

**THE ANALYSIS OF SPEECH FUNCTION USED BY ENGLISH
TEACHERS' INSTRUCTION AT SMPN 6 SALATIGA IN THE
ACADEMIC YEAR OF 2011/2012**

Graduating Paper

Submitted to the Board of Examination in Partial Fulfillment of the
Requirement for the Degree of *Sarjana Pendidikan Islam* (S.Pd.I) in the English
and Education Departement



By:

NUR HIDAYAH

113 08 033

**ENGLISH AND EDUCATIONAL DEPARTMENT
STATE ISLAMIC STUDIES INSTITUTE (STAIN) OF SALATIGA**

2012



**DEPARTEMENT OF RELIGIOUS AFFAIRS
STATE ISLAMIC STUDIES INSTITUTE (STAIN)
SALATIGA**

Jl. Tentara Pelajar 02 Telp (0298) 323433 Fax 323433 Salatiga 50721
Website: www.stainsalatiga.ac.id email: administrasi@stainsalatiga.ac.id

DECLARATION

In the name of Allah, The most gracious and most merciful.

Hereby the researcher fully declares that this thesis is made by the researcher and it is not containing materials written or has been published by other people except the information from references and also the researcher is capable of accounting for this thesis if in future this is can be proved of containing other's ideas, or in fact, the researcher imitates the others' thesis.

In addition, the researcher really hopes that this declaration can be understood for all human being.

Salatiga, September 24th 2012

Researcher

Nur Hidayah
NIM.113 08 033



**DEPARTEMENT OF RELIGIOUS AFFAIRS
STATE ISLAMIC STUDIES INSTITUTE (STAIN)
SALATIGA**

Jl. Tentara Pelajar 02 Telp (0298) 323433 Fax 323433 Salatiga 50721
Website : www.stainsalatiga.ac.id email: administrasi@stainsalatiga.ac.id

Hanung Triyoko, SS.M.Hum., M.Ed Salatiga, September 12th 2012

**The Lecturer of Educational Faculty
State Islamic Studies Institute of Salatiga**

ATTENTIVE COUNSELOR'S NOTE

Case: Nur Hidayah's Graduating Paper

Dear

The Head of State Islamic Collage
Institute of Salatiga

Assalamu'alaikum Wr. Wb.

After reading and correcting Nur Hidayah's graduating paper entitle "THE ANALYSIS OF SPEECH FUNCTION USED BY ENGLISH TEACHERS' INSTRUCTION AT SMPN 6 SALATIGA IN THE ACADEMIC YEAR OF 2011/2012". I have decided and would like to propose that if it could be accepted by educational faculty, I hope it would be examined as soon as possible.

Wassalamu'alaikum Wr. Wb.

Consultant

Hanung Triyoko, SS.M.Hum., M.Ed

NIP. 1930781519903 1 003



DEPARTEMENT OF RELIGIOUS AFFAIRS
STATE ISLAMIC STUDIES INSTITUTE (STAIN)
SALATIGA

Jl. Tentara Pelajar 02 Telp (0298) 323433 Fax 323433 Salatiga 50721
Website: www.stainsalatiga.ac.id email: administrasi@stainsalatiga.ac.id

STATEMENT OF CERTIFICATION

THE ANALYSIS OF SPEECH FUNCTION USED BY ENGLISH
TEACHERS' INSTRUCTION AT SMPN 6 SALATIGA IN THE
ACADEMIC YEAR OF 2011/2012

NUR HIDAYAH

NIM. 113 080 33

Has been brought to the board of examiners of English Department of Education Faculty of State Islamic Studies Institute (STAIN) Salatiga on September 24th 2012 and hereby considered to completely fulfill the requirements of the degree or *Sarjana Pendidikan Islam (S.Pd.I)* in English and Education Department.

Board of examiners,

Head : Dr.H. Sa'adi, M.Ag

Secretary : Maslikhatul Umami, S.Pd.I, M.A

1st Examiner : Setia Rini, M.Pd.

2nd Examiner : Munajat, Ph.D

3rd Examiner : Hanung Triyoko, SS., M.Hum., M.Ed.

Handwritten signatures of the Board of Examiners members, including the Head, Secretary, and three examiners, each with a dotted line below the signature.

Salatiga, September, 24th 2012
Rector of STAIN Salatiga

Dr. Imam Sutomo, M.Ag.
NIP. 19580827 198303 1 002

MOTTO

“Education Is the Best Equipment for the Old Day”

(Aristoteles)

Flower That Will Not Wilt Throughout the Ages is Goodness”

(William Cowper)

“Failure Occurs When We Give Up”

(Lessing)

DEDICATION

The researcher would like to present this work sincerely for:

1. Allah *subhanahu wa ta'ala*, the most gracious and the most merciful.
2. My great inspiration (Muhammad prophet peace be upon him) that I try to implement his behaviors and attitudes.
3. My honorable parents (Sukarman and Hartini) who give me passion to achieve my hopes afterward.
4. My nephew (Muhammad Hilmi Faiq Arkhan) and all of my family who always advice and motivate me. Never wasting love, affection and dearest which approach me to be better. Thank for lot of support, pray and finance.
5. Thank you for my beloved, especially for my little crazy family (mbak sofi, mbak nduz, emum, mbak Fatimah. Mbak tini, Nafik, Arsa) in Ratno's boarding house. The enormous attention, love, amusement and support are always given on me.
6. Thank you for my best friend Jati Handayani, and all my friends in TBI '08, especially TBI A. I can't stop thinking about you guys.

ACKNOWLEDGEMENT

Assalamu'alaikum Wr.Wb

Alhamdulillah *alamin*, thanks to Allah because the researcher could complete this thesis as one of requirements for getting Educational Islamic Studies (S.Pd.I) in English Department of Educational Faculty Of State Islamic Studies Institute (STAIN) of Salatiga in 2012. Everything could be performed well such as the completing of this graduating paper entitled " THE ANALYSIS OF SPEECH FUNCTION USED BY ENGLISH TEACHERS' INSTRUCTION AT SMPN 6 SALATIGA IN THE ACADEMIC YEAR OF 2011/2012". By doing everything, all complicated things easier to do.

Nevertheless, this graduating paper would not have been completed without supports, guidance advice, and help from individual's institution. Therefore, I would like to express the special appreciation or gratefulness to:

1. Mr.Dr. Imam Sutomo,M.Ag, the Rector of State Islamic Studies Institute (STAIN) of Salatiga.
2. Mr. Suwardi, M.Pd., the Head of Educational Faculty of State Islamic Studies Institute (STAIN) of Salatiga
3. Mrs. Mashlihatul Umami, S.Pd.I., M.A., as the Headof the English Department of State Islamic Studies Institute (STAIN) of Salatiga
4. Mr. Hanung Triyoko,SS.M.Hum.,M.Ed, as the researcher's attentive counselor, who has educated, supported, directed, and given the

researcher countless advices, suggestion, and recommendation for this thesis from the beginning until the end.

5. All of the lectures in English department
6. All of staff who helped the researcher in processing of thesis administration
7. My parents who always support and advice me
8. My best friend Jati Handayani, and all of my friends in Ratno's boarding house, which amuse and accompany me in arranging this thesis.
9. All of my classmates at TBI'08 A
10. Those cannot be mentioned one by one

Thank for your motivations, support, help, learn, love, and care, thank you so much. The researcher hopes that this will give useful significance for readers.

Wassalamu'alikum Wr.Wb

Salatiga, September 27th 2012

The researcher

Nur Hidayah

NIM. 113 080 33

ABSTRACT

Nur Hidayah (2012) "THE ANALYSIS OF SPEECH FUNCTION USED BY ENGLISH TEACHERS' INSTRUCTION AT SMPN 6 SALATIGA IN THE ACADEMIC YEAR OF 2011/2012". Graduating paper. Salatiga. English department of education faculty state Islamic studies institute (STAIN) Salatiga. Counselor: Hanung Triyoko, SS.M.Hum.,M.Ed.

Keywords: Sociolinguistic, Speech Function, Instructional Language Teaching.

The language that used by the teacher in the class is able to influence the students' attitude. The communication of them is at least different with people in usual. These are appropriate reason why sociolinguistic is required to learn. In this research, the researcher used the theory from Janet Holmes (2001) who helps the researcher to categories the utterances derived from data transcription and list of data found at SMPN 6 Salatiga in the academic year of 2011/2012 into the kinds of speech function (expressive, directive, referential, metalinguistic, poetis, phatic, heuristic, commisive). Beside that theory from Miles and Huberman (1984) that explains the procedure of data analysis. All of data that have classified was interpret concern with description of situation. Finally, in great expectation by applying this research data analysis, English teacher can see the benefits and understand how the uses of speech function in the learning process.

TABLES OF CONTENTS

TITLE.....	i
DECLARATION.....	ii
ATTENTIVE COUNSELOR NOTES.....	iii
STATEMENT OF CERTIFICATION.....	iv
MOTTO.....	v
DEDICATION.....	vi
ACKNOWLEDGEMENT.....	vii
ABSTRACT	ix
TABLE OF THE CONTENTS	x

CHAPTER I: INTRODUCTION

A. Background of Study.....	1
B. Limitation of the Study	4
C. Statement of the Problem.....	5
D. Objectives of the Study.....	5
E. Benefits of the Study	5
F. Literature Review.....	7
• G. Graduating Paper Outlines.....	8

CHAPTER II: THEORETICAL FRAMEWORK

A. Sociolinguistics.....	9
1. Background of Sociolinguistics.....	9
2. Notion of Sociolinguistics.....	10
B. Speech Function.....	11
1. Background of Speech Function.....	11
2. Notion of Speech Function.....	13
3. Type of Speech Function.....	13
a) Expressive Function.....	14

b) Directive Function.....	15
c) Referential Function.....	15
d) Metalinguistic Function.....	16
e) Poetic Function.....	17
f) Phatic Function.....	17
g) Heuristic Function.....	18
h) Commissive Function.....	18
C. Instructional Language Teaching.....	19
1. Background of Instructional Language Teaching.....	19
2. Notion of Instructional Language Teaching.....	20

CHAPTER III : RESEARCH METODOLOGY

A. Research Approach.....	23
B. Research Subject.....	24
C. Source of Data.....	25
D. Unit of Analysis.....	25
E. Method of Data Collection.....	25
F. Method of Data Analysis	28
G. Technique of Analysis.....	30
H. Procedures of the Research.....	31

CHAPTER IV: DATA PRESENTATION AND DATA ANALYSIS

A. Data Presentation	34
B. The Discussion of Finding	42

CHAPTER V: CLOSURE

A. Conclusions	60
B. Suggestions	61

BIBLIOGRAPHY

APPENDIXES

CHAPTER 1

INTRODUCTION

A. Background of the Study

The language has many functions in conversation or communication between people. It is used to express the emotion, to inform fact, to influence others, to discuss about language, to describe, to chat etc. The interactions of addresser and addressee have a purpose deliver a message in the event called communication. The ways in which they do are constrained by the situation in various ways. Furthermore, the speech event of utterances that involve them can be classified into speech function.

Moreover, as we know that language is important thing of communication, the fact shows that people will get some troubles or misunderstanding without language when interact with others. It is supported by Rajend Mesthrie and friends (2000:5) who describe about aspect within the definition of language that have full range of function as the way to interact with other. Language is not just denotation, a term which refers to the process of conveying meaning, referring to ideas, events or entities that exist outside language.

The discussion about function of language comes from the fact that distinction of meaning to one utterance which frequent required thought by addressee to know successfully the addresser's meaning. Therefore, we need

to classify of utterance not only according to their grammatical form and then say that each form has one and only one function, but also to examine then to match with context and the situation in which it is made.

Corder (1982:38) mentions that any utterance may have simultaneously several functions and there is no simple one to one relation between the forms of an utterance. However, there may be a statistical relation, for example between an interrogative sentence and the function of asking a question.

He also says that (1982:44) the function of utterance may be, it will nearly with propositional element in it. There are some direct relation between the setting of a speech episode and propositional element in the speech, but there will always be a connection between the topics of the discourse and its propositional content, even if it is about purely imaginary thing.

Furthermore, Janet Holmes (2001) assumes sociolinguistics rule or appropriate ways of speaking in different communities is quite distinctive in a range of areas. Speech functions are expressed differently in different communities. Being polite involves understanding the social values which govern the way social dimensions such as status, solidarity and formality are expressed. The description aims to identify the different weight put on these factors in different cultures.

In addition the spoken language of the classroom has some interesting and distinctive discourse features. As well as they can be called "*discourse features*", that includes the aspect of linguistic text created by the

interchanges between the teacher and the students. It is based on Mercer's argument (1991: 951). Thus, the researcher would like to present the number of categorizing the speech function to reader understanding, which the study is related with instructional language in the classroom. There existed descriptive function of spoken language together with example. In other, perhaps will be important to remember that any utterance may in fact express more than one function, and any function may be expressed.

