AN ANALYSIS OF DIRECTIVE SPEECH ACT USED BY TUTOR IN SATURDAY CLASS FOR JUNIOR HIGH SCHOOL AT ELTI GRAMEDIA SOLO

THESIS

Submitted as A Partial Requirements for the Undergraduate Degree Of Sarjana inEnglish Education Department

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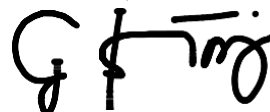
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Surakarta, 12 November 2020

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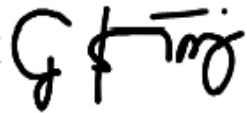Fitri Ana Ika Dewi, M.Hum
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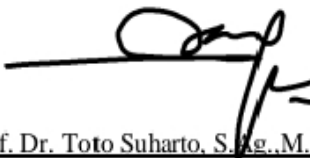
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DEDICATION

This thesis is dedicated to:

1. My Beloved Parents (Mr. Agus S, S.Psi and Ms. Eny Nur A, S.Psi)

2. My Beloved Brother (Marwah Bhrenasj A)

3. My Beloved Sister (Shafaa Bhrenasj F, S.Si., M.Han)

4. My Almamater IAIN Surakarta

MOTTO

So, verily, with every difficulty,there is relief: Verily, with every

difficulty there is relief.

(QS. Al Insyirah: 5-6)

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled *"AN ANALYSIS OF DIRECTIVE SPEECH ACT USED BY TUTOR IN SATURDAY CLASS FOR JUNIOR HIGH SCHOOL AT ELTI GRAMEDIA SOLO"* is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proved that my thesis has discrepancies, I am willing to take the academic santions in the form of repealing my thesis and academic degree.

Surakarta, 20 Oktober 2020

Stated by,

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Finally, the researcher realizes that this thesis is far from being perfect. Therefore, any suggestion and comments for this thesis would be highly accepted. Hopefully, this thesis could give contribution for further research.

Surakarta, 20rd Oktober 2020

The Researcher

Zamhajj Bhrenasj Rayhana

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ABSTRAK

Zamhajj Bhrenasj Rayhana. 2020. *"An Analysis Of Directive Speech Act Used By Tutor In Saturday Class For Junior High School At Elti Gramedia Solo".*

Advisors : Fitri Ana Ika Dewi, M.Hum

The goal of this study is 1) to classify the types of Directive Speech Acts used by tutors in Saturday's class ELTI Gramedia Solo for junior high school in teaching learning process. 2) identify the students' preference and dispreference response to the directive speech acts used by the tutor in teaching learning process Saturday class for junior high school at ELTI Gramedia Solo.

This analysis was developed as a descriptive research method. The participants of this study are two tutors and students in Saturday's class for junior high school at ELTI Gramedia Solo .The data in this study were all utterances by two ELTI tutors, that included the Directive Speech Acts and the Student Responses of Directive Speech Acts spoken by the english tutor.The instrument analysis is the researcher himself.

Researcher were able to collect data by notes taking,recording the teaching and learning process in the classroom, transcribing the data , listening to the recordings to verify the quality of the data, choosing the data from the reports that are compatible with the study goals, and finally classifying the data according to the Yule's theory directive speech act and Levinson's classification of student response. In data analysis, researcher used qualitative methods by Miles and Huberman (1994). In the context analysis, the researcher uses Holmes's theory (2001: 8). In this study, there are two validity principles applied by the researcher. They are credibility To test the credibility researcher using investigator triangulation. Meanwhile, to obtain the dependability, the researcher provides a detailed explanation of the data

The results showed that out of 197 tutor directive utterances, 95 were identified as commands, 66 as requests, 13 as suggestions, 11 invitations and 11 as warnings. The second was student responses, 177 of them identified as preferred responses, and 19 dispreference responses. It can be concluded that 1) tutors in Saturday English class for junior high school five types of directive speech acts based on Yule's theory.The most dominant frequency directives speech act used by two english tutor is command with frequency 49% from 100%. 2) Students use two types of responses, based on Levinson's theory. The most dominant frequency of student responses is preference student response by levinson's theory with frequency 90,4% from 100% frequency. Researcher have suggestions for future research to analyze the types of student responses more deeply from this study.

