there is bold expression that presented a questioning function of
illocutionary acts. The utterance ‘is there any questions?’ has purpose the teacher ask students about their understanding.

4) Permitting

Permitting is the function of illocutionary acts that speaker allows the listener to do something. Datum DT-10/09.08.19/Is is the example of permitting function that occur in the English teaching learning process.

T : “OK excuse me class, please pay attention to your friend. Perhatikan teman kalian ya yang mau mempresentasikan opini mereka. Time is yours”
(students present their work)
T : “Okay give applause to the groups. Dapat materi apa saja yang kita pelajari hari ini?”
S : “Asking and giving opinions”
T : “Ya, asking and giving opinions. Is there any questions?”
S : “no no no”

The bold utterance in datum DT-2/10/09.08.19/Is shows the expression of permitting. The utterance ‘time is yours’ has a function as permitting students to start the presentation.

5) Encouraging

Encouraging is the illocutionary acts that has a function to give a support or courage to do something to listener. Datum DT-2/6/08.09.19/Is is the example of encouraging function found in English learning process at SMP IT Darul Fikri Bawen.

T : “So, what I want to ask you here is, what do you
think about the picture?
S : “Banyak miss, makanan, makanan favorite, enak, yummy…”
T : “I think its yummy, I think it’s delicious, I think it’s hot, and I think its sour.”
“Ima, can you write something about what do you think about the picture?”
(student write in the board)
T : “Who wants to be a volunteer?”
(silenced)
T : “Alfiana? Do you mind if you try?”
“We will learn together ya, don’t be afraid”
(student wrote in the board)
T : “Ya, good. I think I like it. Apa makanan kesukaan mu?

Datum DT-2/6/09.08.19/Is shows the expression of encouraging function. As presented in the datum the teacher ask student to write the answer in the board and added ‘we will learn together, don’t be afraid’ to encourage the student to write.

Other directive function of encouraging presented in datum DT-2/3/09.08.19/Is

T : “Do you still remember about what we have learned yesterday?”
S : “Attention”
T : “Ya, jadi tentang asking and giving attention. Selain itu, do you understand me? Are you following me? Itu tentang apa?”
S : “Checking about understanding”
T : “Kalau gak paham misalnya? Tsabita, do you understand?”
S : “I don’t following you”
T : “That’s okay. Atau I don’t understand. Sometimes
The bold utterances in datum DT-2/3/09.08.19/Is is performed the teacher when she offered a question and the students remained silent for a while. Those bold expressions are encouraging function because its purpose is to motivate students even when they learn something it is okay to not understand all of it.

e) Comissives

Commisives are illocutionary acts used by speaker to commit. In this research there is one data (0.943%) found and classified as promising type.

1) Promising

Promising is a function in illocutionary acts used by the speaker to tell the listener that the speaker will do or not to do something. Datum DT-2/11/09.08.19/Is is the example of promising function that found in this research.

T : “no? if there is no questions, you don’t have a boarding work but you must to study. Kalian boleh berkemas-kemas. **After this we will share something dari kakak-kakak disana akan membagikan pengalaman kepada kalian**”

T : “Thank you for your attention.”

“Assalamualaikum wr wb”

S : “Waalaikumsalam wr wb”

DT-2/11/09.08.19/Is
The datum DT-2/11/09.08.19/Is shows the bold expression conveys as promising function. The teacher committed to not give an assignment to the students. The use of future marker ‘will’ indicates the promising function.

3. Perlocutionary Acts

a) To Cause the Hearer

Austin (1962: 120) explains that when causing the hearer, the speaker expects some action or consequences at the hearer’s state through his utterances. To cause the hearer means that what the speaker says causes some effect to the hearer. The researcher found 28 data (26.415%) employed by English teacher in teaching learning process at SMP IT Darul Fikri Bawen. The example of to cause the hearer in perlocutionary acts can be presented is datum DT-1/1/06.08.19/Al.

T : “Good morning everybody”
S : “Good Morning mam”

The datum DT-1/1/06.09.19/Al shows the situation where teacher opening a class and try to get along with the students by expressed a greeting. As the respond after greeting, the students then answered the greeting. For this reason, the utterance of the teacher is categorized into perlocutionary to cause the hearer.

Other example of perlocutionary act to cause the hearer presented in datum DT-1/5/06.08.19/Al
T: “Have you finished?”
S: “Finish”
T: “Now, practice your dialog in pairs in front of your friends. Who is the first? Nida? Please come in!”

Datum DT-1/5/06.08.19/Al shows the bold utterance as perlocutionary to cause the hearer. The example above is under condition when the teacher asked students whether they were finished the discussion or not. As the responsible effect or response after getting ordered, the students then answer that they already done with their discussion.

In addition, the example of perlocutionary acts to cause the hearer performed by English teacher at SMP IT Darul Fikri Bawen is presented in datum DT-1/8/06.0819/Al.

T: “Now answer with the expressing of uncertainly”
“Are you sure about that?”
S: “I’m not sure about that”
T: “Really?”
S: “I doubt it”
T: “Do you believe?”
S: “I’m not believe”
T: “Now, look at page nine, there is comic street activity 3, Read together.” (b)

...  
T: “Repeat once more”  

Datum DT-1/8/06.0819/Al shows the bold utterance is an expression of perlocutionary acts performed by the teacher when the teacher request the students to repeat reading an example for once more. As the respond, the students repeated to read an example on the book.
b) To Get the Hearer

It is a condition when the speaker expects the hearer to do something through the statement said by the speaker (Austin 1962: 121). In teaching learning process, teachers commonly ask their students to do something like when giving assignment or asking to present or read something. The researcher found this type of perlocutionary acts has the highest rank with 51 data (48.115%). The example can be found in the datum DT-2/2/09.08.19/Is.