Moreover, language is medium of education of the participant in learning process expected to be able to read, to write and to speak in diverse ways, in order to expand their knowledge base and thinking skill. Starting with the language of teacher N.Mercer (1991: 950) has argument that it is most obvious function to inform or instruct. Teacher may tell children what they are to do, how they are to do it, when to start and when to stop. They also assess children's learning through talk, and use talk as a way of providing them with certain kinds of educational experiences which would be hard to provide by any other means, for instance telling stories, reading poetry, and describing objects.

Basically, the important function of talk is the main tool to control the classroom. Additionally the paper focuses on the nature of classroom interaction and analysis of speech function used in teacher instructional language.

B. Limitation of the study

This paper is descriptive of speech function that focuses analysis on the micro level. The researcher intends to look at the use of language and functions in English teachers' instruction. Therefore the range of problems would be limited by the researcher to the following study in order to prevent misinterpretation of the problems of the study entitled "The Analysis of Speech Function Used by English Teachers' Instruction at SMP N 6 Salatiga in the Academic Year of 2011/2012". The researcher wants to analyze and identifies the speech function that found frequently in teachers' instruction, especially to English teachers. The utterance that will be interpreted concern with all of instructional language that used by English teachers, there are include English and Indonesian. Moreover, it can be representation by other utterances that has similarity for the meaning or context.

The following are types of speech functions meaning recommended by Janet Holmes in his book "*An Introduction to Sociolinguistics*" which may be found in English teachers' instruction:

- a. Expressive
- b. Directive
- c. Referential
- d. Metalinguistic
- e. Poetic
- f. Phatic
- g. Heuristic

h. Commisiv

C. Statement of the problem

Based on the background of the study, the researcher examines in particular

1. What is the speech functions manifested in English teachers' instruction at SMPN 6 Salatiga in the academic year of 2011/2012?
2. What is the dominant speech function used by English teachers at SMPN 6 Salatiga in the academic year of 2011/2012?

D. Objective of the study

The research project wants to give little bit description toward English academic workers and other persons who need it. Found the background of the study and statement of the problems, the researcher determiners are:

1. The study is made to know the speech functions manifested in English teachers' instruction at SMPN 6 Salatiga in the academic year of 2011/2012?
2. The research is worked to infer the dominant speech function used by English teachers at SMPN 6 Salatiga in the academic year of 2011/2012?

E. Benefit of the Study

The researcher is expecting the study can be useful for:

1. For the Teacher

A major portion of class time in learning process is taken up by teachers. In addition there is concern with giving directions, greeting, explaining about the matters, clarifying the procedure students should use on an activity, and check students' understanding. Thus, the comprehension about speech function is advantageous for teachers, which can be used based on the function and situation in the class.

The positive result of the research can give information about the utterance that has been done to communicate with the students on the learning process. In addition they will know the dominant speech function that usually used. Furthermore the result can be determined how to use the speech functions properly to support the learning process, and then can be applied by instructional language. Afterward they correct their instructional language that may be not yet effective to improve students' ability or comprehension.

3. Academic Benefit

This paper is expected to be new information that delivers the contribution for English academic workers or lecturers, especially for linguistic lecturers in developing the material related to sociolinguistic and other linguistic fields. Otherwise, as the useful reference for students who is doing the graduating paper preparation about sociolinguistics.

The researcher and further students are able to use this paper as an additional source to widen the knowledge about sociolinguistic

study, particularly in speech function. Moreover, the readers are allowed to recognize the definition of each type of speech function theory and to understand the application as well as the function.

4. Practical benefit

The result of the study having a goal for the students or other researcher to have a desire deepen the linguistic especially relevant with sociolinguistics. Thus, the paper can be benefits for teacher, students and everyone who use the result of research to help in their life. Furthermore they are able to understand the function of language that used within their conversation, practically hearer can analyze speaker's utterance base on context and situation.

5. Literature Review

The researcher takes review of related literature by previous researchers that give an inspiration to complete this paper.

The first one has been done by Noor Sahid Kusuma Hadi Manggolo (2011) entitled A DESCRIPTION ON LOCUTION , ILLOCUTION AND PERLOCUTION ACTS IN THE EFFECTIVE AND EFFICIENT ROLE-TAKING IN ENGLISH –SPEAKING MEETINGS (Pragmatics Analysis in Speaking III Academic Year of 2009-2010). He has presented the analysis of role taking in English – speaking meeting (conversation). He has helped the researcher to compose research design (proposal) because his graduating paper is similar type of research project.

Furthermore, the last one is graduating paper about sociolinguistics entitled "A DESCRIPTIVE STUDY OF CODE MIXING AND CODE SWITCHING USED IN ANDREA HIRATA'S NOVEL ENTITLED MARYAMAH KARPOV" by Henny Widhi Astuti (2010). This is one of graduating paper example that guides the researcher to learn more about a descriptive study.

As the related graduating papers mentioned above, there is not only study of sociolinguistics research but also there is able to be appropriate reference for designing this research project and completely making the report.

6. Graduating paper outlines

The report of research or the graduating paper is presented structurally as follows Chapter I is introduction consist of background of the study, limitation of the problem, statement of the problem, objective of the study, benefit of the study, literature review and graduating paper outlines. Chapter II is theoretical framework consists of the explanation about sociolinguistic, speech function, and instructional language teaching. Chapter III is research methodology; there will give explanation about research approach, research subject, source of data, unit of data, method of data collection, method of data analysis, technique of analysis, procedures of the research. Chapter IV contains of data presentation and the discussion of finding. Furthermore in the chapter V consists of conclusion and suggestion. In addition the last parts are bibliography, curriculum vitae, and appendix

CHAPTER II

THEORETICAL FRAMEWORK

The existence of theories is needed to state the assumption about analysis and to keep away from the different comprehension. In this chapter, the researcher goes to talk about the underlying requirements to solve the problem statements and to support the subject of this research. The readers are invited to elaborate some term of theories, they are: sociolinguistic, speech function, and instructional language teaching. The elaboration about the theories is used as a base for getting the conclusion of analysis.

A. Sociolinguistics

1. Background of Sociolinguistic

Language is learned and shared by human being in the same speech community. It will explore and develop rapidly from time to time. Moreover, the studying of language from its function perspective is interested by sociologists, psychologists, and sociolinguists. Therefore sociolinguistics is the science that handled by sociolinguists.

According to Janet Holmes (2001:1) sociolinguistics is a study of relationship between language and society which speaking in different social contexts and identifying language of social functions can be considered by sociolinguistic.

Based on the explanations above, the researcher believes that sociolinguistic is a study of linguistics which language is influenced by

society, although in other side socio also determines language. Essentially it does not discuss about structure of language, but it focuses on how language is used in the rules of speaking way in different communities that clearly quite distinctive in a range of areas. Afterward, the role of sociolinguistic is managing a language as its functions in society.

2. Notion of Sociolinguistics

Regarding to Elain Chaika (1984:2) concludes that sociolinguistics is a study of people's way to use language in social life especially interaction with others, it concerns about the stuff of everyday life. It can be seen as how people talk to their family, friends, and teachers as well as strangers.

In addition, related to the concept of sociolinguistics, Ronald Wardaugh (1986:12) said that:

“Sociolinguistic is that this study of the relationship between language and society which is, in fact, very closely related. In any social life, certain people use an appropriate language in order to carry out their daily activity”

Furthermore, sociolinguistic also concerns the various context of language. There are the subjects of addressers and addressees, the kind of social groups, the type of social distance or the participants who involve speech events, and so on. In addition, it has been particularly concerned about the use of language to maintain social relationships. Therefore, the study of language that is used in a society has great importance in sociolinguistics.

Besides that, the differences of language variety in the group separated by certain social variables can be studied by sociolinguistic too, for instance ethnicity, religion, status, gender, education level , age, etc., and how creation and adherence to these rules have purpose to categorize individuals in social or socioeconomic classes. The applications of language variation from place to place, and then among social classes are learned to sociolinguistics studies.

However, Rajend Mesthrie and friends (2000:5) describe in their book which concern about the “Human Communication” that:

“Aspect within the definition of language implies attention to the way language is played out in societies in its full range of functions. Language is not just denotation, a term which refers to the process of conveying meaning, referring to ideas, events or entities that exist outside language”.

Moreover, Chaer and Agustina (2004:2-5) describe that human in community, institutions, and social process is as an object of sociology that can be discovered such as, to understand how the human can adapt the environment.

B. Speech Function

1. Background of Speech Function

Trudgill (1984: 13-14) explains that the role of language is not simply a means of communicating information, otherwise determining or

maintaining relationship with others. It means the function of language is having a close relation with society.

However, Janet Holmes (2001: 258) said that:

“The different speech communities emphasize different function, and express particular functions differently. It is due to linguistic politeness is culturally determined and clearly rules for polite behavior differ from one speech community to another”.

Meanwhile, language is used to perform some kinds of communicative acts, like making a request or offering advice. It is well-known as fundamental exponents. On the other hand, examining the way of using language in social contexts provides a wealth of information about the way language works, as well as social relationships in a community and signal aspect of our social identity through our language (Janet Holmes, 2001:1). However, the way of talk is influenced by the social context. It matters will be appeared when talking or feeling about something. Although same message may be expressed very differently to the others, like as the use of different styles in different social contexts.

Furthermore, the following any utterance may be expressed more than one function, and any function may be expressed by a stretch of discourse which doesn't exactly coincide with an utterance is conveyed by Janet Holmes (2001). The explanations above tell the researcher that speech function is the speech even where language have a function to deliver a message from addressers to addressees by various types based on the situation or topic of message.

Nevertheless, what the researcher is going to concern is only to speech function as the starting point of further analysis about teacher instructional language in this research.

2. Notion of Speech Function

According to Janet Holmes (2001: 259) in the book entitled "*An Introduction to Sociolinguistics*" mentions that typically of many everyday interactions serve both a social and a referential function which in this case establishing contact between two participants, for social function like as greetings or comments about weather.

Moreover, the utterance of communicate with other people is called speech function. It due to the addresser tries to deliver something with their language, such as inviting, offending someone, or praising. For others, to find out what speakers exactly are doing with language when speaking is presented by speech function too, where on the speech function usually involves question and answer work.

3. Types of Speech Function

Point of view Janet Holmes (2001:259) there is eight categories of speech function. The following lists have proved a useful one in sociolinguistic research.

- a) Expressive
- b) Directive
- c) Referential
- d) Metalinguistic

- e) Poetic
- f) Phatic
- g) Heuristic
- h) Commissives

Even though, the researcher goes to focus on analyzing the speech function that concern with teachers' instructional language.

a) Expressive function

Roman Jakobson (1981:66) clarifies expressive function focus on the addressers, the aims of direct expression of the speakers' attitudes toward what they are speaking about. It tends to produce an impression of a certain emotion, whether true or feigned: therefore, the term "emotive" was launched and advocated by Maty (1985:66) has proved to be preferable to "emotional".

In addition, He also determines the expressive that alternatively called "emotive" or "affective" function is relates with the addressers and it is the best exemplified by interjections and other sound changes that do not alter the denotative meaning of an utterance but to do add information about the Addressers' internal state, like *"Wow, what a view!"*

b) Directive function

Corder (1981:65) assumes that the social act is has establishing and maintaining contact while the act of exercising right and powers are related to the directive function of language.

Whereas directive function is explained too by him that the function of directive controls the behavior of participant, not only yet to do, to act or to speak certain idea, but also to behave in general according to some plan or system to the speaker likes. This may be done by command, request or warning or by some general admonitory statements, like people generally do or don't this or that, another mustn't do this or that by invoking the legal, moral or customary sanctions of society.

Furthermore, Janet Holmes (2001: 261) clarifies that it is utterance of attempts to get someone to do something, for example *clear the table*. Essentially, there are many ways of expressing directive orders and commands of speech act which are generally expressed in imperative form (e.g. *Sit down*). Polite attempts to get people to do something tend to use interrogative (*could you sit down?*) or declarative (*I want you to sit down*).

c) Referential Function

Based on Roman Jakobson (1981:66) states that referential is the leading task of numerous messages the accessory participation of the other functions, such as messages must be taken into account by the

observant linguistic. He also comments that the point of carefully distinguishing the referential function aspect of the speech function with the others is corresponded by factor of context and description of situation, object or mental state. The descriptive statements of the referential function can consist of both definite descriptions and deictic words, e.g. "*The autumn leaves have all fallen now.*"

In other word Corder (1982:66) also clarifies that referential function is a topic oriented function of speech which looms largest in most people's mind, and this function give rise to traditional notion that language has a role to communicate based on the addressers' thought, for example for making statements about now the speaker perceives the way things in the world are. Moreover, Janet Holmes (2001:259) mentions it is the utterance that provides information, like as in the sentence *at the third stroke it will be three o'clock precisely.*

d) Metalinguistic Function

Holmes (2001:259) supposes metalinguistic is utterances which comments on language itself, such as "*Hegemony*" is not a common word. In other word, the language is used to explain itself. It is observed, in the word "ion" of the sentence, it means noun, and then singular consist of he, she, and it. According to Roman Jakobson that on (http://en.wikipedia.org/wiki/Jakobson%27s_functions_of_language).