Key Word: Pragmatic, Directive Speech Act,Student Response

CHAPTER 1
INTRODUCTION

A.   Background Of The Study

Communication is a basic need for human. People have to communicate with other because communication is an essential matter in live. In other word, can be said that without communication, life is no sense. Communication is the exchange of ideas, information, etc., between two or more person. In an act of communication, there is usually at least one speaker or sender, a communication message that transmitted, and a person or persons for whom this message is intended the receiver (Richard and Schmidt, 2010:97).

In teaching learning process communication is a base of social activity communication activity included language used for many purpose. Language is the system of human communication that consists of the structured arrangement of sound or their written representation into larger units, e.g. morphemes, word, sentence, utterances (Richard and Schmidt, 2010:311). language can be express our feelings, ask questions, make request, protest, criticize, insult, apologize, promise, etc. language is important to communicate in teaching process. Tutor as the speaker will be easy to explain the material to the student. Communicate properly is one of the main points in a process of learning to achieve better learning outcomes. Tutor will produce some utterance in order to convey the material to the students through their speech and the students have to know the context when the utterances convey the material.

Language can be studied using many approach one approach that are used to study is pragmatic. Pragmatic is the study of meaning as communicated by speaker and interpreted by listener. It has, consequently more to do with the analysis of what people mean by their utterance than what the words or phrases in that utterance might mean by themselves (Yule, 1996:3).

Pragmatics is a branch of linguistics, which is the study of language. Pragmatics focuses on conversational implicature, which is a process in which the speaker implies and a listener infers. Simply put pragmatics studies language that is not directly spoken. Instead, the speaker hints at or suggests a meaning, and the

listener assumes the correct intention. Pragmatics is an analysis about the relation between language and context, which encoded in a structure of language. It is also analyzing the relation between language and contexts, which is representing foundation for a record or report of understanding language, equally a study about language user's ability to connect and make compatible sentences and contexts precisely.

Pragmatics analyzes the certain utterance in certain situation. It focuses on the various ways particularly. Those way represent a place of various social contexts of language performs which can influence the explanation or interpretation. Pragmatics not only analyzes the supra segmental influences, dialect and register, but also looks into the performance of utterance, for the first as social activity that is arranged by various social convention. To sum up, pragmatics is the study of meaning of utterances in relation to the contexts, which involves how a speaker produces an utterance to deliver his or her intention and how the listener interprets it.

Pragmatics study has some sub-discussion, they are Speech act, Felicity Condition, Implicature, References, and Politeness. One of the most common matter discussed in the subject of pragmatics study is Speech act. Speech-act theory is a subfield of pragmatics concerned with the ways in which words can be used not only to present information but also to carry out actions. Speech act is interesting to be analyzed since it is an act that a speaker performs when making an utterance, so that the hearer needs to interpret the meaning of the utterance.

Speech acts is utterance that serves a function in communication. In real life interaction, speech act can perform when offer a command, question, request, advice, etc. speakers commonly give the listeners to recognize the function or the communicative intention of the utterance they produce and to act accordingly. They are usually helped by the circumstance surrounding the utterance or the speech act event (Yule, 1996:47).

One type of speech acts that happen in daily conversation is directive speech acts. Directives are those kinds of speech acts that speakers use to get someone else to do something. They express what the speaker wants. It means that directive

is one kind of the speech act classifications that concern the act of getting someone to do something by delivering a speech.

There some reasons why directive speech acts are always fresh to study. First, directive speech acts are often used by people in every communication activities. It is easy to use those directive speech acts. Second reason is, directives speech acts make the utterance little bit stronger and clear and may avoid an ambiguities. The last reason is that directives speech acts are used to get attention from the speaker in any communication activities.

In classroom interaction during the process of teaching learning, command or order, request,suggestion,invitation,warning or prohibition are used in social interaction, since one needs something to do or some helps from someone else, she or he will probably produce: command or order, request,suggestion,invitation,warning or prohibition. In addition, the writer chooses directives speech act rather than the other speech acts like declaration, representatives, expressives and commissives because this research will focus on analyzing they type directive speech act used by the tutor in Saturday english class for junior high school and the student responses to the directive speech act used by tutor in Saturday english class for junior high school at ELTI Gramedia Solo.Before doing the research, the researcher conducts pre - observation and interviews the head of ELTI Gramedia Solo and interviews with a tutor. ELTI Gramedia Solo has several programs learning English programs: English for Kindergarten, English for active communication starting from elementary school until senior High School, English for specific purpose, TOEFL, and IELTS. ELTI Gramedia Solo collaborated with various educational institutions and companies in solo.ELTI Gramedia Solo provides trust and opportunities researcher to conduct research on Saturday English class for junior high school for 2 times teaching learning process with duration 1 hour of meeting is guided By Miss. Karlina Dwi Hapsari and Mr.Avi VeryWibowo as a tutors in the class.