T : "Biar pada semangat tepuk dulu ya”
S : “yesss”
T : “Tepuk the best, if you still remember it let’s do together ya”
students do the clapping hand
T : “Udah semangat? What is the meaning of the best?”
S : “terbaik miss”

DT-2/2/09.08.19/Is

In the example above we can see the teacher wants students to clapping their hand to increase their focus. After hearing what the teacher says, the students then claps their hand. For this reason, this is then categorized into the perlocution to get hearer to do something.

There is also other example of perlocutionary acts to get the hearer as shown in datum DT-1/6/06.08.19/Al.

T : “Who is the next? Fia? Louder please! Tolong yang keras ya”
T : “Good. Do you guys undertand about certainly and how to ask about certainly? Is that clearer? Or any questions?
S: “Yes, understand!”
T: “Now, I want you to sing about lovely song”
S: “Yassssss”
T: “From here, Rani you first.”

The datum above shows there are so many expression of perlocutionary acts to get the hearer. That is happened under condition after the students done with their work and the teacher ask them to present in front of class. After all of the students presented their work the teacher gave an instruction to the students to sing a song. As the result the teacher get the students sing together.

c) To Enlighten the Hearer

It is a condition when the speaker gives some spiritual or intellectual insight to the hearer (Austin, 1962: 121). To enlighten the hearer means that the speaker give the new knowledge or information to the listener. The example of this function is the datum DT-2/5/09.08.19/Is.

T: “Now we will learn about another material. I have a picture here”
S: “Woaah”
T: “What is it?”
S: “Foooood”
T: “Yeah, there is my favorite food here”
“Mika what is your favorite food here?”

The bold utterance in datum DT-2/5.09.08.19/Is conveys perlocution acts function to get the hearer. Here the teacher

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enlightens the students that they will learn something new and inform to the students that she had a picture related to the new topic. That utterance is categorized as to get the hearer.

The other example performed by the teacher is in the datum DT-1/13/06.08.19/Al.

T : “OK all, listen to me! Because time is over we will meet again on next Tuesday I think. Thank you for your attention.”

“Assalamualaikum wr wb”
S : “Waalaikumsalam wr wb”
T : “See you tomorrow”
S : “See you”

DT-1/13/06.08.19/Al

The datum above shows that the teacher informing to the students that the class is going to end and they will meet again in the next Tuesday. It indicate perlocutionary act to enlighten the hearer because the teacher enlightens something which has to do for the next Tuesday.

Other example of perlocutionary acts to enlighten the hearer can be shown in datum DT-2/11/09.08.19/Is.

T : “No? if there is no questions, you don’t have a boarding work but you must to study. Kalian boleh berkemas-kemas. After this we will share something dari kakak-kakak disana akan membagikan pengalaman kepada kalian”

T : “Thank you for your attention.

“Assalamualaikum wr wb”
S : “Waalaikumsalam wr wb”

DT-2/11/09.08.19/Is

The datum above shows that the utterances of the teacher categorized as perlocutionary acts to enlighten the hearer. The
conversation above occurred when the teacher was about to close
the meeting, but before the class end the teacher enlightens to the
students that there is no assignment for the next meeting.

d) To Convince the Hearer

Austin (1962: 121) states that convincing the hearer is a
condition when the speaker tries to make the hearer believe that
what he says is the case and thus, the hearer feel sure about that
through what the speaker says. To convince the hearer means that
make the hearer feel sure about what we say. This example of
perlocutionary acts found in daum DT-2/7/09.08.19/Is.

T : “Ok good, what we have to learn today? *Kira-kira
apa yang akan kita pelajari hari ini?*”
S : “asking and giving opinion”
T : “*Asking and giving opinion? Yes we will learn about
asking and giving opinion. What is asking? What is
giving? What is opinion?”
S : “Tanya? Pertanyaan?”
T : “Ya, asking and giving opinin is bagaimana cara
bertanya dan memberi pendapat”
“Okay Zahra, what do you think about Maula?”
S : “I think Maula is beautiful”
T : “*Okay I think Maula is beautiful*”

DT-2/7/09.08.19/Is

In the example above we can see the teacher tries to
convince the students that they will learn new topic about asking
and giving opinion.

Another example of perlocutionary acts *to convince the
hearer* that presented in the datum DT-2/7/09.08.19/Is
S: “I think Maula is beautiful”
T: “Okay I think Maula is beautiful”

DT-2/7/09.08.19/Is

The datum shows that the teacher utterance ‘okay I think Maula is beautiful’ can be identified as perlocutionary acts to convince the hearer. The teacher tries to convince the students that the student’s opinion about their friend is true.

Other example of perlocutionary acts to convince the hearer shown in datum DT-1/2/06.08.19/Al.

T: “Are you fine today?”
S: “Alhamdulillah, I’m fine, thank you. And you?”
T: “Alhamdulillah as you can see I am very well today, thank you”
T: “Ok. Today we will study about certainly and uncertainly, ya?”

DT-1/2/06.08.19/Al

The datum above presented perlocutionary acts to convince the hearer presented by the English teacher at SMP IT Darul Fikri Bawen. The conversation above occurred in the opening class session when checking conditions. The students ask the teacher about her conditions, as her respond the teacher convince her students that she is totally fine.
CHAPTER V
CLOSURE

This chapter, the researcher would like to present the conclusion and suggestion based on the conducted research.

A. Conclusion

Based on the findings and discussion, the researcher draws the conclusions as the following.

1. There are three types of speech acts, locutionary acts, illocutionary acts and perlocutionary acts. Locutionary acts are used for three functions such as declarative, interrogative, and imperative. Regarding illocutionary acts, the teacher employs four types. They are, representative, expressive, directive, and comissive. Meanwhile, there are four types of perlocutionary acts as the effect of the English teachers’ utterances in the teaching learning process at SMP IT Darul Fikri Bawen. They are to cause the hearer to respond, to get the hearer to do something, to enlighten the hearer and to convince the hearer.