Wednesday 2.15 p.m, 2012) the term of metalingual that alternatively called "metalinguistic" or "reflexive" function is the use of language what Jakobson calls "code" to discuss or describe itself.

e) Poetic Function

As well as talk about poetic function, Roman Jakobson (1981:4) describes that it is not the sole whereas in all other verbal activities, even though act as a subsidiary, accessory constituent. Moreover He also argues that:

“Poetic is largely concerned with the question.
“What makes any verbal message a work of art? In addition poetic discourse is distinguished by great emphasis on figurative language”

Considered to Janet Holmes (2001:259) describes it is the utterance of language that focuses on aesthetic features and to include type of poetic function. The example of them are poems, an ear-catching motto, a rhyme, *Peter piper picked a peck of pickled peppers*.

f) Phatic Function

Corder (1982:45) explains that phatic function is focus on the participants' contact that have function to establish relations, and promote feelings of goodwill and fellowship, or ritual, like as leave takings, greetings, remarks about the health of the family. It is also performed by gesture, physical contact, and facial expression, such as waves, shaking hands or smile.

Meanwhile, Janet Holmes (2001:259) determines that phatic function is utterance that express solidarity and empathy with others, for example "*Hi, how are you, lovely day isn't!*" It is equally important from sociolinguistic perspective which phatic communication conveys an effective or social message rather than a referential one. One of the insights provided by sociolinguistic has been precisely that language is not simply use to convey referential information, but also expresses information about social relationships.

g) Heuristic Function

Janet Holmes (2001:260) argues that Michel Hally day identified a function of language concerned with learning which He labeled heuristic. Those have proved that heuristic have a function to help studying of the acquisition of language. From the simple description above, the researcher is able to believe that it is useful to children who begin to know the word especially. It is due they did not yet to produce cavity of sound that complex, hence the parent may be introduce other word that nearly with target utterance. For example word "*makan*" in Indonesian which is changed by parent to be "*maem*" , the purpose is the child will be easy to say it.

h) Commissives

In commissive function, Janet Holmes (2001:60) regards that it is category to deal with promises threats, and with marriage views, bets, and also declarations of war. Nevertheless the categories have

differences characteristics one another as utterance the words "*I bet you.....we 'perform' the bet.* Afterward in other example such as if a girl says to her boyfriend "*We are finished, if you late again*". It is the type of threat. For further the truth of utterance in commissive is known by addresser as speaker who say that and will do it.

C. Instructional language teaching

1. Background of Instructional Language

Classroom communication is one of the most important communication forms occurring in society. The oral interaction which occurs in the classroom has effects to personality, intellectual, and social development of students and teacher alike. Point of view Jackson (1965) that the teacher is frequently the originator of the message which teachers' verbal behavior was discovered in the investigation. Furthermore it is dependent on the degree of teacher dominance, teacher initiated about 55,2 % until 80,7 % all message in the classroom.

Whereas Shuy (1988) also finds that the teacher focuses on the management rather than the content of lesson. There are several of teachers repeatedly asked the same type of question. For instance, five straight "How?" question or seven consecutive "yes-no" question were asked rather than an open-ended "why" question are followed by probing questions. In addition, Wilen (1988) recommends that teacher needs a full

repertoire of questioning skills in order to encourage the students' ability and responsibility for discussion.

Nevertheless Mercer (1991:953) has argued that teachers are sometimes not only accused of asking too many questions. But also seen as behaving oddly because it is clear for the great majority of questions, they ask the students already to know the answers. This is seems on the first consideration to be a rather peculiar kind of language behavior. From the simple description above, the researcher wants to share point of view teachers' language in the classroom as deliverer to discuss about instructional language.

2. Notion of Instructional language

Instructional is a message which describes how something is to be done. Moreover, it is usually having a form directive sentence or ordering sentence. Furthermore language teaching is teaching people to speak and understand a foreign language. In addition can be concluded that teacher instructional language is all of utterance have announced by the teacher of the class. It concerns instruction, commendation, information or declaration, and others. The explanation above is stated from (<http://www.wordweonline.com/en/MESSAGEwednesday:>) accessed on January 11, 2012.

Meanwhile, in the book "*Word,word,word*", Janet Allen (1992 : 35) offers the question that teacher may ask their students to give different instruction, afterward the type knowledge of word and the answer are help

teacher to determine words which requires to pre-teaching and prior knowledge. It can be taught on the spot, and defined from text.

The term of "*Classroom language*" is usually taken to mean the language that used by teachers and children who doing educational activities in schools. It is rarely used with reference to adult education and refer to the spoken language of the classroom rather to what is read or written (N.Mercer, 1982: 950)

Regarding Dick Allwright (1994:139) states that talk is one of the major ways that teachers convey information to learners, and it is also one of the primaries of controlling the learner behavior. In other if they do so much talking, it will be useful to ask their talk is like.

Based on what Larry (1982) concludes Interpersonal communication may occur in any face to face encounter and it is important medium of instruction in the classroom. There are three forms of interpersonal communication in the classroom are teacher to student (T-S₁), student to teacher (S₁-T), and student to student (S₁-S₂). At this level of communication the message is transmitted to a single student by teacher, to the teacher by a particular student, or from one student to another student. However the researcher just focuses for teacher to student.

In other hand example of interpersonal communication in the classroom include particular question about assignments, counseling sessions between student and teacher, team project between individual

student, and teacher – student discussion of seatwork as the teacher moves from desk to desk.

Considering to Cazden (1988:146) talks that school has constrained the students, there are extremely crowded environments in which compulsory the attendance. He also comments a crucial difference between classroom talk and ordinary informal conversation is that teachers react to what students say by rating that passively or negatively. For further comprehension about distinguish of them as what mention above. Let see the following example from Cazden (1988:30):

Conversation	Classroom talk
What time is it, Sarah?	What time is it, Sarah?
Half past two	Half past two
Thanks	Right

The illustration above describes the differences of addresser's utterance. There are appropriate that in the informal conversation addresser uses "thanks" to response the addressee's answer. On the other hand the column of classroom talk is utilized "right". It means the role of language on the classroom conversation is not only as media to communicate but also to teach social function and good attitude through language.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Approach

Generally, the method of research has two various. There is qualitative and quantitative research, which both of them is different either method of process or purpose of study. In addition the researcher wants to discuss about qualitative to support her study.

Remembered to Moleong's opinion that qualitative research is a research of which data in the form of written or oral word are descriptively analyzed (2007:6). It can be concluded that the analysis of qualitative research concerns to understand the result of found data rather than calculate it. As well as in the ordinary method of qualitative research usually use observation, recording and documentation. In addition Bogdam and Biklen (1991:31) mention that "*Qualitative researchs are concerned with process rather than simply with outcome or product*".

Furthermore, the following are the assumptions of qualitative research proposed by Merriam (1988):

- 1) Qualitative researches are concerned primarily with process, rather than outcomes or products.
- 2) Qualitative researcher are interested in meaning, in addition how people make sense of their lives, experience , and their structure of the world
- 3) The qualitative researcher is the primary instrument for data collection and analysis.

- 4) Qualitative research involves fieldwork. The researcher physically goes to the people, setting, site, or institution to observe or record behavior in its natural setting.
- 5) Qualitative research is descriptive in that the researcher is interested in process, meaning, and understanding gained through word or picture
- 6) The process of qualitative research is inductive in that the researcher builds abstractions, concepts, hypotheses, and theories from details

However, concerning to this research that descriptive method is used by the researcher. Surakhman (1989:147) mentions that it tells about several possibilities to solve the actual case by data collection, construction or classification, analysis and interpretation. Meanwhile, the argument is supported by Best (1982:119) who assumes that the descriptive method try to describe and interpret the object of research as is, which the researcher do not control or manipulate variable or research. Hence, the study is called not experiment.

Whereas, the descriptive research has main goal to describe the fact systematically and characteristic of object or subject study accurately. Consequently the researcher thinks that the method is useful in this research which its purpose to describes what actually happens to procedure about method. Finally, this approach is used as a guidance to conduct the research from the beginning until the end of work.

A. Research Subject

The subject of this research is the speech function within English teachers' instruction at SMP N 6 Salatiga in the Academic Year of 2011/2012. The utterance will be classified based on the kind of speech

function. Furthermore will be analyzed the dominant word of language that often functioned by English teachers when communicate with the students in the classes.

B. Source of Data

According to Suharsimi Arikunto (1998:114) the source of the data refers to the subject from which the data are obtained. It means the material of the research is considered. The main source of data in this research is taken from the observation of the teacher in the teaching and the learning process in the classes on April^{1st} until May^{12th}, 2012. In addition, the researcher focuses on the speech functions of teachers' instruction that often used by English teachers at SMPN 6 Salatiga in the Academic Year of 2011/2012.

C. Unit of Analysis

The units of analysis in this research are phrases, clauses, sentence or utterance established in the finding of English teachers' instruction from SMPN 6 Salatiga in the academic year of 2011/2012. It is specification of speech function categories.

D. Method of Data Collecting

In the generally, the researcher of qualitative research should understand four parameter that suggested by Miles and Huberman (1984) :

- a. The setting (where the research will take place)
- b. The actors (who will be observed or interviewed)

c. The events (what the actors will be observed doing or interviewed about)

d. The process (the evolving nature of events undertaken by the actors within the setting)

Furthermore, John W. Creswell (1994:152) supposes in a book entitled "*Research Design Qualitative and Quantitative Approaches*" that the data collection steps involve:

a) Setting the limitation for the study

b) Collecting information through observations , interviews , documents, and visual materials

c) Establishing the protocol for recording information.

Moreover, as stated in the book "*Metode Penelitian Pendidikan*" Sugiono (2009:308-309) describes that technique of data collection is important of the research. In qualitative research, it can be done by participant of observation, in dept interview and documentation. Moreover Catherine Marshall, Gretchen B. Rossman considers that:

"The fundamental method relied on by qualitative researchers for gathering information is participant in the setting, direct observation, in depth interviewing, document review".

Base on the explanation above, the researcher studies two methods of data collection. She believes it is the effective way to collect data about speech function that used in teacher instructional language in SMPN 06 Salatiga in the academic year of 2011/2012. The methods are:

1. Observation

Related to Nasution (1988) concludes that observation is main source all of knowledge, which the result of observation is collected to analysis. As well as Marshall (1995) explains that *“through observation, the researcher learn about behavior and the meaning attached to those behavior”*.

In this method, the researcher was applying participant observation. As asserted by Susan Stainback (1988) that in this observation the researcher observes what people do, listen to what they say and participants in their activities, but she just presents at the scene of action and does not interact or participant, so it can be called passive participation.

The study conducted for about one month, starting from April 1, 2012 until Mei 12, 2012 at SMPN 6 Salatiga. However, the process is paused by mid semester examination about one week. The happening or situation on the learning process, regarding to speech function that used in teacher instructional language and the students responses to them is notice by the researcher.

2. Recording

The second method of collecting data is recording. From this method, the researcher collects more information of speech function that functioned by English teachers. Furthermore, it is able to describe the setting of the field about the time, place and date where the observation

takes place. Subsequently, the situations of the teaching and learning processes in the classes that includes expressive or gesture of the teacher and the students is seen clearly.

E. Method of Data Analysis

Nasution (1988) mentions that the process of analysis is done when the researcher explained about problems statement or before on the field, furthered followed by reporting the result of research. Nevertheless, in qualitative research is focus on the process of investigative rather than after process.

Meanwhile, Miles and Huberman (1984) explain the activity of data analysis in qualitative research is worked as interactive and continued until the data is complete. Therefore, three activities of data analysis are data reduction, data display, and conclusion/verification. Those will be explained as follows:

1. Data Reduction

The first point of data analysis is reduction, which related by Sugiono (2009:338) that reducing the data is summarize, to select the main point, to focus the important thing, and then search the theme and design. It means to omit the unimportant thing and to make classification of data. The argument is supported by Miles and Huberman (1994:12) "*data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or*

transcriptions". Hence, in this research, the researcher classifies the data that included with speech function; later on the other data is not functioned.

2. Data Display

The second point of analysis is data display that contained the next step of reduction. Meanwhile, Miles and Huberman clarify "*the most frequent form of display data for qualitative research data in the past has been narrative text*". They further point out that in the qualitative research, the presenting of data can be carried out for short description, chart, a connection among categories, or flowchart and so on.

Moreover, Miles and Huberman (1984) consider the data display help the researcher understand what is happening and to do something further analysis or caution on that understanding. Afterward, they are also suggest that besides of narrative text the form of qualitative data display concern of matrices, graphs, network and charts. From the explanation above the researcher classified the data of the teachers' speech function and displayed them in the data presentation.