Saturday English class for junior high school is the teaching learning process held every saturday because on that day the majority of schools are leave so students can focus in learning activities at the class. This study aims to determine how tutors use the Directive Speech Acts in the learning process in

class. In addition, this study also aims to determine the student responses to the directive speech act used by the tutor in the teaching learning process.Finally, the researcher takes Saturday english class for junior high school in ELTI Gramedia Solo. When doing the observation, the researcher records the teaching-learning process. The researcher finds various types of directive speech act employed by tutor. From the observation, researcher fined the tutor used directive speech act because in the teaching learning process, tutor duty is a guide for student to comprehend the lesson material.

Based on the observation, the researcher find some other directives utterance used by the tutor in teaching learning process.for the example the data:

Tutor: "please, listen this audio"

Student: (listening the audio)

The English tutor to the students in the classroom spoke the above utterance. It happened in the classroom during the English session, in the afternoon. The participants are the English tutor and SL3D students of ELTI Gramedia Solo. The utterance happened before the tutor explain the material to the students, brain storming activity which has purpose to generate the students" idea, in order they can imagine the material which will give by the tutor. Thus, the utterance interpreted as a command to the students. Then, the students did response by listening the audio after they listened to the tutor's utterances.

The tutor says "please, listen this audio" to all student, pragmatically viewed the structure that is used by the tutor using imperative sentences and the function is to order someone to listening the audio. Thus from the sentence we know that the tutor's speech act is included in the yule theory of directive speech act type command. Student responses included the preferrent response category because students receive orders from the tutor by listening to the audio being played.

Tutor: can you make example about the material?

Student: hmmm (disprefferent response)

The English tutor to the students in the classroom spoke the above utterance. It happened in the classroom during the English session, in the afternoon. The

participants are the English tutor and SL3D students of ELTI Gramedia.the utterance happed after the tutor explain the some material to the student.

The tutor says "can you make example about the material?" to all student, the function is to purpose student to make example about the material. Thus from the sentence we know that the tutor's speech act is included in the yule theory of directive speech act type request. Student responses included the dispreferrent response category because students not responded to the tutor utterances and students prefer to remain silent. This response is included in the dispreferrent response category.

To conduct this research, some related studies have been taken to compare this research with the other research. Some related researches are as follows:

Keilly Kristani Muhartoyo entitled Directive Speech Act in The Movie "Sleeping Beauty" (2013) conducts the first research. In this research, the researcher applied a qualitative research design with qualitative descriptive study. These research focuses on directive speech act occur in the movie "Sleeping Beauty." Here, the researcher described the types of directive speech act performed in the movie "Sleeping Beauty" by watching the movie, analyzing the body movements and the dialogue of each character, reading the movie script, and library research. The researcher found 139-directive speech act in the movie "Sleeping Beauty." The type of ordering directive speech act is identified as the most frequently used in the movie. Meanwhile, 0,7% is categorized as the type of inviting directive speech act.

The second is conducted by hajjah zulianti entitled Speech Acts On Efl Learners' Teaching Performance And Its Implication In Teaching And Learning Activity (2018). This research attempts to find the classification of speech acts and its implication in teaching and learning activity. The researcher uses observation and recording technique to collect the data. In analyzing the data, the researcher uses descriptive qualitative method. It was found that there are two types of speech acts: direct and indirect speech acts. It is categorized into four: representative, expressive, directive, commissive. The use of speech acts gives some implications: improving students' understanding of speech acts, increasing

level of decency in a communication, improving class atmosphere and students' motivation, and building good relationship between tutor and students.

The last is conducted by Muhammad Mukhroji, Joko Nurkamto,dkk.entitled Pragmatic Forces in The Speech Acts of EFL Speakers At Kampung Inggris, Indonesia (2019).The study examines the kinds of speech acts that performed by EFL learners at Kampung Inggris, Kediri, Indonesia and the reasons behind them. The Speech Act Theory put forward by Austin (1962) and Searle (1969) emphasizes locutionary acts, where five categories of speech acts (i.e. directive, expressive, declarative, assertive, and commissive) are the focus of investigation. The problems students experienced with speech acts concerned the modeling of speech acts, a lack of competence with performing various speech acts, poor strategies for selecting and using a certain speech act, and less exposure to, and awareness of, using pragmatic competence.