2. In the locutionary types, the teacher mostly applies the interrogative form and rarely employs declarative form. The researcher finds that there are 27 data (25.472%) of declarative, 39 data (36.792%) of imperative, and 40 data (37.736%) of interrogative employed by the English teachers.

In the other hands, in the illocutionary types the researcher finds that representative obtains 22 data (21.754%) with five functions consisting of agreeing, explaining, informing, stating a fact, and stating an
opinion. Expressive obtains 10 data (9.434%) with four functions such as greeting, leave-taking, thanking, complimenting. Meanwhile, the teachers mostly employ the directive which obtains 73 data (68.868%) with five functions such as commanding, suggesting, questioning, permitting and encouraging. In addition, comissive obtains 1 data (0.944%) with the function promising.

The researcher finds in the perlocutionary acts there are to cause the hearer with 28 data (26.415%), the most dominant is to get the hearer with 51 data (48.115%), to enlighten the hearer with 15 data (14.1505), and the lowest to convince the hearer with 12 data (11.320%).

B. Suggestion

From the conclusion, the researcher had some suggestions such:

1. To the English teachers of SMP IT Darul Fikri Bawen, to be forceful to use speech acts especially illocutionary acts in English teaching. The illocutionary acts are so important in the classroom that the instructions uttered by the teacher are understood by the students. The appropriate implementation of illocutionary acts in teaching-learning process will indirectly help the students to master the communicative competences.

2. To the readers, the researcher hopes this study can be useful to enrich the knowledge and comprehension about types of speech acts.
BIBLIOGRAPHY


APPENDICES
DATA SHEET 1

Notes

DT-1 : Number of data sheet  T : Teacher  Dec : Declarative
1 : Number of datum in data sheet  S : Student  Rep : Representative
06.08.2019 : Date of data  P : Participant  Exp : Expressive
Al : Teacher initial  L : Location  Dir : Directive
D : Description  Com : Comissive
F : Function

<table>
<thead>
<tr>
<th>Code</th>
<th>Dialogue</th>
<th>Speech Act</th>
<th>Context</th>
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<tbody>
<tr>
<td>DT-1/1/06.08.19/Al</td>
<td>T : “Good morning everybody” (a)  S : “Good Morning mam”</td>
<td>Locutionary</td>
<td>Perlocutionary</td>
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<td></td>
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<td>Im</td>
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</table>
| DT-1/2/06.08.19/Al | T : “Are you fine today?” (a)  
S : “Alhamdulillah, I’m fine, thank you. And you?”  
T : “Alhamdulillah as you can see I am very well today (b), thank you” (c)  
T : “Ok. Today we will study about certainly and uncertainly, ya? (d)  
“Have you ever heard the word about certainly?” (e)  
“Ever? Do you know the meaning? Certainly mean?” (f)  
S : “ungkapan keyakinan”  
T : “Ya we will learn about certainly and uncertainly (g). Uncertainly mean?” (h)  
S : “Ungkapan tidak yakin”  
T : “Atau ungkapan keraguan in Indonesia” (i)  
| √ | √ | √ | | to cause the H (to respond)  
To convince the H  
To enlighten the H (to inform)  
To get the H to do something (to answer)  
To get the H to do something  
To get the hearer to do something  
To enlighten the H  
To get the hearer to do something  
| P1 : Teacher  
P2 : Student  
L : Classroom  
D : The teacher asked the condition of the students and giving the information about what will they learned that day.  
F :  
(a) questioning  
(b) informing  
(c) thanking  
(d) questioning  
(e) questioning  
(f) questioning  
(g) agreeing  
(h) questioning  
(i) explaining  |
| DT-1/3/06.08.19/Al | T : “OK. Repeat after me” (a)  
“Are you sure?” “Really?”  
S : “Are you sure?” “Really?”  
T : “once more” (b)  
S : “Are you sure?” “Really?”  
T : “Please read first!” (c)  
“Do you believe”  
S : “Do you believe?”  
T : “These are the examples of asking certainly. There are many other. Masih banyak  
| √ | √ | √ | | To get the H to do something  
To get the hearer to do something  
To get the H to do something  
| P1 : Teacher  
P2 : Student  
L : Classroom  
D : after write some examples of certainly in the board the teacher requesting students to read first  
F :  
(a) Commanding  
(b) Commanding  
(c) Commanding |
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<tr>
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<th>yang lain ya, contohnya ini.</th>
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<tr>
<td></td>
<td>(d)</td>
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<tr>
<td>T:</td>
<td>“If I ask you, are you sure, what is the meaning of are you sure?” (e)</td>
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<tr>
<td>S:</td>
<td>“Apakah kamu yakin?”</td>
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<td>T:</td>
<td>“What is your answer? Jawabanmu apa?” (f)</td>
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<tr>
<td>S:</td>
<td>“Yes I am sure”</td>
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<td>T:</td>
<td>“Really?”</td>
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<td>S:</td>
<td>“Benarkah?”</td>
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<td>T:</td>
<td>“What is your answer?”</td>
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<td>S:</td>
<td>“I’m sure”</td>
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<tr>
<td>T:</td>
<td>“Are you certain?”</td>
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<td>S:</td>
<td>“Yes I am certain”</td>
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<td>T:</td>
<td>“You may answer with definitely or obviously. It is okay, ya?” (h)</td>
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<tr>
<td>T:</td>
<td>“Answer with one of this, jawab dengan salah satu respon ini ya. Saya akan menanyakan kalian menjawab” (i)</td>
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<tr>
<td>T:</td>
<td>“Are you sure?”</td>
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<td>S:</td>
<td>“Yes, I am sure”</td>
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<tr>
<td>T:</td>
<td>“Really?”</td>
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<tr>
<td>S:</td>
<td>“Yes, really”</td>
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<tr>
<td>T:</td>
<td>“Do you believe?”</td>
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<tr>
<td>S:</td>
<td>“Yes, I believe”</td>
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<td>T:</td>
<td>“Good” (j)</td>
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<td>DT-</td>
<td>T: “Look at the example on</td>
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| To enlighten the H | (d) Informing |
| To get the H to do something | (e) Questioning |
| To get the H to do something | (f) Questioning |
| To get the H to do something | (g) Questioning |
| To get the hearer to do something | (h) Informing |
| To enlighten the H | (i) Commanding |
| To get the H to do something | (j) Complimenting |