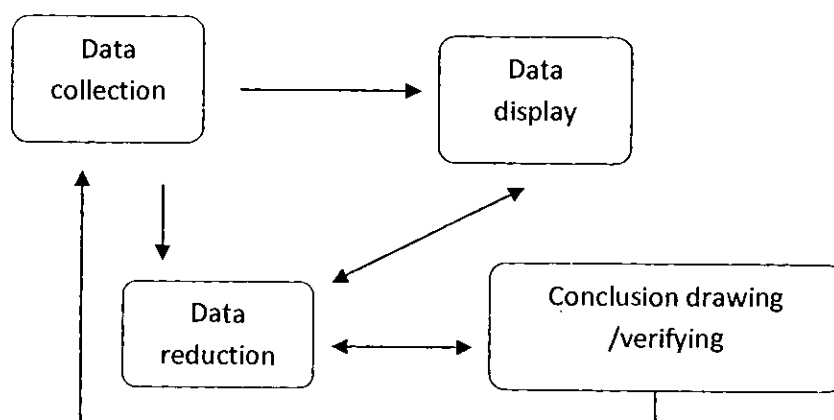
3. Conclusion Drawing/Verification

The next point of data analysis conforms to Miles and Huberman is conclusion drawing and verification. There a beginning of conclusion that clarified as yet temporary, and will be changed if not discovered the data that able to back up the next collecting. Although, it is different if

there are valid and consistent data supports while the researcher back on the field to collect the data, it is to be credible conclusion.

From the explanation above, the next step conducted by the researcher is describing and interpreting the data in order to make the conclusion and verifications that credible.

On the basis of three points above the researcher must able to do anticipatory before to do reduction data, and then the interactive model of analysis is showed on the chart follows:



F. Technique of Analysis

After the researcher found the data from English teachers' utterance about the instructional language when learning process at SMPN 6 Salatiga in the academic year of 2011/2012, the next step of data transcription is needed in order for the researcher be sure and thinks she has to apply this technique to achieve the good conclusion. Afterward the researcher lists them to be easy for the researcher classifies the data. Furthermore, the data will be classified based on the types of speech function in order to know the kind of them that

manifested in teacher instructional language. Finally the last step is conclude that the result in order to know the dominant speech function that uses by the teacher.

There is an example for clear perception as guidance to analyze the data analysis. The utterance of English teacher when communicate with the students in the classroom. Consider the utterance "*sit down!*" From the example researcher assumes that the type of utterance is kind of directive, especially for imperative which teacher as addresser asked to student as addressee to sit down, and the subject of utterance just consist of verb. Those analyses show the clear views about the kind of speech function. Besides that social context of language of them is when discussion about procedure text, students are noisy so teacher orders them to discuss with their group.

G. Procedures of the Research

There are several steps in conducting the research as follows:

1. Finding Data

In this research, the research used two methods to find the utterance of teachers' instructional language that include speech function. They are observing and recording.

2. Transcribing the Utterances of the Teachers

The following are Heritage's notes written and taken by David Silverman (1993:119) in book of "*Interpreting Qualitative Data*" make the researcher is sure to apply this technique in order to achieve the good conclusion, which the note having content that

what may appear, at first hearing to be internationally “obvious” can subsequently (via a transcript) be seen to be based on precise mechanisms skillfully used by participants, for instance, how speaker delays his refusal of hearer’s offer.

3. Listing the Transcript Data

Subsequent after transcript data is list them based on the type of instructional language. Thus, the researcher intended to apply this technique so that to be easy for classifies the data.

4. Data Classification /Categorizing

The list of data is used by researcher for classifying them according to the type of speech functions in sociolinguistics analysis. It will be furthered by presenting code of type.

5. Analysis /Interpreting

The next step of the research is interpreting the data of classification. It is concern with social context of language.

6. Conclusion

The last step is organizing the conclusion, as summit of the research.

Moreover, there are details in a diagram quoted and adapted from Noor Sahid Kusuma Hadi Manggolo’s research paper “A Descriptive Study on Locution, Illocution And Perlocution Act In The Effective And Efficient Role-Talking In English-Speaking Meetings” As well, in order to clear the procedure of the research; there is the detail in diagram quoted.

FINDING DATA



TRANSCRIPTION



LISTING



CLASSIFICATION



ANALYSIS / INTERPRETING DATA



CONCLUSION

CHAPTER IV

DATA PRESENTATION AND DATA ANALYSIS

The procedures of data analysis is requiring the researcher be comfortable with developing categories and making comparisons and contrasts, it has a preference for beginning researchers to collect much more information than to manage or reduce the meaningful analysis (John. W.Creswell.1994). Furthermore, in this chapter the researcher will present the finding of the research. There are divided into two main parts, they are data presentation and the discussion of the finding.

A. Data Presentation

In this part, the researcher would like to show the data presentations are taken from data transcriptions as guidance to discuss data analysis. It shows the result of data in the observation that include a transcript of the recording, even though to begin from about 180 utterances is shortened to 100 utterances that will be present in data presentation. However, considering the utterances that have similarity purpose or meaning is represented by one utterance. Hence, the researcher just interprets 48 of 100 utterances that divided to be four type of speech function. They are Expressive, Directive, Referential, and Phatic.

The data of presentation is divided into some parts. The categories of data consist of phrase, clause, and sentence, which the researcher gives code to utterances that will be interpreted. In addition, the purpose is to be easy to

analyze data. Moreover, to expressive function is (A), directive is (B), referential is (C), and then phatic is (D)

No	Speech function	Data	Category			Code
			Phrase	Clause	Sentence	
A	Expressive	<i>T: yes you are right</i>			✓	A1
		<i>T: that good idea</i>			✓	—
		<i>T: you must know, I dislike if you always say "I cannot do it" , whereas if you say that, so you can't do it</i>			✓	A2
		<i>T: I was said that, if you say you can't of course you can't do it</i>			✓	—
		<i>T: I really surprised for your examination.</i>			✓	A3
		<i>T: so, if you don't bring the book, what will you do?</i>			✓	A4
		<i>T: Rinto, why you left your book at home?</i>			✓	
B	Directive	<i>T: sit on your own groups!</i>			✓	B1
		<i>T: OK, Discuss into your group!</i>			✓	—
		<i>T: Ok. Let's move!</i>			✓	—
		<i>T: please back to your own sit</i>			✓	—
		<i>T: now move here.</i>			✓	—
		<i>T: Go on your group!</i>			✓	—
		<i>T: Keep silent, please!</i>			✓	B2
		<i>T: Disitu jangan bingung dengan do dan do not</i>			✓	B3

		<i>("Don't confuse with do and do not")</i>				
		<i>T: OK, Be quiet, please!</i>			✓	—
		<i>T: Quite please!</i>			✓	—
		<i>T: Everybody keep silent.</i>			✓	—
		<i>T: itu kamu garis bawah, jadi nanti kalau saya tanya tahu</i> <i>("you give underline in the sentence, so when I ask you to make like this you are know")</i>			✓	B4
		<i>T: tidak usah buka kamus karena semua verb sudah ada dibuku</i> <i>("Don't open your dictionary because the verbs are on the book")</i>			✓	B5
		<i>T: Do with your partner, tapi kerjakan dibuku masing-masing</i> <i>("But you must to write on your own book")</i>			✓	B6
		<i>T: As usual write down on your book</i>	✓			—
		<i>T: Now, you have to write this then we check your LKS</i>			✓	—
		<i>T: Write on your own book!</i>			✓	—
		<i>T: only 30 minutes then we will discuss it. Discuss with your group.</i>			✓	—
		<i>T: Ya, jangan lupa besok bawa teksnya itu , kita bahas bersama</i> <i>("Yes, don't forget to bring the text tomorrow, we will discuss</i>			✓	B7

		together”)				
		<i>T: Ok. You will be continuing the discussion tomorrow</i>			✓	—
		<i>T: Ok, you'll continue the discussion tomorrow.</i>			✓	—
		<i>T: for a home work and we will discuss tomorrow</i>			✓	—
		<i>T: OK. Everybody don't move please</i>			✓	B8
		<i>T: OK. Time is up, oh no comment</i>			✓	B9
		<i>T: OK, finish.</i>	✓			—
		<i>T: Have you finished?</i>			✓	—
		<i>T: Ok. Hurry up!</i>			✓	B10
		<i>T: You should remember that word!</i>			✓	B11
		<i>T: must be remember!, that ingredients and materials it same</i>			✓	—
		<i>T: Yes, it is good, remember that!</i>				—
		<i>T: You must remember!</i>			✓	—
		<i>T: Please, Concentrate!</i>			✓	B12
		<i>T:kamu semak! (You pay attention!)</i>			✓	—
		<i>T: Read the text also the question carefully!</i>			✓	B13
		<i>T: OK. Listen, siapa yang belum tuntas dalam ulangan kemarin?</i>			✓	B14

		<i>("Who had not completed yet the examination yesterday?")</i>				
		<i>T: Everybody listen to me.</i>			✓	—
		<i>T: Please, listen your friend carefully!</i>			✓	—
		<i>T: Everybody listen to me!</i>			✓	—
		<i>T: OK. Class don't be noisy!</i>			✓	B15
		<i>T: Hello, What are you doing? ,hemmm...I'm still talking</i>			✓	—
		<i>T: Auxiliary itu kamu harus perhatikan baik-baik ("you must take care the auxiliary")</i>			✓	B16
		<i>T: If you still make mistake, please correct the mistake</i>			✓	B17
		<i>T: Do that by yourself, no dictionary no discussion and no asking</i>			✓	B18
		<i>T: OK, my students...you should finish that at 9.20 and don't forget, it will discuss with Mrs. Kristin</i>			✓	B19
		<i>T: Don't just be quiet!</i>			✓	B20
		<i>T: Kamu sudah terima itu, dan itu sudah saya koreksi, nanti dikumpulkan ke saya, sekarang tulis kebuku tulis kamu sesuai dengan itu dan nanti kamu membaca tulisan kamu. Jangan salah lagi! ("you have accepted it, I had corrected your assignment, and later you collect again to me.</i>			✓	B21

		<i>Now you write on your book and then read your text. Do not make a mistake again!")</i>				
		<i>T: nanti diatas kamu kasih ini ("you write this in your assignment") in beginning the sentence, you give "hello my friend, I want to describe about bla-bla, atau (or) to tell jika kamu kesulitan dengan (if you confuse with) describe.</i>			✓	B22
		<i>T: bicara itu ya harus seperti itu, lancar meski membaca. ("You must speak like that; it is fluent even though reading")</i>			✓	B23
		<i>T: please, you look task 1 on the page 35!</i>			✓	B24
		<i>T: Look at number 1!</i>			✓	—
		<i>T: I want you to open page 40, please!</i>			✓	—
		<i>T: OK. If you finish you look task 1!</i>			✓	—
		<i>T: if you have ready open that as usual that word be 50 number</i>		✓		—
		<i>T: Have you open that, please!</i>			✓	—
		<i>T: Ok and now you look to check B</i>			✓	—
		<i>T: What should you do is open the book.</i>			✓	—
		<i>T: Ok, the next please. Please number 4!</i>			✓	B25

		<i>T: Start from you Yuana, number 1, please.</i>			✓	—
		<i>T: Move, number nine. You...</i>			✓	—
		<i>T: Move number 20!</i>			✓	—
		<i>T: Let's move in number 22</i>			✓	—
		<i>T: Number two.</i>	✓			—
		<i>T: Ok .next number 3</i>	✓			—
		<i>T: please, submit the book that, and bring to the office</i>			✓	B26
		<i>T: Ok. Submitted now, please!</i>			✓	—
		<i>T: And also submit the book that, and bring to the office.</i>		✓		—
		<i>T : I'd like to divide you into some groups, please move!</i>			✓	B27
		<i>T: Each group divide into two groups, and each group consist of two persons.</i>			✓	—
		<i>T: I want you to mention it</i>			✓	B28
		<i>T: Mention the activities...</i>	✓			—
		<i>T: Please, mention the activities!</i>			✓	—
		<i>T: You may have a break time first, please.</i>			✓	B29
C	Referential	<i>T: It is the first group</i>	✓			C1
		<i>T: Now we will discuss about procedure text.</i>			✓	C2
		<i>Now we will discuss about it (homework)</i>			✓	—

		<i>T: there is no the ingredient, just a tips.</i>			✓	C3
		<i>T: OK. The answer to number 1 is smoke, and then to number 2 is do</i>			✓	C4
		<i>T: Times= kali (mathematic), equal= sama dengan, minus= kurang, how many times= berapa kali.</i>	✓			C5
		<i>T: January the face is tahun baru -caution= peringatan</i>	✓			-
		<i>T: it is report text, if there is no name. So the first paragraph calls?... and then, if there is a specific name means descriptive text</i>			✓	C6
		<i>T: jadi kalau either itu boleh negative kata bantunya</i> <i>("Thus, for either is support by negative")</i>			✓	C7
		<i>T: Bentuk-bentuk soal seperti ini pasti akan keluar dites nanti</i> <i>("The type of this matter sure on the questions of test")</i>			✓	C8
		<i>T: Sekarang perhatikan never it artinya kalimat negative</i> <i>("Now, attention that "never" consists of negative sentence"), for example "I have never "this is negative sentence</i>			✓	C9
		<i>T: have and has, itu kalau diikuti bentuk ke tiga maka fungsinya sebagai kata kerja</i> <i>("if, followed by V3 then have a function as Verb")</i>			✓	C10
		<i>T: No 25. "we have been in</i>			✓	C11

		<i>Pelabuhan Ratu several time is present perfect tense</i>				
		<i>T: Still have ten minute class</i>	✓			C12
		<i>T: Just only fifty minute</i>	✓			—
		<i>T: OK. Ten minute again</i>	✓			—
		<i>T: Five minutes left, according to my watch</i>	✓			—
		<i>T: Three minutes again before the break time</i>	✓			—
		<i>T: I'll give you 50 minutes, only 50 minutes.</i>			✓	—
C	Phatic	<i>T: Good morning everybody? How are you today?</i>			✓	D1
		<i>T: have a nice break time, see you tomorrow</i>	✓			D2
		<i>T: happy nice week end.</i>	✓			D3

B. The Discussion of Finding

In this part, the researcher will interpret social context of language from the data presentation. That is the utterances which have been classified to speech function based on Janet Holmes's theory. After observing, collecting and reducing the data, the researcher found approximately 100 that summarized into 48 utterances. Furthermore, she identified and classified the utterance into several types of speech function. Each of them is coded by researcher proper with the type, such as for expressive (A), Directive (B), Referential (C), and Phatic (D).