The researcher research has different data compared to the related studies. The researcher focuses on to attempt to analyze the type directive speech act used by English tutor based on Yule theory and the students responses of directives speech act spoken by the English tutor based on levinson responses classification in Saturday english class for junior high school in ELTI Gramedia Solo in the teaching learning process. Besides, the researcher also focuses on the illocutionary act of the Saturday english class for junior high school in ELTI Gramedia Solo. The participants of this research the English tutor of Saturday english class for junior high school in ELTI Gramedia Solo.

Based on description this study aims to determine how tutors use the Directive Speech Acts in the learning process in class based on Yule theory. In addition, this study also aims to determine how the student response to the directive speech act used by the tutor based on levinson classification. The researcher interest to conduct the research entitled **"AN ANALYSIS OF DIRECTIVE SPEECH ACT USED BY TUTOR IN SATURDAY ENGLISH CLASS FOR JUNIOR HIGH SCHOOL AT ELTI GRAMEDIA SOLO"**

B. PROBLEM IDENTIFICATION

Based on background study the researcher will perform a identification of problem on the way of the tutor using the language in interaction with the students. Sometimes the tutor use difficult language in classroom teaching learning with the students. It makes the students hard for understanding or catching the mean of the tutor.

C. PROBLEM LIMITATION

Based on the background of the research, the researcher limit the research on the study the type of directive speech act and the student responses to the directive speech act used by English tutor, classification directive speech act using Yule theory and classification students in Saturday english class for junior high school and student response using levinson theory .

D. PROBLEM STATEMENTS

Based on the limitation of the study, the problem statements of this research are as follow:

1. What are the types of directive speech act spoken by the tutor?
2. How the students responses to the directive speech act used by the tutor in Saturday english class for junior high school at ELTI Gramedia Solo?

E. OBJECTIVE OF THE STUDY

1. To describe the type of directive speech act used by the tutor in Saturday english class for junior high school at ELTI Gramedia Solo
2. To identify the sudents responses to the directive speech act used by the tutor in Saturday english class for junior high school at ELTI Gramedia Solo

F. BENEFITS OF THE STUDY

1. Theoretically

Researcher hopefully could give more understanding of pragmatic study, particularly speech act. The tutor or the reader can get further

information and knowledge about speech act study in general, and the type of speech act. It is also hopes that these theories can help the reader to identify the type of speech act and the context of situation occurs in the speech act. Therefore, the reader will be able to identify the speech act applied in the teaching and learning process.

2. **English Tutor**

   Tutor is one of main character in process teaching and learning. A good tutor should know how to arrange learning material appropriate with the student need. I hope that this research will be meaning full for the tutor to recognize their types of directive speech act in the way they deliver to the student.

3. **The Student**

   I hope that this research can help the student to understand the utterances spoken by the tutor including the message brought in the utterances. This research can also help the student to give response in accordance with the tutor utterances.

G. DEFINITION OF KEY TERM

1. **Teaching**

   Teaching is to show somebody how to do something so that they will be able to do it themselves or to give somebody information about particular subject, to help somebody learn something Hornby (1995: 1225).

2. **Pragmatic**

   According to Yule (1996:3), firstly, pragmatics is the study of utterances as communicated by a speaker and interpreted by a hearer. Secondly, pragmatics is the study of contextual meaning. It requires a consideration of how a speaker organizes what he or she wants to say. Thirdly, pragmatics is the study of how the hearer gets the implicit meaning of the speaker's utterances. The last, pragmatics is the study of the expression of a relative distance. It is assumed as the study of the relationship between linguistics forms and the users of those forms.

3. **Speech Act**

Based on Searle's theory, speech acts are "the basic or the minimal units of linguistic communication" (1976:16). Austin adds that speech act refers to an utterance and the total situation in which the utterance is issued (1960:52). The more explanation about the speech act will be discussed in the next subchapter.

4. **Illocutionary Speech Act**

According to Austin (in Levinson, 1983:236) divide Illocutionary act is the power or intention behind the words that is uttered by the speaker. It indicates the speaker's purpose in saying something. The speaker's expression can be in the form of statement, offer, promise, etc.

5. **Directive Speech Act**

According to Finegan (2004:296) directive speech act intends to make the hearer carry out some action. It means that the speaker will make utterance that the listener will do which based on speaker's say. The speaker used to express of desire, or expectation, which used as a reason for the hearer to act.