P1: Teacher
<table>
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<tr>
<th>Date</th>
<th>Notes</th>
<th>Command</th>
<th>Informing</th>
<th>Requesting</th>
<th>Verifying</th>
<th>Interpretation</th>
</tr>
</thead>
</table>
| 1/3/06.08.19/Al | your book. Open your book now on page 8. The first conversation is. Read together please!” (a)  
T : “That is the biggest gadget store in the town?”  
S : “That is the biggest gadget store in the town?”  
T : “Really?”  
S : “Yes, I am sure”  
T : “Yes, I am sure”  
S : “Yes, I am sure”  
T : “The example number 2 (b), that the gadget store sells a good stuff in low prices?”  
S : “That the gadget store sells a good stuff in low prices?”  
T : “Are you sure?”  
S : “Yes, I am sure”  
T : “yes, I am sure”  
S : “Yes, I am sure”  
T : “Now, read row number one to number three together. One, two, three go!” (c) | √   | √         | √          | | To convince the H to do something |
| DT-1/4/06.08.19/Al | T : “OK. Now answer my question! (a) Arleth, that is the biggest gadgets store in town?” (b)  
S : “Yes”  
T : “Fia, that the gadget store sells in low prices?” (c) | √   | √         | √          | | To get the H to do something |
|               | P1 : Teacher  
P2 : Student  
L : Classroom  
D : teacher checking the student’s understanding through asking them the questions based on the book |  |  |  | |  |
| S : Yes I am sure  
T : “OK jadi hari ini kalian belajar tentang ungkapan keyakinan. Ketika ditanya tentang keyakinan kalian jawab dengan jawaban yang yakin, ya?” (d)  
T : “Now, is create. Buat percakapan tentang keyakinan in pairs (e). Any question before you start the creat the dialog?  
S : “Noooo”  
T : “OK create now and write with the title certainly. (f) |  |  |  |  |  |  |  |  |
| DT-1/5/06.08.19/Al  
T : “Have you finished?” (a)  
S : “Finish”  
T : “Now, practice your dialog in pairs in front of your friends (b). Who is the first? (c) Nida? Please come in!” (d) |  |  |  |  |  |  |  |  |
| F :  
(a) Commanding  
(b) Questioning  
(c) Questioning  
(d) Explaining  
(e) Commanding  
(f) Commanding |  |  |  |  |  |  |  |  |
| DT-[1/6/06.08] 19/Al | T: “Who is the next? Fia? (a) Louder please! Tolong yang keras ya” (b) T: “Good (c). Do you guys understand about certainly and how to ask about certainly? Is that clearer? Or any questions? (d) S: “Yes, understand!” T: “Now, I want you to sing about lovely song” (e) S: “Yassssss” T: “From here, Rani you first.” (f) | √ | √ | | To get the H to do something | P1: Teacher P2: Students L: Classroom D: teacher checking the students’ understanding. To refresh the mind, teacher ask students to sing a song F: (a) questioning (b) commanding (c) complimenting (d) questioning (e) commanding (f) commanding | |
| DT-[1/7/06.08] 19/Al | T: “Now, we are continues with uncertainly. Doubt. (a) What is the meaning of uncertainly?” (b) S: “Tidak yakin” T: “Yes, correct. (c) Tidak yakin. And what about doubt?” (d) S: “Ragu” T: “Read first” (e) “I’m not sure about that” “I’m not certain about it” “I don’t believe” “I doubt” | √ | √ | | To get the H to do something | P1: Teacher P2: Students L: Classroom D: teacher continued to give material about uncertainly and write in the board the examples of uncertainly sentences. F: (a) informing (b) questioning (c) agreeing (d) questioning (e) commanding | |
| DT-[1/8/06.08] 19/Al | T: “Now answer with the expressing of uncertainly” (a) “Are you sure about that?” | √ | | To get the H to do something | P1: Teacher P2: Students L: Classroom D: teacher ask the students to
| DT-1/9/06.08.19/Al | S: “I’m not sure about that”  
T: “Really?”  
S: “I doubt it”  
T: “Do you believe?”  
S: “I’m not believe”  
T: “Now, look at page nine, there is comic street activity 3. Read together.” (b)  
...  
T: “Repeat once more” (c) | √ | | | To get the H to do something  
To cause the H | answer the questions that based on the book  
F:  
(a) commanding  
(b) commanding  
(c) commanding |
| DT-1/10/06.08.19/Al | T: “Do you understand about the dialog?” (a)  
S: “Insyaa Allah”  
T: “That is about certainly and uncertainly (b). Now look at the conversation and activity four read and find expressing certainly or expressing uncertainly. Underlined it.” (c)  
S: “Alright ma’am” | √ | | | To get the H to do something  
To cause the H | P1 : Teacher  
P2 : Students  
L : Classroom  
D : the teacher explain the examples of the topic then give the students activity.  
F:  
(a) questioning  
(b) explaining  
(c) commanding |
| T: “Is that any question about certainly?” (a)  
S: “Really”  
T: “And the other?” (b)  
S: “Is it true?”  
T: “Now expressing of uncertainly. Do you found it? Which one? Ada gak ungkapan tidak yakin?” (c)  
S: “Adaaa. I’m not certain”  
T: “Ya, I’m not certain, I’m | √ | | | To cause the H | P1 : Teacher  
P2 : Students  
L : Classroom  
D : the teacher asked the answer of the activity based on the book and the students directly answer based on the activity on the book.  
F:  
(a) questioning  
(b) questioning |
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<tr>
<th></th>
<th>Event</th>
<th>Start Time</th>
<th>End Time</th>
<th>Teacher</th>
<th>Student</th>
<th>Location</th>
<th>Description</th>
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<tbody>
<tr>
<td>DT-1/11/06.08.19/Al</td>
<td>T: “Now, open your book on page ten. Look at comic street on activity 2, read together!”&lt;br&gt; “Which one of the expressing of uncertainly?”&lt;br&gt; S: “I’m not really sure. I doubt”&lt;br&gt; T: “Look at the page ten, there are examples of expressing uncertainly or doubt. Read together”&lt;br&gt; (students read the examples together)&lt;br&gt; T: “Now write or create a dialog about uncertainly. Buat dialog seperti tadi tentang uncertainly atau keraguan, ketidakyakinan”&lt;br&gt; (Students do the activity)</td>
<td>T:</td>
<td></td>
<td>P1: Teacher</td>
<td>P2: Students</td>
<td>Classroom</td>
<td>To get the H to do something</td>
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<td>DT-1/12/06.08.19/Al</td>
<td>T: “Create once more about both, jadi ada pertanyaan tentang yakin dan jawwabannya. Buat juga pertanyaan tentang keraguan dan jawabannya in one dialog.”&lt;br&gt;</td>
<td>T:</td>
<td></td>
<td>P1: Teacher</td>
<td>P2: Students</td>
<td>Classroom</td>
<td>To get the H to do something</td>
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<td>DT-1/13/06.08.19/A1</td>
<td>“See the examples on page nine activity 3” (b)</td>
<td>✓</td>
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<td>To get the H to do something</td>
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<td>T : “OK all, listen to me(a)! Because time is over we will meet again on next Tuesday I think (b). Thank you for your attention.” (c)</td>
<td>“Assalamualaikum wr wb”</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>To cause the H</td>
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<tr>
<td>S : “Waalaikumsalam wr wb”</td>
<td>T : “See you tomorrow” (d)</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>P1 : Teacher</td>
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<td>S : “See you”</td>
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<td>P2 : Students</td>
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<td>L : Classroom</td>
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<td>D : teacher closed the class because the time is up</td>
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<td>(d) leave taking</td>
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DATA SHEET 2