1) Expressive function

From the data above can be found that there are four expressive sentences of the teachers' utterances, which bring different expression. They are angry, happy, disappointed and surprised. In addition the explanation of them will be interpreted by the researcher in this part, which completed with description of social context of language.

The first sentence is (A1) "*Yes, you are right*". In this case, the teacher as addressee uses it to give praise to the students who have right answer. She appears happy with raising her thumb to face the students. In fact, most of teachers will be said that when the students do activity that regarding to teacher is good. Indirectly, it can motivate them. The second is (A2) "*you must know, I dislike if you always say "I cannot do it", whereas if you say that, so you can't do it*". The sentence has different with the first one. The utterance indicates disappointment from the teacher with the students' attitude that did not believed their ability. In addition, Almost of them get difficult to understand the matter about gerund, and they gripe the exercise in the examination. However the teacher tries to advise them, with the utterance.

In the comparison of the two sentences above with the third one in (A3) "*I really surprised for your examination*" is the expression of this sentence. There is close similarity with the first sentence that the teacher feels happy. Only this utterance of (A3) is available surprised expression, but in principle based on the situation can be seen that the used of the

utterance by teacher is to perform the happiness feeling. As well as, she did not suppose that all of her students will get good value in the examination.

Furthermore, the last utterance of expressive function is (A4) "*so, if you don't bring the book, what will you do?*" the sentence is used by the teacher to ask the students about the book and to show her anger. Why the researcher believes that, because her face is show as annoyance. It is directed to the students who did not bring the book that needed to discussion at the time, and then it can be seen in the question "*what will you do?*"

Moving forward, from the explanation above the researcher concludes that obviously the utterance of expressive function in this research is similarity. There are utterance of (A1) and (A3) are show the happiness felling basically, afterward utterance of (A2) and (A4) are perform indignation feeling.

2) Directive Function

Shifting position, the next type of speech function that found in this research is directive function. Reminding again the theory of Janet Homes (2001: 259) that directive has three kinds. They are imperative, interrogative and declarative which each of them have characteristic severally. However in this part the researcher wants to interpret the result of classification above that total number of directive function of teachers'

utterance are 29 utterances. Moreover, the code of this function is B in order to get easy analyzing. Whereas it will be started from imperative of directive function, afterwards followed by interrogative.

a) Imperative

The first kind of directive function is imperative that the sentence of them is just established of verb. From the classification in data presentation will be concluded that the numbers of imperative that were found are 26 utterances. Furthermore the data will be analyzed as follows.

Starting from (B1) "*sit on your own groups!*" that displays the teacher ask the students to converge with their group to be done the task. There is she has divided them into some groups discussion. The second sentence is (B2) "*Keep silent, please!*" It is stated to make students to be quiet when the teacher explains about commanding to do exercise on the book. Besides that, based on the experience of this research the utterance is used the teacher to calm situation on the class frequently.

Furthered by the third sentence is (B3) "*Don't confuse with do and do not*". There are the teacher recommended the students in order did not confuse with the use of "do" and "do not". She asks that after discuss the question on the exercise book. Move on the fourth sentence (B4) "*you give underline in the sentence, so when I ask you*

to make like this you are know" are the students who commanded by teacher to give a sign in the important sentences, so that easy to remember the word. The reason is she wants all of the students to pay attention with the class.

The next sentence is (B5) "*Don't open your dictionary because the verbs are on the book*" for this utterance the teacher forbidden the students to open the dictionary. She asks to pay attention with the verb in the book; later on the students replied "*Yes, Miss*" and close the dictionary. Regarding to statement of directive that the listener will do action like speaker's utterance. It means the listeners are influenced by utterance. It has related with the sixth sentence (B6) "*Do with your partner, But you must to write on your own book*". There are each of the students discuss together with their partner.

However the teacher instructed the students to write the task on their own book, subsequently the students as listener replay "*Yes, Miss. I understand that*" then to do the ordering.

The following are the seventh sentence (B7)" *Yes, don't forget to bring the text tomorrow, we will discuss together*". Based on the data the researcher thinks that it is contained instruction of the warning. The utterance indicated that the teacher ask to the students to bring text, because it would be discussed tomorrow. Ensuing is (B8)" *OK. Everybody don't move please*". In the eighth sentence is

included prohibition where the teacher order the students to keep on the own group. It will be stated again while almost “them are busy with their noisy.

Subsequently, the ninth utterance is (B9) “*OK. Time is up, oh no comment*”. Based on the observation, the teacher instructed to the students to finish the task and then early to collect their examination without comment because the time is up. However, based on the researcher’s record the situation in there is to be noisy. It due to quantity of them is not yet to finish. In other, the tenth sentence is (B10) “*Ok. Hurry up!*” In this case, the teacher tries to motivate the students to finish examination immediately. From the explanation above, obviously the both utterance of (B9) and (B10) are found in same time where the students are opposed with time to complete their assignment soon.

Moving forward to eleventh utterance (B11) “*You should remember that word!*” and twelfth utterance (B12) “*Please, Concentrate!*” They have different purpose of speaker’s meaning. In the (B11) is gets the students to give response to remember the word that unfamiliar, even though in the (B12) is used by teacher to give warning for the students who were noisy. In addition the aim is pay attention with the matter either utterance of (B11) or (B12). However the different is (B11) may be just to be said by teacher if she wishes

for the students to memorize vocabulary, nevertheless to (B12) is often used by teacher to condition them expressly to be calm.

In other hand, the utterance numbers thirteen (B13) "*Read the text also the question carefully!*" is not only Includes ordering to read the text but also the question too. There was teacher going around the class while analyze several their job occasionally. Principally, the utterance of imperative gives instruction by verb of the subject.

Whereas, in the comparison with other utterance previously in the fourteenth sentence (B14) "*OK. Listen. Who is not yet to complete examination yesterday?*" are collection from imperative and interrogative sentence. In this case imperative ask the students to listen the question from the teacher that is "Ok. Listen" and then followed by interrogative sentence that need response from the students to answer the question by raising hand and calling their name, such as to replay "Yes, Miss. I am Rina. Hence, both of imperative and interrogative can be carried out together.

Considering the second utterance (B2) "*Keep silent, please!*" in fact has likeness intention of speakers' meaning with fifteenth utterance (B15) "*OK. Class doesn't be noisy*". There is the speaker have a goal to stop their speaking although make use the different words. In this part the researcher want to present that the teacher have many other utterance to ask or to instruct the students.

Furthermore, the next analyses are (B16) "*you must take care the auxiliary*" and (B17) "*If you still make mistake, please correct the mistake*". The sentence above is used by the teacher to ask that the students to focus on their job. The utterance in (B16) is used to make the students to understand the matter about auxiliary. The reason are the teacher know that the students usually still confuse between "to be" and "auxiliary" and so on to utterance (B17) is the teacher summons for all of students in the class who not get to finish the examination to correct again the mistake may be.

Moreover, the next utterances are (B18) "*Do that by yourself, no dictionary no discussion and no asking*" and (B19) "*OK, my students...you should finish that at 9.20 and don't forget, it will discuss with Mrs. Kristin*". Both utterances are not only having one ordering but also more than two instructions. The first in (B18) are four asking from the teacher. She want all of student do the task by self, and then nothing discussing or asking with other when to do it, in order to able to self reliant and to determine the memory of students' vocabulary an addition the teacher forbids to open dictionary frequently. Beside that it can be seen in (B19) that the teacher ask the students to finish the task at 9.20 o'clock all at once to give ordering that will be discussed together Miss. Kristi.

The other utterance is (B20) "*Don't just be quiet!*". From this sentence the researcher consider that the teacher ordered to all of the

students to be active in the learning process, remembering situation of the class at the time was passive. It is observed just a voice of teacher that heard clearly, who knows why the students appears be quiet and only listening without giving a response for the matter. However, after the teacher said that, therefore the class at least to be active, it can be seen several of them ask to the teacher.

Meanwhile, in the different context are three utterance of teachers' instructional language that follows:

(B21) *"You have accepted it, I had corrected your assignment, and later you collect again to me. Now you write on your book and then read your text. Do not make a mistake again!"*

(B22) *"You write this in your assignment in beginning the sentence, you give "hello my friend, I want to describe about bla-bla, or to tell if you confuse with describe."*

(B23) *"You must speak like that it is fluent even though reading"*

The three sentences above have similar meaning, which the matter of the time are speaking. It is functioned to ask the students to act something, even though based on the data the ordering of them is different. Starting from first sentence (B21) is used to get the listener to collect, to write and to forbid making mistake, so there are established three ordering. Before said that, the teacher have asking

the student to write about introduction text, and the next meeting would be performed in the front of class. Furthermore, the second sentence (B22) the teacher tries to advice several of example sentence to complete the students' script. She is hope for good presenting from them, concerning the task is to practice their courage. The last sentence (B23) having content a suggestion to students to get good performance like as one of student who a short while ago performed.

Furthermore, there are three utterances as additional of imperative that have similarity of meeting.

(B24) *"Please, you look task 1 on the page 40"*

(B25) *"Ok, the next please. Number 4"*

(B26) *"Please, submit the book that, and bring to the office"*

From the sentence above, the researcher wants to analyze from the first sentence (B24) that used by the teacher to ask the students to open the exercise book, which will be discussed together, to listen the instruction they open it directly. She check whether there are who did not bring the book be patient. The command is continued for the second utterance (B25). There are the teacher was invited who get job to read the question and to answer that. In the meeting she gave the chance to all of the students with alternating. The ordering is able to practice concentration and responsibility of the students. The last sentence is (B26). Subsequent to finish and check the exercise, the

teacher ordered the students to collect the book. She wanted to get respond from the students who help her to bring to the book

b) Interrogative sentence

Especially for this type, the researcher just found one utterance of the observation. It is (B14) “*OK. Listen. Who is not yet to complete examination yesterday?*” Those have explained in the imperative type. There are the teacher was combined imperative and interrogative sentence. As regards to interrogative sentence is “*Who is not yet to complete examination yesterday?*” From the sentence the researcher analyze that the teacher want to obtain response from the students to answer the question with raising hand.

c) Declarative sentence

The last type of directive function is declarative sentence. Additionally, the researcher believes that the kind is more polite than others, because it having a form statement, even though the purpose of sentence is to ask the listener to do something. Furthermore based on the data, there are three utterances of declarative that found, which each of them has distinction of context or situation. For the first sentence is (B27) “*I'd like to divide you into some groups, please move!*” Subsequent to give explanation about procedure text, she wanted to divide them into some groups of discussion and each of group must make one procedure text. In this case, the utterance is

carried by imperative sentence "*please move!*", hence can be conclude that imperative sentence on the utterance is functioned to support her asking.

As well as, in other meeting of procedure text existed requesting from the teacher, it is (B28) "*I want you to mention it*". At a moment explaining the matter, she saw the students, who speak with the partner, suddenly her hand point out one of them and ask him to mention the characteristic of procedure text. Nevertheless, the student's response is just smile while to scrape his head. In addition, to perceive the analysis above can be seen the teacher is demanded to be able to remove student's attention to concentrate with class.

Moving on the last utterance of declarative is (B29) "*You may have a break time first, please*". For this utterance there was subsequent to finish discussing the entire of matter, the teacher invited the students to break earlier than other class. Afterward make listen that they were cheering aloud.

3) Referential function

Moving forward, the third type of speech function is Referential, which characteristic of them contain information from speaker to listener. In this case, the listener did not claimed to do something at the same time, because it just announcement. Moreover, from the data presentation can be concluding that there are eleven referential sentences on the data.

Henceforth, the first sentence is (C1) "*It is the first group*" which the teacher said that to give announcement the first group for others, as well as a beginning of division discussion groups. The circumstance is continued by dividing next group that founded on closeness of seat. Further the student who obtained the group then to congregate and having a discussion. Hence information from speaker is accepted directly.