H. THEORETICAL FRAMEWORK

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                        ┌──────────────┐
                        │  Researcher  │
                        └──────┬───────┘
                        ┌──────┴───────┐
                        │ Observation  │
                        └──────┬───────┘
                        ┌──────┴───────┐
                        │  Pragmatic   │
                        └──────┬───────┘
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| Deixis | Implicature | Speech Act | Presupposition | Conversational Structure |

| Locutionary | Illocutionary | Perlocutionary |

Directive Speech Act

| Command | Request | Suggestion | Invitation | Warning |
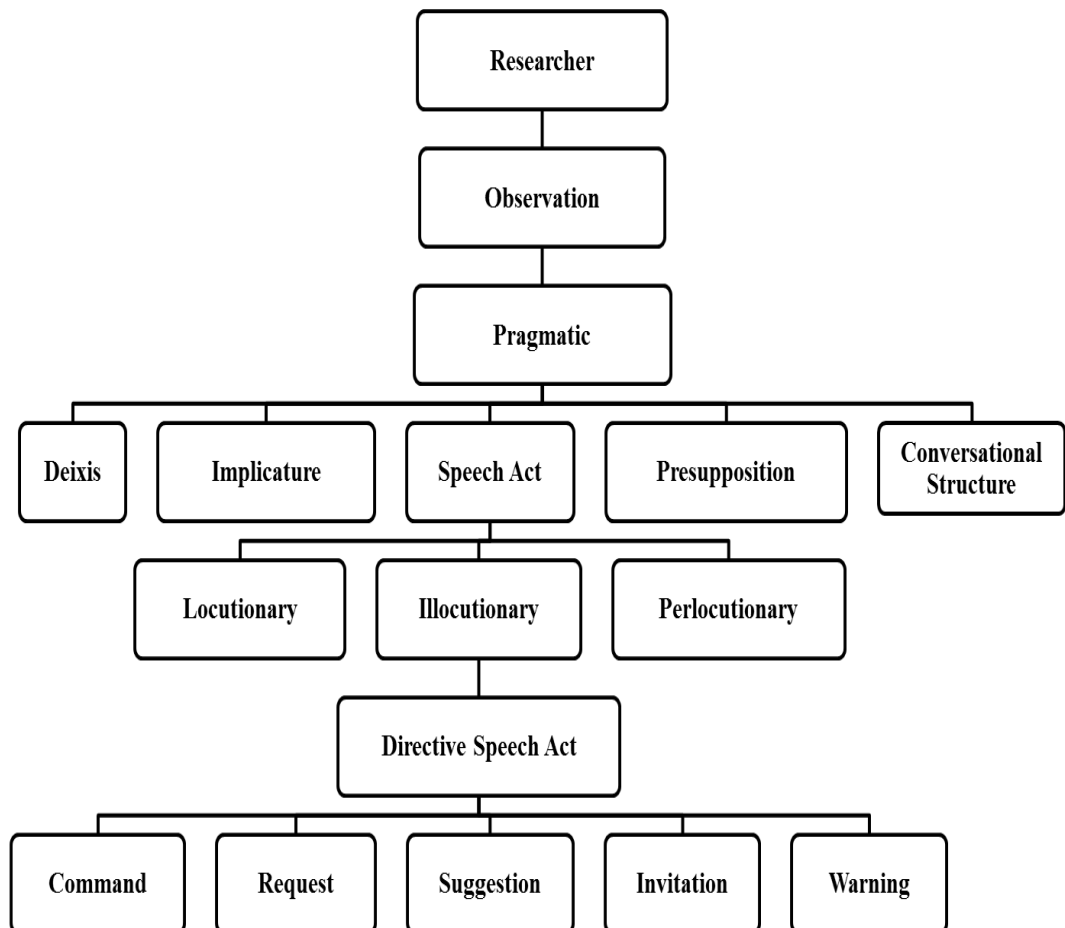
CHAPTER II

LITERATURE REVIEW

In this chapter,the researcher discuss the relevant theories related to the study,the previous researches related to the study,and the researches conceptual framework in conducting the research.this chapter is devided into two part: theoretical description and previous study.

A.   Theoretical Description

1. Pragmatic

According to Yule,Pragmatic is the study of the relationship between linguistic forms and the user of those forms.through this study,one can talk about people intended meaning,theirassumptions,their purposes or goal,and the kinds of actions that they are performing when they speak because pragmatics allows humans as the language user into language analysis(Yule,1996:4).pragmatics as the study of the conditions of human language uses as these are determined by the context of society(mey,1993:42).