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<thead>
<tr>
<th>Code</th>
<th>Dialogue</th>
<th>Speech Act</th>
<th>Context</th>
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<tbody>
<tr>
<td>DT-2/1/09.08.19/Is</td>
<td>T : “Assalamualaikum Wr Wb” S : “Waalaikumsalam Wr Wb” T : “Good morning everybody” (a) S : “Good Morning miss” T : “How are you today?” (b) S : “I am fine thank you, and you?” T : “I am great too (c). Masih</td>
<td></td>
<td>P1 : Teacher P2 : Students L : Classroom D : Before the learning process begin teacher open the classroom with greeting and asking the condition of the students. F : (a) greeting</td>
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<tr>
<td>Date</td>
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<td>Scene</td>
<td>Interaction</td>
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<td>DT-2/2/09.08.19/Is</td>
<td></td>
<td><strong>semangat ya semuanya hari ini? Puasa semua hari ini?</strong> S : Insyaa Allah</td>
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<tr>
<td>DT-2/3/09.08.19/Is</td>
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<td><strong>&quot;Biar pada semangat tepuk dulu ya&quot;</strong> S : &quot;yesss&quot; T : &quot;Tepuk the best, if you still remember it let’s do together ya&quot; (a) (students do the clapping hand) T : &quot;Udah semangat? What is the meaning of the best?” (b) S : “terbaik miss”</td>
<td>√</td>
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<tr>
<td>DT-2/3/09.08.19/Is</td>
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<td>**“Do you still remember about what we have learned yesterday?” (a) S : “attention” T : “ya, jadi tentang asking and giving attention (b). Selain itu, do you understand me? Are you following me? Itu tentang apa?” (c) S : “checking about understanding” T : “kalau gak paham misalnya? Tsabita, do you understand?” (d)</td>
<td>√</td>
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<tr>
<td>P1 : Teacher</td>
<td>P2 : Student</td>
<td>L : Classroom</td>
<td>D : to increase the enthusiasm the students clapping together F :</td>
</tr>
<tr>
<td>P1 : Teacher</td>
<td>P2 : Student</td>
<td>L : Classroom</td>
<td>D : in this section teacher reviewed previous material and explain with some examples. F :</td>
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<tr>
<td>Date</td>
<td>Time</td>
<td>Teacher</td>
<td>Student</td>
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<tr>
<td>DT-2/4/09.08.19/Is</td>
<td></td>
<td>T: “selain checking an giving understanding ada lagi materi yang telah kita pelajari?”</td>
<td>S: “Compliment”</td>
</tr>
<tr>
<td>DT-2/5/09.08.19/Is</td>
<td></td>
<td>T: “now we will learn about another material. I have a picture here” (a)</td>
<td>S: “woaah”</td>
</tr>
</tbody>
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**Notes:**
- (a) Complimenting
- (b) Questioning