The next sentences are follows:

(C2) "*Now we will discuss about procedure text*"

(C3) "*There is no the ingredient, just a tips*"

(C4) "*OK. The answer to number 1 is smoke, and then to number 2 is do*"

The three sentences above have similar meeting. In the past, the teacher would discuss about procedure text. Nevertheless, she introduced the subject before to explain more. The utterance that used by her is the first sentence (C2). It is done to give an image to the students lest they are to be prepared the equipment that required. Base on the observation the utterance used to function by her in the beginning of class.

Following utterance is (C3) that utilized by teacher to clarify the theme of the question about procedure text. On the exercise book include example of the text and several of multiple choices. For the text she tries to elaborate that clear to understand the students, there are nothing ingredient but just a tips to make special cake. Subsequent to moment the teacher

asked to carry out the exercise. There are 10 matters that must be done about three minutes.

The next utterance that found is (C4), which announced to give key word the questions number 1 and 2. The exercise is discussed together; she asks them to read the question to be taking turns. The circumstance of this situation is continued until the last. In addition, the utterance above is responded by the students with replays "Yes, Miss".

Moreover in the different meeting, there are the researcher found other sentence that insert referential function. There are

(C5) *"Times= kali (mathematic), equal= sama dengan, minus= kurang, how many times= berapa kali."*

(C6) *"it is report text, if there is no name. So the first paragraph calls?... and then, if there is a specific name means descriptive text"*

(C7) *"Thus, for either is support by negative"*

The three sentences above contained explanation of the matter at the time. The first (C5) is put in the elaborating of new vocabulary on the book with the meaning. There are can be watched respond from students, they remembered and replied the word together. Later on is second sentence (C6) as teacher's response to student's question. While discussion about exercise, one of students was raising hand and asked the different of report text and descriptive text. The practice have undertaken by them year

ago, where the students is claimed to active and to be critical with the subject.

Nonetheless, the last utterance (C7) is used by teacher to hand over elaboration of "either" to the students who still confuse to understand that. The deed is certain to be done by teacher several of them as yet difficult to comprehend the matter. Whereas, in the different context is (C8) "*The type of this matter sure on the questions of test*" that the teacher suggestion to the students. She considers the type of exercise that were discussing would show up in the examination next week. The utterance is stated after to compete all of exercise on the LKS. In directly it is useful to the students, they are able to imagine the question and then easy to choose the matter that would be learned.

Move on to another topic are three utterance of referential function, which have a function to tell something of the matter.

(C9) "*Now, attention that! "Never" consists of negative sentence, for example "I have never" this is negative sentence*"

(C10) "*Have and has, if followed by V_3 then have a function as Verb*"

(C11) "*No 25, we have been in Pelabuhan Ratu several time is present perfect tense*"

The first sentence (C9) can be looked that in the utterance "*attention that*" contains of imperative sentence and it is as determining to the next sentence. However, the researcher had combined it to referential

function; it due to in the sentence the researcher gave explanation. This is tells about “never” as well as the example. It is said by the teacher when the biggest part of exercise included the matter. In the other hand, there are clarifying about “has and have” of second sentence (C10), which have a function to give more additional explanation to the students, especially to them who yet confuse to different the use of “has and have”. Correctly, either (C9) or (C10) have a similar motive. It had happened on the learning process, where the teachers give clearly explanation.

Even though, the next sentence is (C11), which belonging to explanation around the type of tenses in the question number 25 by the teacher. She took the example sentence of question to clear the explanation. From the observation there are seen respond from the students who discussed the exercise actively.

The last sentence of referential function is (C12) “Still has ten minutes class”. It is utilized by the teacher to announce about the remainder of time to finish the task. Therefore, they will finish the exercise soon.

4) Phatic

Furthermore, according to data presentation that the last type of speech function that found is phatic. Regarding to Corder (1982:45) who explains that phatic function is focus on the participants’ contact that have function to establish relations, and promote feelings of goodwill and

fellowship, or ritual, like as leave takings, greetings, remarks about the health of the family. It is also performed by gesture, physical contact, and facial expression, such as waves, shaking hands or smile. Hence, based on the explanation above the researcher has discovered three utterances on the data that done by teacher to give welcome or just to say good bye. On the basis of the researcher's record that phatic function is rarely to practice. However, it depends with individually the teacher in there may be. Nevertheless, in general phatic function will use in the opening or closing the class. The following of the utterance are:

(D1) *"Good morning everybody? How are you today?"*

(D2) *"Have a nice break time, see you tomorrow"*

(D3) *"Happy nice week end"*

The three sentence above is several of utterance that often expressed by English teacher. The researcher believes that they are important to practice in every meeting, it due to keep good relation between the teacher and the students.

Meanwhile, the first sentence (D1) is functioned to welcome the students as warm of greeting from the teacher. Although, it just insincere word even though have important role to be practice every day. The utterance is uttered in the beginning of the lesson, as essence of attention the teacher to the students conversely. Moreover, the students replay

"Good Morning, Mom. I am fine too" and then to ask *"How about you?"*
furthered response from the teacher *"I am fine too"*

Whereas, in the different context are the second and the third sentence. Both of them are used to close the lesson, even though in the different day. In the second sentence (D2) is functioned to say good bye in every day expect Saturday. Nevertheless, in the utterance (D3) just told to close learning process especially on the Saturday, it is supported by word *"week end"*.

CHAPTER V

CLOSURE

Definitely the presenting of closure divided into two parts by researcher, there are conclusion and suggestion. This chapter consists of two conclusions as a response statement of the problem in chapter I. It discusses about the analysis of data and all of findings gotten from English teachers' instruction at SMPN 6 Salatiga in the academic year of 2011-2012, along with suggestion that advises the academic workers who work surrounding this subject's setting (SMPN 6 Salatiga), especially for teachers and students there also for the parents. Afterwards ideas of conclusion and suggestion, researcher introduces as follows.

A. Conclusion

Regarding with the researcher objectives, she would like to convey the conclusion as presented below:

1. The speech function of English teachers' instruction

The researcher has been guided and helped by this research, so that she is able to answer the question about what is the speech function manifested in English teachers' instruction of SMPN 6 Salatiga in the academic year of 2011/2012? In the study, she found about 180 utterances that can be classified to speech function into 100 that summarized into 48 utterances.

Furthermore, from the teacher discourse in the classes the researcher found four types of speech function that functioned frequently. They are expressive, directive, referential, and phatic.

Moreover, the first is expressive function that consists of 4 sentences. The second is directive function that divided to be three kinds there are imperative are 26 sentences, interrogative are 1 sentence, and then declarative are 3 sentences. While to third sentence is Referential that concern to 12 sentences, and the last is phatic that comprise of 3 sentences.

2. The dominant speech function of English teachers' instruction

The analysis of English teachers' instruction at SMPN 6 Salatiga in the academic year of 2011-2012 has done optimally in order to find the dominant speech function used by English teachers. From the result of the analysis, it can be concluded the highest number of them. It is directive function, which from the three kinds of them is dominant functioned. They are imperative sentence.

B. Suggestion

Anchored in the research conclusion above, the researcher is going to present four suggestions to support the researcher's expectation:

1. The English teachers

Instructional language that used by teacher in learning process is able to influence students' comprehension, so the teacher should choose

utterance properly that functioned to communicate with the students or to explain the matter. In this case, if the use of speech function is appropriate with the function and situation so will support to get effective learning.

2. The students

The students should good response for explanation or instruction from the teachers who always to effort the best learning for them. In addition to be learner, who respect and establish relationship between teachers and friends, may be they need to practice phatic function of speech function to do that.

3. The other researcher

The result of this research may be reference to the following research. The other researcher can observe the same title of this research with different objectives or methodology.

BIBLIGRAPHY

- Allwright, Dick, and M.Bailey, Kathleen.1997. *Focus On The Language Classroom: An Introduction to Classroom Research For Language Teacher*. New York: Cambridge University Press
- Arikunto,Suharsimi.1995.*Manajemen Penelitian*.Jakarta: Rineka Cipta
- Chaer, Abdul, and Agustina, Leonie. 2004. *Sociolinguistics Perkenalan Awal*. Jakarta: Rineka Cipta
- Cook, Guy. 1989. *Discourse*. Oxford: Oxford University Press
- Corder, S.PIT.1982.*Introducing Applied Linguistics*. Britain. Penguin Books.
- Holmes, Janet.2001. *An introduction to sociolinguistics*. London and New York: Longman
- Johnson, Burker, and Christensen, Larry.2000.*Educational Research: Qualitative and Quantitative Approaches*.USA: Pearson Education Company
- Littlewood, William.1998. *Communicative Language Teaching an Introduction*. Cambridge: Cambridge University Press
- Larry L, Barker (Ed.).1982. *Communication in the Classroom* .USA: Prentice Hall
- Lyons, John. 1974. *Introduction to Theoretical Linguistics*. Cambridge: The University Printing House
- Manggolo,Hadi, N.S.K. 2011. *A Description on Locution, Illocution and Perlocution Acts In The Effective And Efficient Role-Taking In English –Speaking Meetings (Pragmatics Analysis in Speaking III Academic Year of 2009-2010)*. Thesis. Unpublished
- Mc Carthy, Michael.1989.*Discourse Analysis For Language Teachers*. Cambridge: Cambridge University Press.
- Moleong, Lexy. J. 2008. *Metodologi Penelitian Kualitatif*. Bandung: PT Remaja
- Patton, Michael, Quinn.1973.*Qualitative Evaluation Methods*. London: Sage Publications
- Porera, Daniel, Jos.1993. *Leksikon Istilah Pembelajaran Bahasa*. Jakarta: Gramedia Pustaka Utama
- Pramono. 1996. *Analisis Pengajaran Bahasa*. Yogyakarta: Gajah Mada University Press

- Rani, Abdul, Arifin, Bustanul, and Martutik. 2006. *Analisis Wacana*. Malang: Bayumedia Publishing
- Reiser, Robert A, and Dick, Walter. 1996. *Instructional Planning A Guide For Teacher Second Edition*. USA: Prentice Hall
- Richards, Jack C, and Lockhart, Charles. 1994. *Reflective Teaching in Second Language Classrooms*. USA: Cambridge University Press.
- Sugiono. 2009. *Metode Penelitian Pendidikan*. Bandung : Alfabeta
- Sukardi. 2008. *Metodologi Penelitian Pendidikan : Kompetensi dan Praktiknya*. Jakarta: Bumi Aksara
- Wardhaugh, Ronald. 1986. *An introduction to Sociolinguistics*. Cambridge: Blackwell
- W. Creswell, John. 1994. *Research Design Qualitative & Quantitative Approaches*. London: Sage Publication.
- Roman Jakobson. 1981. *Linguistic and Poetics*. (online)
(http://en.wikipedia.org/wiki/Jakobson%27s_functions_of_language, accessed on January 11, 2012).
- (<http://search.incredibar.com/q=MAKALAH+speech+function> , accessed on January 11, 2012).
- <http://www.wordweonline.com/en/MESSAGEwednesday>, accessed on January 11, 2012).

APPENDIXES

TRANSCRIPT DATA

NOTE TAKING

A. Miss Lila (2nd April 2012)

- 1) I have something new learned for special students.
- 2) Do you want to join it..
- 3) I'd like to divide you into some groups.
- 4) please move,
- 5) Ok, sit on your own groups
- 6) What should you do is open page
- 7) For a groups just only two books
- 8) If you have ready that, as usual 5.....
- 9) Each group is divided into two groups, so, each group consist of two persons
- 10) That is the first group.....
- 11) As usual write down on your book
- 12) What are you doing? I'm still talking, so keep silent please
- 13) *Bu Lila pernah bilang apa? (What did I say you?)” kalau bilang tidak bisa pasti tidak bisa (if you said u cannot sure that you cannot)*
- 14) I'll see you after the break time. If you have not finish that, you should bring the book and submit that tomorrow

B. Miss Retno (3th April 2012)

- 15) Now we will discuss about it (homework).
- 16) T: *trus kalau tidak bawa mau ngapain sekarang? (So, if you don't bring the book, what will you do?*
- 17) T: *Iha kok kamu tinggal dirumah kenapa? (Why do you leave your book at home?*

- 18) Ok, you look task 1 on page 40
- 19) *Sekarang kamu lihat disitu tidak ada materialnya, hanya sekedar tips*, (now you are looking on your book, there is no the ingredient, just a tips)
- 20) T: *Dulu pernah saya suruh cari notice disekolah* (I had asked you looked for the notice in our school), *terus kamu menemukan apa?* (so, what kinds of notices which you got?)
- 21) *Tulis dulu, kita lihat di LKS nya* (now you have to write this then we check your LKS)
- 22) Ok finish?, S: finish
- 23) Ok, if you finish you look task one
- 24) Ways to keep healthy.
- 25) Ok, now you look task one,
- 26) Where is the verb?
- 27) *disitu jangan bingung dengan do dan do not* (Don't be confuse with do and do not)
- 28) Number 1 the verb is do, number 2 the verb is smoke
- 29) And now you look task two
- 30) Ingredients and materials are the same things.
- 31) In the next, frying pan (*panci penggorengan*), fork (*garpu*)
- 32) Now how to make?
- 33) where is the verb? (*break itu memecahkan, nanti tidak boleh lupa!*)
- 34) *itu belakang bawa LKS g?*, (there, the back side chair, do you bring LKS?) S: *bawa* (yes mom) (T: *ya kamu simak*) (ok, you must to.....)
- 35) T: cook both sides (*masaklah dgn dibolak-ik*)
- 36) *Itu kamu garis bawah, jadi nanti kalau saya suruh buat tau*, (you give underline in the sentence, so when I ask you to make like this you are know)
- 37) T: and now, your work is make a group consist of two persons. *tugas akamu membuat kelompok 2 orang* how to make a cup of coffee