Pragmatics itself is a branch of linguistics covering meaning in use. Meaning is formally studied in semantics. However, there are some aspects of meaning cannot be captured by semantics particularly meaning in use or meaning in context. It is because semantics deals with meaning without reference to the users and communicative functions of sentences (Aitchison, 2003: 104).Pragmatics, therefore, is concerned with the way of speaker using language in context which cannot be predicted from purely linguistic knowledge, particularly semantics, which deals with the internal structure of the language (Griffiths, 2006: 153). Pragmatics is study about meaning according to situation and context. This approach needs understanding how the context that used of speaker. Pragmatics is the study of those principles that will account for why a certain set of sentences are anomalous, or not possible utterances (Levinson, 1983:5).

Based on Cruse (2000 in Cummings, 1999: 2), pragmatically can be considered to deal with aspects of information within the meaning of the most extensive is delivered through a language that is not encoded by the convention generally accepted linguistic forms are used, but which also arises naturally from and depending on the meaning encoded conventionally by the context in which the use of these forms. According to Allot (2010: 6), pragmatic as the study of what is communicated or what a speaker means minus the linguistic meanings of the words uttered.

From the definition above can be concluded that pragmatic is new branches in linguistic field that concern on the study of the use of language in communication, particularly the relationship between language and context. It means that the use of language and context in communication becomes the main study in pragmatics.

2. Scope Of Pragmatic

Pragmatic has several scopes which should be known. Levison (1983: 27) states that pragmatics would include the study of deixis, implicature, presupposition, speech acts and aspect of discourse structure.

a. Deixis

Deixis can be defines as concerns the ways in which languages encode or grammatical features of the context of utterance or speech event and thus also concern ways in which the interpretation of utterance depends on the analysis of that context of utterance (Levison, 1983: 54) Deixis has several kinds, personal deixis (us, you), spatial deixis (here, there),temporaldeixis (now, then). Example: I am now standing in the roof.

The word I refers to person uttering a sentence. The time which now uttered denotes is dependent on the moment the statement is uttered. This situation dependency does not occur with word such as roof: the meaning of this word remains or less constant in different situation.

b. Implicature

Implicature is what a speaker can imply. It is message that is not stated in a literary work. In a 1975 article entitled "Logic Conversation", the Philosopher Paul Grice pointed out that an utterance can imply a position (i.e. a statement) that is not part of the utterance and that does not follow as necessary consequences of the utterance. Grice called such implied statements are implicature (Parker, 1986: 21). Implicature refers to what is suggested in an utterance. Implicature is about the speaker implies it in a conversation. Implicature claims that audiences are required to assume the speaker to believe, in order to make sense of the speakers utterances. In accomplish a conversation, the speaker and the listener want to understand and to be understood each other, so the purpose can be achieved.

c. Presupposition

According to Yule (1996: 132) Presupposition is what a speaker assumes is true or known by the hearer. A hearer may have different intended about what the speaker says. Presupposition is what is taken for gifted in what a speaker say.

d. Speech Acts

The terminology of such function of language is called speech acts (Austin, 1975: 22). Speech acts theory generally explains these utterances as having three parts: locution, illocutionary, and perlocutionary acts. Speech acts usually used by people in conversation to deliver message or thoughts.

e. Conversational Structure

According to Levison (1983: 284) conversational structure is one aspects of pragmatics which concern the organization of conversation. Conversational structure is about the way conversation works in practice.

3. Speech Act

a. Definition Of Speech Act

Speech act is a part of pragmatics study. The speech act is the basic unit of language used to express meaning, an utterance that expresses an intention. Normally, the speech act is a sentence, but it can be a word or phrase as long as it follows the rules necessary to accomplish the intention. (Searle,1969:153).

In addition, Parker (1986: 14), defines speech acts as every utterance of speech act constitutes some sort of fact. In the communication, the speaker expresses a certain attitude that has the relationship with the performance of a particular type of speech acts. The success of speech acts in its rule at the act of communication occurred when the audience or the hearer is able to identify the expression of the speaker's attitude when he/she intends to communicate something. Speech acts are one of the five main topics in the study of pragmatics. The concept of speech acts is firstly developed by a philosopher, John L. Austin in his book How to Do Things with Words (1962). Austin defines speech acts simply as the action performed by saying something. By means of utterances, ones are able to get others to do something. In other words, speech acts are actions which are performed via utterances (Yule, 1996: 48; Cutting, 2002: 16).