**Actions:**
- To convince the H
- To enlighten the H
- To cause the H
| DT-2/6/09.19/Is | T : “so, what I want to ask you here is, what do you think about the picture? (a) | √ | √ | √ | To get the H to do something | P1 : Teacher | (a) questioning | (b) stating an opinion | (c) commanding | (d) questioning | (e) questioning | (f) encouraging | (g) agreeing |
| | S : banyak miss, makanan, makanan favorite, enak, yummy…” | | | | | P2 : Student | L : Classroom | D : teacher keep questioning students about their opinion of the picture and let the students to deliver their opinion |
| | T : “I think its yummy, I think it’s delicious, I think it’s hot, and I think its sour.” (b) | | | | | | | | | |
| | “Ima, can you write something about what do you think about the picture?” (c) (student write in the board) | | | | | | | | | |
| | T : “who wants to be a volunteer?” (d) (silenced) | | | | | | | | | |
| | T : “alfiana? Do you mind if you try?” (e) “we will learn together ya, don’t be afraid” (f) (student write in the board) | | | | | | | | | |
| | T : “Ya, good. I think I like it (g). Apa makanan kesukaan mu? Sambel pete? S : “noo miss” | | | | | | | | | |
| | food here” (c) “mika what is your favorite food here?” (d) S : “rice” | | | | | | | | | |
| T : “why?” S : “bauu” T : “tapi rasanya enak ya.” | √ | | | | To cause the H | P1 : Teacher P2 : Students L : Classroom D : teacher concluded the topic of the study and explain the meaning in Bahasa first F : (a) questioning (b) agreeing (c) questioning (d) questioning (e) agreeing |
| DT-2/7/09.08.19/Is | T : “Ok good, what we have to learn today(a)? Kira-kira apa yang akan kita pelajari hari ini?” S : “asking and giving opinion” T : “Asking and giving opinion? Yes we will learn about asking and giving opinion (b). What is asking? What is giving? What is opinion?”(c) S : “Tanya? Pertanyaan?” T : “Ya, asking and giving opinin is bagaimana cara bertanya dan memberi pendapat” “Okay Zahra, what do you think about Maula?” (d) S : “I think Maula is beautiful” T : “Okay I think Maula is beautiful”(e) | √ | | | To cause the H | To convince the H To get the H to do something To convince the H |
| DT-2/8/09.08.19/Is | T : “Now, disini saya punya lotre seperti kemarin ya. Ini untuk membentuk kelompok. Yang simbolnya sama berarti satu kelompok.” | √ | | | To cause the H | P1 : Teacher P2 : Students L : Classroom D : teacher divided the students to some groups used |
T: "Have you sit with your group?" (a) "Sudah duduk dengan grup kalian?"
S: "sudah"
T: "Kalau sudah, what you have to do here is you have to give your opinion about the picture that I want to share with you." (b)
(teacher share the pictures to each group)
T: "have you all gets the pictures? Please write opinion about the picture ya." (d)

DT-2/9/09.19/Is
T: "Have you finished?"(a)
S: "yesss"
T: "This is your answer, ini adalah jawaban kalian coba sekarang dari kelompok segitiga dulu ya. Please stand up. Pegang gambarnya lalu kalian bacakan menurut kalian gimana sih gambarnya. Oke please Ima’s group come forwad" (b)

DT-2/10/09.08.19/Is
T: "OK excuse me class, please pay attention to your friends(a). Perhatikan teman kalian ya yang mau mempresentasikan opin

P1: Teacher
P2: Students
L: Classroom
D: after the time is up the teacher explain how should the students present their work and pointed Ima’s group to present first.
F: (a) questioning (b) commanding
| DT-2/11/09.0     | mereka. Time is yours”(b) (students present their work) T : “Okay give applause to the groups(c). Dapat materi apa saja yang kita pelajari hari ini?”  
S : “asking and giving opinions” T : “ya, asking and giving opinions. Is there any questions?” (d)  
S : “no no no” |  |  |  |  | To cause the H to give their respond F : (a) commanding (b) permitting (c) complimenting (d) questioning |
|-----------------|---------------------------------|-----------------|-----------------|-----------------|-------------------------------------------|
| DT-2/11/09.08.19/Is | T : “no? if there is no questions, you don’t have a boarding work but you must to study (a). Kalian boleh berkemas-kemas. After this we will share something (b) dari kakak-kakak disana akan membagikan pengalaman kepada kalian”  
T : “Thank you for your attention.(c)  
“Assalamualaikum wr wb”  
S : “Waalaikumsalam wr wb” |  |  |  |  | To enlighten the H To enlighten the H To enlighten the H |
|-----------------|---------------------------------|-----------------|-----------------|-----------------|-------------------------------------------|

F : (a) informing  
(b) promising  
(c) thanking
TRANSCRIPT 1

Subject : Bahasa Inggris
Class : 9A-1
Topic : Certainly and Uncertainly
Teacher : Alfa
Date : 06 Agustus 2019
Time : 09.55 – 11.15

T : “Assalamualaikum warrahmatullahi wabarakatuh”
Ss : “Waalaikumsalam warrahmatullahi wabarakatuh”
T : “Good morning everybody”
Ss : “Good morning mam”
T : “Are you fine today?”
Ss : “Alhamdulillah I’m fine, thank you. And you?”
T : “Alhamdulillah as you can see I am very well today, thank you.”
T : “Ok, we will study about certainly and uncertainly today, ya? Have you ever heard the word about certainly?”

“Ever? Do you know the meaning? Certainly mean?”
Ss : “Ungkapan keyakinan”
T : “Ya, we will learn about certainly and uncertainly. Uncertainly is?”
Ss : “Ungkapan tidak yakin”
T : “Atau ungkapan keraguan in Indonesia”

(the teacher write in the board about certainly)
T : “Ok, repeat after me.”
“Are you sure?”

Ss : “Are you sure?”

T : “Really?”

Ss : “Really?”

T : “Once more”

Ss : “Really?”

(Write again)

T : “Please read first!”

“Do you believe?”

Ss : “Do you believe?”

(teacher pointing in the first word and the bellows)

Ss : “Are you sure?”

“Do you believe?”

“Really?”

T : “These are examples of asking certainly. There are many other. *Masih banyak yang lain ya. Contohnya ini.*”

(Write in the board)

T : “These are the respond of asking certainly.”

T : “If I ask you are you sure”

“What is the meaning of are you sure?”

Ss : “*Apakah kamu yakin*”

T : “What is the answer? *Jawaban mu apa?*”

Ss : “Yes I am sure”

T : “Really?”