- 38) *Sekarang dibuat, caranya seperti contoh* (now make it same like the example)
 S: *yang menulis satu apa dua”na bu?* (Mom, the writer is one of us or both?)
- 39) T: *yang nulis semua*, (both of you) S: *dibuku tugas bu?*, (on task book mom?) T: *ya dibuku tugas* (yes, on task book)
- 40) *Tidak usah buka kamus karena semua “verbs” sudah ada dibuku* (you are unnecessary to open the dictionary, because the verbs are on the book.)
- 41) Do with your partner but you must to write on your own book.
- 42) *Semua prosesnya sama seperti tadi* (the processes are same like before)
- 43) *Sudah saya bantu tinggal kalian kerjakan* (I have helped you, know you still to finish your task)
- 44) For a home work and we will discuss tomorrow
- 45) S: *Besok bawa ini, buk?(tugas kemarin)* (mom, have we bring the last task tomorrow?) T: tomorrow, you must bring the last task, *ya, jangan lupa besok bawa teksnya itu kita bahas bersama.* (Yes, don't forget to bring the text tomorrow, we will discuss it)

C. Miss Cristin (3th April 20012)

- 46) I'll give you 50 minutes, only 50 minutes
- 47) Ok 10 to 11, we will discuss it
- 48) Ok, discuss into your group
- 49) Ok, be quiet, please. Ok, no comment. No everybody don't move please
- 50) Ok, ten minutes again.
- 51) Ok, time is up. Oh no comment.
- 52) You must know what is maditory.
- 53) Ok the next, please

- 54) T: ok, please no 1 you. Ok, so listen, invitation and announcement *itu hampir sama*
- 55) Ok, the next please. Please no 4
- 56) Ok, why do you know? Because?
- 57) T: how do you know that the answer is C?
- 58) January the face (tahun baru). –caution= peringatan
- 59) Everybody listen to me.
- 60) Ok, 23 please! Times= kali (mathematic), equal= sama dengan, minus= kurang, how many times= berapa kali.
- 61) You must pay attention

D. Miss Lila (3th April 20012)

- 62) Just only 40 minutes
- 63) What kind the text you want to make?
- 64) Remember that, if there is no name means that it is report text, the first paragraph calls....., if there is a specific name means descriptive text.
- 65) What is the meaning of grew? ya, it is good. Remember that!
- 66) does anyone know what accident, culture.....is
- 67) Have you brought the property?
- 68) Still have 10 minutes class
- 69) If you have finish, switch the work with your friend.
- 70) Who have not finished yet?
- 71) You may have a break time first, please.
- 72) Please back to your own sit.
- 73) Now move here please (*salah satu siswa pindah tempat duduk*)
- 74) *Taruh* (Put) your bag, please.
- 75) Please be` quiet!
- 76) Start from you Yuana, number 1, please.
- 77) What is the text means what?
- 78) Are you sure?

- 79) You still make the mistake; please correct its mistake
- 80) Mention the activities...
- 81) Is that clear?
- 82) What do you think?
- 83) Number 6, number 7, what do you call the text? What kind the text is it?
- 84) If I ask you...
- 85) Don't you listen your friend carefully?
- 86) Ok, you'll continue the discussion tomorrow.

E. Miss Lila (4th April 2012)

- 87) Is that clear enough?
- 88) Ok let's move
- 89) The key word is 'we'
- 90) Do you still remember what is entertained?
- 91) You should remember that word
- 92) What kind of text it is?
- 93) Don't forget is a same meaning with 'remember'
- 94) Don't just be quiet (implicit)
- 95) *Jangan mudah percaya, siapa tau bu Lila salah.*
- 96) Have you ever see sauna?
- 97) Move no 2o.....
- 98) Are you sure that the answer is A?
- 99) Don't be greedy (*serakah*)
- 100) Why you choose A as the answer?
- 101) Who knows?
- 102) Let's move in no 22
- 103) Which one is the key word?
- 104) Don't just be quiet, so the answer is B
- 105) Have you ever seen

106) I want you to open page..., please

F. Miss Lila (11 April 2012)

- 107) No dictionary, no discussion, no noisy
- 108) Do that by your self
- 109) Write on your self
- 110) 173 the second prediction
- 111) Have you finished? (not yet)
- 112) No one has finished?
- 113) Five minutes left
- 114) Three minutes again before the break time
- 115) If you have finished it, you have to submit it and we will discuss tomorrow
- 116) You still tomorrow, right?
- 117) And also submit the book that, and bring to the office.
- 118) Have a nice break time
- 119) See you tomorrow

G. Miss Lila (12th April 2012)

- 120) You should finish that at 9.20 and *nanti diskusinya sama bu Christine waktu les*
- 121) You may submit your book if you have finished
- 122) Ok, submit now please
- 123) What is meeting?? Meeting itu yang buat nyapu itu ya.. biting... so what meeting, meet apa meet.... ? S: bertemu,
- 124) *Ya, kosakatanya hilang semua*, so what the key word here?
- 125) What is the meaning of.....
- 126) Reported means? S: melaporkan.
- 127) Ok, maybe we will discuss about

- 128) *Pertemuan besok semuanya harus dibawa.* S: ok
- 129) And now open your text on page 40. Ok, *dengarkan dulu, Besok tidak ada alas an untuk tidak membawa.* And now you look LKS hal 40.
- 130) And now you look task 1
- 131) *nah kemarin kan kamu sudah mengenal definisi teks, ya to?*
S: yes
- 132) T: *bantuknya bagaimana semua sudah tau. Sekarang kita akan ke procedure text. Procedure text itu text berupa produk. Jadi misalnya bagaimana membuat es the, bagaimana membuat mainan dari origami itu lho, kertas lipat itu, kemudian bagaimana menjaga kesehatan. Itu adalah procedure text, yaitu terdiri dari material, material itu bahan bakunya,dari apa saja,, nah kemudian text atau method. Text itu langkah-langkahnya, ya, ya. Ee.... Biasanya dalam bentuk text itu yang pertama judul.*
- 133) *Nah bentar, jadi dari title, material,and text/ method. (guru menuliskan bhs indonesianya) judul, bahan, kemudian..... nah itu kalau nanti berupa membuat sesuatu ya ("how make something ya") judulnya adalah how. Biasanya menggunakan begi:ni, misalnya membuat es the. How to make ice tea. Misalnya seperti itu, bagaimana membuat es the (how to make ice tea).*
- 134) *Nah berarti tujuannya apa? Tujuan dari procedure itu apa? misalnya kamu mgg judul ini ya 'how to make ice tea'. Nah sekarang saya Tanya, what is the purpose of the procedure text? S : membuat es the. T: ya jadi seperti itu lho. Jadi tujuannya bukan how to make ice tea tapi make ice tea. Tujuannya untuk membuat apa, tujuannya untuk membuat apa gitu. Nah itu purpose nya. Jadi ini tiap pokok perlu di....., structure nya seperti ini, kalau dalam descriptive text itu kan bentuknya identification sama description, kan gitu ya. Tetapi kalau untuk procedure text ini, statement problem nya ini, umumnya itu ini, kemudian purpose nya tadi make*

ice tea. Biasanya melihat judulnya, how to make blab la bla... itu procedure text.

- 135) *Nah sekarang kamu lihat disitu, kamu lihat disitu itu tidak ada materialnya, soalnya ini itu hanya sebuah tips. Nah pemakaian bahasanya graduate nya, bahasanya itu langsung ke verb 1. Dulu pernah tak suruh mencari "notice" yang ada dipinggir perpus, S: pernah.*
- 136) *T: nah itukamu lihat lagi, contohnya apa misalnya/? Siswa menyebutkan hasinya,, no smoking,*
- 137) *T: ya yang lain lagi verb nya, misalnya take your body helth ya, atau misalnya lagi, don't take your.....,*
- 138) *T: ya itu tentang negative, yg positive? S: close the...*
- 139) *T: ya, close the itu ya. Close the window, itu misalnya itu, go out, (teacher menandai verb nya dan mengatakan itu adalah bentuk verb 1). Jadi graduated nya nanti langsung verb 1, jadi ini, nanti kalimatnya langsung mereka. Jadi misalnya how to make ice tea, bagaimana membuat es the, kamu mulai dari didihkan air, ambil gula dan the, masukkan kedalam cangkir, ya jadi langsung ke verb 1.*
- 140) *Ok finish? S: finish. Ok you look task 1. Way to keep healthy (cara" menjaga kesehatan) ada siswa yang menerjemahkan seperti itu. Nah, ini tidak ada meterialnya karena tidak how to make something, tidak membaut sesuatu to? Makanya tidaj=ka da materialnya. Ya jadi kalau berupa tips itu without material, tanpa ada materialnya. And now you look number 1 one, (where is the verb?) V- smoke..... Number two.... Verb nya do. Disitu kamu jangan binngung do not sama do.*

H. Miss Christine (11th Mei 2012)

- 141) OK. Listen, *siapa yg belum tuntas dalam ulangan kemarin?*
(Who is not yet complete the previous test? (12 students) ow.. *banyak sekali ow...* it is too much
- 142) *Jadi kalau either itu boleh negative kata bantunya, kalau neither no.*
- 143) Neither kalimat bantu (ke-2) + sentence een though to either (dua-dua nya) negative
- 144) *Ini bentuk" soal seperti ini pasti ada yang saya keluarkan nanti*
- 145) *Sekarang perhatikan, never itu artinya kalimat negative.*
So I have never (this is negative sentence)
- 146) You must remember
- 147) *Kamu harus pelajari tenses itu*
- 148) *Have dan has itu kalau tidak diikuti bentuk ke-3 maka fungsinya adalah kata kerja*
- 149) *Jadi the same ya, the number six and seven have the same*
- 150) Part II , please write on the white board
- 151) *Coba di'underline yang jawabannya, biar temanmu tau yang salah mana*
- 152) *Aux itu kamu harus perhatikan baik-baik*
- 153) *Maksudnya itu biar like tidak diulangi lagi*
- 154) Suit cleans the white board, *betulkan punyamu sudah? Nanti ada yang keluar lho!*
- 155) No 25 we have been in pelabuhan ratu several time *itu adalah present perfect tense*
- 156) Ok, *besok kita lanjutkan*

I. Miss Retno (12th May 2012)

- 157) yes, it is. *Itu kamu ambil dari mana? Dilihat kelimatnya bagaimana?*
- 158) *Jadi besok kalau mengerjakan dihitung connectivity nya. Bisa tau*
- 159) Question : did you, Answer : yes we did
T: *jadi kalau pertanyaanya did ya did, do ya do*
- 160) T: *ya, please account it (salah berapa, betul berapa nanti dihitung)*
- 161) T: ok, you now check B. *tidak usah dinilai, dihitung betulnya saja nanti digabung)*
- 162) *maksudnya pertanyaan itu apa to?*
- 163) *kamu lihat dalam text. Jauhkan tanganmu atau jarimu dari blender*
- 164) *jadi jawabannya the fingers will hurt*
- 165) T: *itu ada 3 di no 7 jdi dihitung masing-masing nanti, habis 6 jadi 9. (soal latihan no 7 ada tiga poin pertanyaan)*
- 166) Ok, number 9 .
- 167) what is the general structure?.
- 168) process= goal, materials, and steps. *Sedangkan pada text descriptive, they are identification and description.*
- 169) *Itu jangan lupa lho, kamu baru dapat dua kok tiap ditanya lupa. Itu pasti keluar saat tes nanti. Di-UAN pun pasti juga keluar, jadi jangan sampai lupa!. Purpose itu juga diingat.*
- 170) T: *jadi itu ada 30 jumlahnya, betul dibagi 3.*
- 171) T: *ok, saya masukkan dalam daftar nilai*
- 172) T: *ok, kamu menuju kekelompoknya. (ok, go on your groups)*
- 173) *Kamu sudah terima itu, dan itu sudah saya koreksi dan itu nanti dikumpulkan ke saya, sekarang kamu itu tulis kebuku tulis kamu*

sesuai dengan itu dan nanti kamu membaca tulisan kamu. Jangan salah lagi!. (you have accepted it, I had corrected it, and you collect it again to me. Now you write on your book proper it and you read your own written. Do not make a mistake again!i

174) *T: nanti diatas kamu kasih ini (in beginning the sentence, you give "hello my friend, I want to describe about... .., atau to tell jika kamu kesulitan dengan describe."*