Defined by Yule (1966: 47), speech act is an action performed via language. Through speech acts, people can perform a single utterance with more than one act. People can perform requests, commands, apologies, promises and so on. Similar to Yule's definition, Aitchison (2003: 106) defines speech acts as a sequence of words that behave somewhat like actions. By performing speech acts, the speaker is often trying to achieve some effect with those words; an effect which might in some cases have been accomplished by an alternative action.

For example: "*It is so hot in here*."

The utterance above can be regarded as a request to turn on the fan or air conditioner. If the hearer recognizes the speaker‟s intention, he or she will definitely turn on the fan or the air conditioner. The utterance is obviously influenced by the context or the situation where the interaction takes place. This circumstance is called speech event (Yule, 1996: 47).This is the nature of speech event in which it will determine the interpretation of an utterance as performing a particular speech act.

In conclusion, speech acts are those utterances used to accomplish such actions. It is important to bear in mind that to understand how the acts work, one cannot simply ignore the role of context around the utterances.

b. The Kind Of Speech Act

Based on the concept of locution, illocution, and perlocution in every utterance, Austin divides the speech acts into three major categories. They are locutionary, illocutionary, and perlocutionary (Yule, 1996: 48; Cutting, 2002: 16).

1) Locutionary acts

Locutionary acts is speech acts with words, phrases, and sentences, based on the meaning that contained by word, phrase, and sentences itself. Locutionary acts can be expressed the phrase the act of saying something. So the purpose of locution acts only give information to the hearer (Rahardi, 2009: 17). Leech (1983: 199) Locution is the basic of utterances, or producing a meaning linguistic expression. It is performing an act of saying something. For example: *The weather is hot.* From that case, the speaker wants to give information to the hearer that the weather is hot. In this case the speaker has intention in order to make the hearer understand what the speaker wants.

2) Illocutionary acts

Illocutionary acts are acts that can be achieved by speakers when saying something. Part of the utterance such as stated

promise, apologize, threatening, forecasting, ordering, requesting, etc (Nadar, 2009: 14). Rahardi (2009: 17) states that Illocutionary acts are an acts of doing something with the purpose and specific function in truth speech acts. Illocutionary acts can be called with the phrase, the act of doing something. In addition, According to Wijana (1996: 18) the functions of illocutionary acts are to say or gives information, it can also used to do something. For example: *could you mind open the window?* The meaning of this utterance is the speaker wants the hearer to open the window.

3) Perlocutionary acts

According to Wijana (1996: 19) Perlocutionary acts are type of speech acts called as the act of affecting someone. In addition Perlocutionary acts are act growing affect to the hearer by the speaker. Perlocutionary acts can be called with the phrase, the act of affecting someone (Rahardi, 2009: 17). In perlocutionary, there is an influence, affect because the speaker tries to influence the listeners to do what he or she wants to do. For example:

> *A: The weather is hot*

> *B: Could you mind to open the window?*

From the utterances above the speaker utterance something in the assumption that the hearer will recognize the effect of the speakers utterance to take open the window. Illocutionary act was performed via the communicative force of an utterance (Yule, 1996: 48). According to Hurford (2007: 273), said that the illocutionary act carried out by a speaker making an utterance is the act viewed in terms of the utterance's significance within a conversational system of social interaction. One way to think about the illocutionary act is that it reflects the intention of the speaker in making the utterance in the first place. In addition,Riemer (2010: 109), stated that illocutionary

act is the act that the speaker performs in saying something. From the definition above, it can be concluded that illocutionary act is the illocutionary power obtained from the speaker's actions through the speaker's speech

To determine the illocutionary functions, Yule (1996: 49) proposes two important points: illocutionary function indicating device and felicity condition.

a. Illocutionary function indicating device

Illocutionary function indicating device (IFID) is a formal, literal expression which explicitly indicates the illocutionary function of utterance (Laurence and Ward, 2006: 60). The clearest example is the use of specific verb in an utterance. This verb is usually called as speech act verbs or performative verbs. It is in line with the concept of performative hypothesis. Some verbs such as „to order, to warn, and to promise‟ can be used to make the illocutionary function explicit, e.g. „I order you to leave now‟ (Cutting, 2002: 16). Nevertheless, this condition is somewhat difficult since in normal usage the utterances are expressed mostly without performative verbs. The speaker chooses using implicit performative, for instance „I‟ll be back‟ can be interpreted as „I promise that I‟ll be back‟ or „I warn you that I‟ll be back‟. Furthermore, some verbs are not normally used in full sentence, e.g. to thank „Thank you.‟, and to congratulate „Congratulation on your success‟ (Mey, 2001: 111).