Ss : “*Benarkah*”
T: “What is your answer?”
Ss: “I am sure”
T: “Are you certain?”
Ss: “Yes I am certain”
T: “You may answer with definitely or obviously. It’s okay, ya?”
T: “Answer with one of this. Jawab dengan salah satu respon ini ya. Saya akan menanyakan kalian menjawab.”
T: “Are you sure?”
Ss: “Yes I am sure”
T: “Really?”
Ss: “Yes, really”
T: “Do you believe?”
Ss: “Yes, I believe, yes definitely, obviously”
T: “Good”

“Look at the example on your book. Open your book now on page 8”
“The first conversation is. Read together, please!”

(The teacher start to read and students repeat after)
T: “That is the biggest gadget store in town?”
Ss: “That is the biggest gadget store in town?”
T: “Really?”
Ss: “Really?”
T: “Yes, I’m sure”
Ss: “Yes, I’m sure”
T: “The example number 2”

“That the gadget store sells a good stuff in low prices?”
S : “That the gadget store sells a good stuff in low prices?”

T : “Are you sure?”

Ss : “Are you sure?”

T : “Yes, I am sure”

Ss : “Yes, I am sure”

T : “Repeat once more for number two!”

The students repeated to read example number two

T : “Now, read row number one to number three together. One, two, three go!”

Students read together

T : “OK. Now answer my question!”

“Arleth, that is the biggest gadget store in town? Answer please.”

S : “Yes.”

T : “Fia, that the gadget store sells in low prices?”

S : “Yes. I am sure”

T : “OK. Jadi hari ini kalian belajar tentang ungkapan keyakinan. Ketika ditanya tentang keyakinan kalian jawab dengan jawaban yang yakin, ya?”

T : “Now is create. Buat percakapan tentang keyakinan in pairs.”

“Any question before you start to create the dialog?”

Ss : “No.”

T : “OK. Create now and write with the title certainly, ya!”

Students do the task

T : “Have you finished?”

Ss : “Finish.”

T : “Now, Practice your dialog in pairs in front of your friends. Who is the first? Nida? Please come in.”
(students practice the dialog)

T : “Who is next? Fia? Louder please! Tolong yang keras ya!”

(students practice the dialog in front the class and followed with other pairs)

T : “Good. Do you guys understand about certainly and how to ask about certainly? Is that clearer? Or any questions?”

Ss : “Yes, understand”

T : “Now, I want you to sing about lovey song.”

Ss : “Yaassssss!!”

T : “From here. Rani, you first.”

(the students singing)

T : “Now, we are continues with uncertainly. Doubt. What is the meaning of uncertainly?”

Ss : “Tidak yakin”

T : “Yes, correct. Tidak yakin. And what about doubt?”

Ss : “Ragu”

(teacher writes in the board)

T : “Read first ya.”

“I’m not sure about that”

“I’m not certain about it”

“I don’t believe”

“I doubt”

(students read together)

T : “OK. Now answer with the expressing of uncertainly”

“Are you sure about that?”

Ss : “I’m not sure about that”

T : “Really?”
Ss : “I doubt it”
T : “Do you believe?”
Ss : “I’m not believe”
T : “Now, look at page nine, there is comic street activity 3. Read together. Do you found it?”

(students read the activity together)
T : “Repeat once more”

(students repeat once more)
T : “Do you understand about the dialog?”
Ss : “Insya Allah”
T : “That is about certainly and uncertainly. Now look at the conversation and activity four read and find expressing certainly or expressing uncertainly. Underlined it.”

(students do the activity)
T : “Is that any question about certainly? Ada pertanyaan tentang expressing certainly”
Ss : “Really.”
T : “Really? And the other?
Ss : “Is it true”
T : “Now expressing of uncertainly”

Ss : “Ada. I’m not certain”
T : “Ya. I’m not certain, I’m not sure”

....
T : “Now open your book on page ten. Look at comic street on activity 2, read together.”
(students read together)

T : “Which one the expressing of uncertainly?”

Ss : “I’m not really sure. I doubt”

T : “Look at the page ten, there are examples of expressing uncertainly or doubt. Read together.”

(read together)

T : “Now write or create a dialog about uncertainly. *Buat dialog seperti tadi tentang uncertainly atau keraguan, ketidakyakinan*”

(students do the activity)

T : “Create once more about both. *Jadi ada pertanyaan tentang yakin dan jawabannya. Buat juga pertanyyan tentang keraguan dan jawaban keraguan in one dialog.*”

T : “See the example on page nine activity 3”

T : “Ok all listen to me! because time is over we will meet again on next Tuesday I think. Thank you for your attention.”

“Assalamualaikum wr rb”

Ss : “Waalaikumsalam wr wb”

T : “See you tomorrow”

Ss : “See you”
Subject: Bahasa Inggris
Class: 8A-1
Topic: Asking and Giving Opinion
Teacher: Iis
Date: 09 Agustus 2019
Time: 09.55 - 11.15

T: "Assalamualaikum wr wb"
Ss: "Waalaikumsalam wr wb"
T: "Good morning students"
Ss: "Good morning miss"
T: "How are you today?"
Ss: "I am fine thank you, and you?"
T: "I am great too thank you. Masih semangat ya semuanya hari ini? Puasa semua hari ini?"
Ss: "Insya Allah"
T: "Biar pada semangat tepuk dulu ya."
Ss: "Yessssss."
T: "Tepuk the best, if you still remember let’s do it together ya."
(students do the clapping hand)
T: "Udah semangat? What is the meaning of the best?"
Ss: "Terbaik miss"
T: "Do you still remember about what we have learned yesterday? Jadi kemarin kita sudah belajar apa ya?"
(students silent)
T : “Attention please!”
Ss : “Attention.”

T : “Ya jadi tentang asking and giving attention. Selain itu, do you understand me? Are you following me? Itu tentang apa?

Ss : “Checking about understanding”
T : “Kalau kamu gak paham misalnya? Tsabita, do you understand?”

S : “I don’t following you”
T : “That’s okay. Atau I don’t understand. Terkadang kita gak selalu paham tentang materi kita kan ya. Sometimes we don’t have to understand about our material. “

T : “Selain checking and giving understanding ada lagi materi yang telah kita pelajari?”