175) *Ga papa dibuka dengan itu (never mind, open with that)*

176) *S: about itu apa bu?(what is about, Mom?)*

T: 'tentang' saya ingin bercerita tentang(I want to explain about)

177) *S: bu kalau dia bernama lengkap itu gimana bu?*

178) *T: his full name.....*

179) *T: jadi 'about' nya itu ada terusannya, jangan to tell about lek uwes itu jangan. (so, after about you must continue with your sentence, not just until it)*

180) *T: bicara itu ya harus seperti itu, lancar meski membaca.(You must speak like that, it is fluent event just read")*

CURRICULUM VITAE

Name : Nur Hidayah

Date and Place of Birth : Batang, 23 Oktober 1989

Marital Status : Single

Address : Ds. Amongrogo RT.03/RW.02, Limpung, Batang

E_mail : hida_nurhidayah23@yahoo.co.id

Height :

Weight : 45 Kg

Face type : oval

Educational qualitative :

1. Elementary school : SD Amongrogo 01 (2002)
2. Secondary school : SMPN Limpung 03 (2005)
3. High school : MAN 03 Pekalongan (2008)
4. University : STAIN Salatiga (2012)

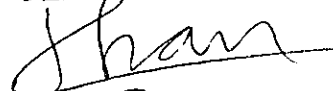
LEMBAR KONSULTASI SKRIPSI

NAMA MAHASISWA : Nur Hidayah
 NIM : 113 080 33
 PEMBIMBING : Hanung Triyoko, M. Hum
 JUDUL : The Analysis of Speech Function As Seen in Teacher Instructional Language of The First Grade in SMP N 06 Salatiga in the Academic Year of 2011/2012

NO	TANGGAL	ISI KONSULTASI	CATATAN PEMBIMBING	PARAF
1	17 April 2012	Proposal	→ ubah judul	HL
2	28 Mei 2012	Chapter I	→ Uraikan grammar → lanjutkan menjadi bab I	HL
3	30 Juli 2012	Chapter II	→ Acc too many grammatical mistakes	HL
4	31 Juli 2012	Chapter III	→ Modify the data presentation to include the kind of utterances (sentence, clause, phrase words)	HL
5	3 Agustus 2012	Chapter IV	→ give more explanations on data analysis	HL
6	8 Agustus 2012	Chapter V	→ too many grammatical mistakes	HL
7	11 Sept 2012	Chapter I to V	→ add more material on limitation of study and include all data in data presentation	HL
8	12 Sept 2012	Chapter I - V	→ Acc	HL

CATATAN:
SETIAP KONSULTASI LEMBAR INI HARUS DIBAWA

PEMBIMBING


 Hanung Triyoko, S.S., M.Hum



PEMERINTAH KOTA SALATIGA
DINAS PENDIDIKAN, PEMUDA DAN OLAAHRAGA
SEKOLAH MENENGAH PERTAMA

(SMP NEGERI 6)

Terakreditasi "A"

Jln. Tegarejo Raya, Telp. (0298) 322251 Email : smp6.eksis_sltg@yahoo.com
SALATIGA 50733

SURAT KETERANGAN MELAKSANAKAN PENELITIAN

Nomor : 421.3 / 586

Yang bertanda tangan di bawah ini Kepala SMP Negeri 6 Salatiga menerangkan bahwa :

1. N a m a : NUR HIDAYAH
2. N I M : 11308033
3. Jenjang Program : S 1
4. Perguruan Tinggi : Sekolah Tinggi Agama Islam Negeri (STAIN) Salatiga
5. Jurusan : Tarbiyah
6. Program Studi : Tadris Bahasa Inggris (TBI)
7. Tahun Akademik : 2011 / 2012
8. Judul : THE ANALYSIS OF SPEECH FUNCTION AS SEEN
IN TEACHER INSTRUCTIONAL LANGUAGE OF
THE FIRST GRADE IN SMP N 06 SALATIGA

benar - benar telah mengadakan penelitian di SMP Negeri 6 Salatiga , yang dilaksanakan mulai tanggal 02 April 2012 s.d. selesai.

Demikian agar menjadikan periksa.

Salatiga, 23 Mei 2012



ENDANG DWI WAHYUNI, M.Pd
NIP 19640604 198601 2 004



KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) SALATIGA
Jl. Tentara Pelajar 02 Telp.(0298) 323706 Fax323433 Salatiga 50721
Website : www.stainsalatiga.ac.id E-mail : administrasi@stainsalatiga.ac.id

Nomor: Sti.24/K-1/PP.00.9/I-1.3.011/2012

26 Januari 2012

Lamp. : Proposal Skripsi

Hal : Pembimbing dan Asisten
Pembimbing Skripsi

Yth. Hanung Triyoko, M. Hum

Assalamualaikum w.w.

Dalam rangka penulisan Skripsi Mahasiswa Program Sarjana (S.1). Saudara ditunjuk sebagai Dosen Pembimbing / Asisten Pembimbing Skripsi mahasiswa :

N a m a : Nur Hidayah
NIM : 11308033
Jurusan : Tarbiyah
Judul Skripsi :


THE ANALYSIS OF SPEECH FUNCTION AS SEEN IN TEACHER
INSTRUCTIONAL LANGUAGE OF THE FIRST GRADE IN SMP 6 SALATIGA

Apabila dipandang perlu Saudara diminta mengoreksi tema Skripsi di atas.

Demikian untuk diketahui dan dilaksanakan.

Wassalamualaikum w.w.

a.n. Ketua,
Pembantu Ketua Bidang Akademik


Dr. Rahmat Hariyadi, M.Pd.
NIP. 19670112 199203 1 005

Tembusan : Yth. Ketua STAIN Salatiga (sebagai laporan)

DAFTAR NILAI SKK

Nama : Nur Hidayah

Progdi : Tadris Bahasa Inggris (TBI)

NIM : 11308033

Dosen PA : Drs. Bahroni, M.Pd

No	JenisKegiatan	Tanggalpelaksanaan	Jabatan	Nilai
1	Orientasi Program Studi dan Pengenalan Kampus (OPSPEK)	27 Agustus 2008	Peserta	3
2	English Friendship Camp "Communicative English Club" (CEC)	15-16 November 2008	Peserta	3
3	Kursus Pembinaan Pramuka Mahir Tingkat Dasar (KMD) Kwartir Cabang Kota Salatiga tahun 2009	9-14 Februari 2009	Peserta	5
4	Intensive Course Practicum Program	20 Februari 2009	Peserta	3
5	Islamic Public Speaking Training dengan tema "Saya Tidak Ingin Menjadi Pembicara Tapi Harus Jadi Pembicara"	14 Maret 2009	Peserta	3
6	Bedah Buku dengan tema " Metode Islam :Aplikasi Sosiologi Pengetahuan Sebagai Cara Pandang"	26 Mei 2009	Peserta	2
7	Pengajar di TPA Baitissholohin, Banca'an Barat, Salatiga	Juli 2009 - Agustus 2010	Ustadzah	3
8	Sertifikat " Amalan Ramadhan Racana (ARR)"	6-10 September 2009	Peserta	2
9	Training Kader (TEKAD 1) dengantema " <i>Perbaiki Diri, Tumbuhkan Ghiroh, Raih, Da'i Sejati, Gapai Ridlo Ilahi</i> "	14 Desember 2009	Peserta	3

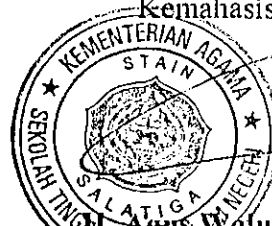
10	Kejuaraan Turnamen Wushu Nasional Terbuka Piala Wali Kota Salatiga	14-19 Desember 2009	Panitia	3
11	Pengajar di TPA Baitussholihin	01 Januari 2010- sekarang	Ustadzah	6
12	Seminar Nasional dengan tema "Strategi Pembelajaran Kreatif, Menarik dan Menyenangkan menuju Siswa Cerdas"	23 Januari 2010	Peserta	6
13	Pekan Olahraga STAIN Salatiga (PORS) Cabang Wushu"	14 Maret 2010	Peserta	3
14	Pendidikan Pers Mahasiswa Tingkat Dasar (PPMTD) dengan tema "Membentuk Kader Jurnalis, Mengasah Pola Pikir, Menuju Insan Pers Kritis Progresif"	28 Maret 2010	Peserta	3
15	TEKAD II Lembaga Dakwah Kampus Darul Amal STAIN Salatiga dengan tema "Tumbuhkan Potensi Dan Charisma Leadership"	8-9 Mei 2010	Peserta	3
16	Training ustadz-ustadzah TPQ se-kota Salatiga dengan tema "Menjadi ustadz – ustadzah inspiratif"	16 Mei 2010	Peserta	3
17	Kejuaraan Provinsi Wushu Jawa Tengah dan Daerah Istimewa Yogyakarta Tahun 2010	30 Mei- 04 Juni 2010	Peserta	4
18	Kejuaraan Provinsi Wushu Jawa Tengah dan Daerah Istimewa Yogyakarta Tahun 2010	30 Mei- 04 Juni 2010	Juara 1_Chang QuanPutri_Senior	4
19	Praktikum Pelatihan <i>Ikhtibar al-Lughah al-Arabiyyah Ka Lughah Ajnabiyah</i> (ILAIK)	27 Agustus 2010	Peserta	3

20	Practicum Program	01 September 2010	Peserta	3
21	Penerimaan Anggota Baru Jam'iyatul Qurro' walhuffadz dengan tema "Cerdas dan Mulia Dengan Al-Quran"	13 Nopember 2010	Peserta	3
22	Nasional Workshop of Entrepreneurship and Basic Cooperation 2010	19 Desember 2010	Peserta	6
23	Surat Keputusan Ketua STAIN Salatiga	06 Januari 2011	Anggota	3
24	Pendidikan Pers Mahasiswa Tingkat Dasar (PPMTD) LPM Dinamika STAIN Salatiga dengan tema "Membangun Pola Pikir Kritis Progesif Di Era Globalisasi"	25 Januari 2011	Panitia	3
25	A Half-Day Teacher Training Workshop	15 Juli 2011	Peserta	3
26	Orientasi Pengenalan Akademik dan Kemahasiswaan (OPAK) dengan tema "Revitalisasi Gerakan Mahasiswa Di Era Modern Untuk Kejayaan Indonesia"	20-22 Agustus 2011	Tim Keamanan	3
27	Conversation I English Course	Juli – September 2011	Siswa	3
28	Conversation II English Course	Oktober – Desember 2011	Siswa	3
29	Seminar Regional Kejournalistikan dengan tema "Reorientasi Pern Jurnalistik dalam Perspektif Sosial & Budaya pada Era Post Modern"	06 Oktober 2011	Panitia	4
30	Bedah Jurnal Mahasiswa Dinamika "Vol.6 Th.XX Desember 2010-Maret 2011 dengan tema" Orientasi Politik di Indonesia"	02 Desember 2011	Peserta	2
31	Seminar Nasional Entrepreneurship	21 April 2012	Peserta	6

	dengan tema” Tren Bisnis Berbasis Multimedia dan Teknologi Informatika Sebagai Wujud Pasar Modern”			
32	Seminar Nasional Ekonomi Syariah tema” Ekonomi Syariah bukan Ekonomi Biasa”	02 Juni 2012	Peserta	6
33	Comparison of English and Arabic	13 April 2012	Peserta	3
	JUMLAH			116

Salatiga, 13 September 2012

Mengetahui,
Pembantu Ketua Bidang
Kemahasiswaan



M. Agus Waluyo, M.Ag
NIP. 1975211 200003 1 001



PEMERINTAH KOTA SALATIGA
DINAS PENDIDIKAN, PEMUDA DAN OLAHRAGA
SEKOLAH MENENGAH PERTAMA
(SMP NEGERI 6)

Terakreditasi "A"

Jln. Tegalrejo Raya, Telp. (0298) 322251 Email : smp6.eksis_slgt@yahoo.com
SALATIGA 50733

SURAT KETERANGAN MELAKSANAKAN PENELITIAN

Nomor : 421.3 / 586

Yang bertanda tangan di bawah ini Kepala SMP Negeri 6 Salatiga menerangkan bahwa :

1. N a m a : NUR HIDAYAH
2. N I M : 11308033
3. Jenjang Program : S I
4. Perguruan Tinggi : Sekolah Tinggi Agama Islam Negeri (STAIN) Salatiga
5. Jurusan : Tarbiyah
6. Program Studi : Tadris Bahasa Inggris (TBI)
7. Tahun Akademik : 2011 / 2012
8. Judul : THE ANALYSIS OF SPEECH FUNCTION AS SEEN
IN TEACHER INSTRUCTIONAL LANGUAGE OF
THE FIRST GRADE IN SMP N 06 SALATIGA

benar - benar telah mengadakan penelitian di SMP Negeri 6 Salatiga , yang dilaksanakan mulai tanggal 02 April 2012 s.d. selesai.

Demikian agar menjadikan periksa.

Salatiga, 23 Mei 2012



Kepala Sekolah

ENDANG DWI WAHYUNI, M.Pd
NIP 19640604 198601 2 004