Ss : “Compliment”
T : “Compliment ya. Kita belajar tentang memberikan pujian kepada orang. You ae so beautiful today or Amalia you are so cute. Ima your acting is so good. Ada yang bisa member contoh yang lain? Any examples about giving compliment?”

Ss : “Ada”
T : “Nadia, kamu mau memuji siapa?”
S : “Lintang”
T : “Ok silahkan di puji si Lintang.”
S : “Lintang you did a good performance”
T : “Oh iya kemarin lintang memiliki penampilan yang laur biasa ya. Tepuk tangan buat lintang”

T : “Now, we will learn about another material. I have a picture here.”
Ss : “Whoaah”
T : “What is it?”
Ss : “Food”
T: “Yeah, there is my favorite food here. tsabita, where is your favorite food here?”

S: “Hmm gak tau”

T: “Gak ada makanan favoritnya ya disini amal, what is your favorite food?”

S: “Fried chicken.”

T: “Mika, what is your favorite?”

S: “Rice”

T: “So, what I want to ask you here is, what do you think about the picture? Pendapat kalian tentang gambar ini apd?”

Ss: “Banyak miss, makanan, makanan favorit, enak, yummy…..

T: “I think its yummy, I think it is delicious, I think it is hot and I think its sour.”

“Ima, can you write something about what do you think about the picture?”

(student write in the board)

T: “Satu lagi ya mungkin. Who wants to be a volunteer? Siapa yang mau maju?”

(students silent)

T: “Alfiana? Do you mind if you try?”

“Silahkan ya, kan tinggal di jawab.”

“We will learning together ya, jangan takut salah, don’t be afraid”

(student write in the board)

T: “Ya good, I think I like it. Apa makanan kesukaan mu? Sambal pete?”

S: “No”

T: “Why? Kenapa gak suka sambel pete?”
“Bauu”

“Tapi rasanya enak ya”

“Ok good, what we have to learn today? Kira-kira apa yang akan kita pelajari hari ini”

“Asking and giving opinion”

“Asking and giving opinion? Yes, we will learn about asking an giving opinion.”

“What is asking? What is giving?”

“Asking and giving opinion is bagaimana cara dan memberi pendapat”

“Ok Zahra, what do you think about Maula?”


“I think Maula is beautiful”

“Ok, I think Maula is beautiful”

“Itu salah satu cara untuk meminta atau memberi pendapat ke orang lain.”

“(the teacher share the lotre symbols to the students then the students divided into some groups according to the symbols they get)

“Have you sit with your group? Sudah duduk dengan grup kalian?”

“Sudah”
T : “Kalau sudah what you have to do here is you have to give your opinion about the picture that I want to share with you.”

(the teacher share the pictures to each group)

T : “Have you all gets the picture? Sudah dapat semua ya picture nya. Please write opinion about the picture ya. Silahkan berdiskusi”

(the students do the activity)

T : “Have you finished?”

T : “This is your answer, ini adalah jawaban kalian coba sekarang dari kelompok segitiga dulu ya. Please stand up. Pegang gambarnya lalu kalian bacakan menurut kalian gimana sih gambarnya. Oke please Ima’s group come forward maju kedepan.”

T : “Oke excuse me class, please pay your attention to your friends. Perhatikan teman kalian ya yang mau mempresentasikan opini mereka. Time is yours.”

(students present their work)

T : “Oke give applause to the groups.”

“Dapat materi apa saja yang kita pelajari hari ini?”

Ss : “Asking and giving opinions”

T : “Ya. Asking and giving opinion. Is there any questions?”

Ss : “No no no”

T : “No? if there is no questions, you don’t have a boarding work but you must to study. Kalian boleh berkemas-kemas. After this we will share something, dari kakak-kakak disana akan mebagikan pengalaman kepada kalian.”

T : “Thank you for your attention.”

“Assalamualaikum wr wb”

Ss : “Waalaikumsalam wr wb”
LEMBAR KONSULTASI SKRIPSI

Nama Mahasiswa : Yunita Sari
NIM : 23030150146
Dosen Pembimbing : Hanung Triyoko SS, M.Hum., M.Ed.
Judul Skripsi pada surat penunjukan pembimbing skripsi :
AN ANALYSIS OF SPEECH ACT USED BY ENGLISH TEACHERS IN ENGLISH TEACHING LEARNING PROCESS AT SMP IT DARUL FIKRI BAWEN

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Dosen Pembimbing.

Hanung Triyoko SS, M.Hum., M.Ed.
NIP: 19730815 199903 1 003
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**Jumlah** 157

Salatiga, 27 Maret 2019

Mengetahui,

[Signature]

[Institution Name]

[Institution Address]

[Institution Logo]

[Institution Code]

[Institution Contact]

[Institution Name]

[Institution Address]

[Institution Logo]

[Institution Code]

[Institution Contact]
CURRICULUM VITAE

A. Personal Details

Name: Yunita Sari
Place and Date of Birth: Semarang, 28 Juni 1996
Gender: Female
Religion: Moslem
Nationalism: Indonesian
Address: Gatak RT 32/RW 08 Desa Sugihan, Kec. Tengaran, Kab. Semarang, Jawa Tengah
Phone Number: 081804489503
E-mail: yunitasy2@gmail.com

B. Education Details

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<thead>
<tr>
<th>Year</th>
<th>Education</th>
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<tr>
<td>2001-2002</td>
<td>TK PGRI Sugihan</td>
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<td>2002-2008</td>
<td>SDN Sugihan 03</td>
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<td>2008-2011</td>
<td>SMPN 2 Ampel</td>
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<tr>
<td>2011-2014</td>
<td>SMAN 1 Tengaran</td>
</tr>
<tr>
<td>2015-2019</td>
<td>Bachelor Degree (S1) of English Education Department of Teacher Training and Education Faculty of State Institute of Islamic Studies (IAIN) Salatiga</td>
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