b. Felicity conditions

Felicity conditions are defined as several conditions to be meet in order that the illocutionary acts are successfully performed. Austin states that the speakers have to fulfill three conditions: that the participants must understand the roles and the context, that the participants must perform

the acts completely, and that the participants have to have clear purposes (Cutting, 2002: 18). Elaborating Austin"s concept, Yule (1996: 50) the felicity follows at least general condition is that the participants have to understand the language and the speakers do not pretend. He also adds content condition, preparatory condition, sincerity condition, and essential condition, all of which deals with the characteristics of illocutionary acts itself.

c. Classification of Speech Act

1) Yule's classification

According to Yule (1996: 53), one general classification system lists five types of general function performed by speech acts: declarations, representatives, expressive, directives, and commissives.Declaration are those kinds of speech acts that change the world via utterance. Representatives are those kind of speech acts that state what the speaker believes to be the case or not. Expressives are those kinds of speech acts that state what the speaker feels. Directives are those kind of speech acts that speaker use to get someone else to do something. They express what the speaker wants. They are commands, orders, request, and suggestions. Commissives are those kinds of speech acts that speakers use to commit themselves to some future action.To assist you with clarity and better understanding, there are five general functions of speech act are summarized by Yule (2006: 95) in the Table:

Table 2.1 Five General Function Of Speech Act By Yule

Type of Speech Act	Direction to fit	S = Speaker X = Situation
Declaration	Words to change the world	S causes X

Representative	Make words fit the world	S believe X
Expressives	Make the words fit the world	S feels X
Directives	Make the world fits the words	S wants X
Commisives	Make the world fits the words	S intends X

2) Austin's classification of Speech Act

As stated in the previous section, illocutionary act is one of the three types of speech acts proposed by Austin which contain purpose, function, and the force of utterances. Austin categorizes illocutionary acts into five types. This classification is based on the performative verbs in any utterances (Searle, 1979: 8-9). They are as follows:

a) Verdictives

Austin advocates that verdictives deal with delivering of a verdict upon evidence or reasons. The verdicts are usually delivered by a jury, an arbitrator or umpire. These kinds of speech acts are typified by the verbs, acquit, hold, calculate, describe, analyze, estimate, date, rank, assesses, and characterize, grade, estimate, diagnose.

b) Exercitives

These have to do with the giving of a decision in favor of or against a certain course of action or advocacy of it. In other words, executives deal with the way people exercise power, right, or influence on other people. A familiar example is the utterance

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„I pronounce you husband and wife" which is usually said by priests in marrying; thus, it turns two persons into a couple. Other examples of exercitives are order,command, direct, plead, beg, recommend, entreat and advice, dismiss, nominate, veto, declare closed, declare open, as well as announce, warn, proclaim, and give.

c) Commissive

Commissives are associated with the speaker"s commitment to a certain course of action. Some of the apparent examples include prom e, vow, pledge, covenant, contract, guarantee, embraces, and swear.

d) Expositives

Expositive is used to make statements fit into the ongoing disourse such as clarifying and arguing. The list of words of expositive include affirm,deny, emphasize, illustrate, answer, report, accepts, object to, concede, describe, classify, identify, and call.

e) Behabitives

Behabitives are concerned with people"s behavior and socials attitude towards other people"s imminent or past conduct. These are as ociated with such matters such as apologizing, congratulating, blessing, cursing or challenging.

3)   Mey Classification of Speech Act

Mey (2001: 117),classification of speech acts which includes declarative, representative, expressive, directive and commissive.

a) Declarative

Declaratives are illocutionary acts by which the speaker is able to change the state of affair in the world via the utterances. The speaker has to have an institutional role in a specific context when employing these acts (Yule, 1996: 53). Some performative verbs indicating these speech acts are to beg, to pronounce, to sentence, to state, to declare, to resign, to fire, and to appoint. Examples:

I find you guilty as charged

I hereby pronounce you man and wife

I declare the meeting cancelled. (Searle, 1979: 17)

Furthermore, several illocutionary functions included in this type of illocutionary acts are baptizing, marrying, and firing (Cutting, 2002: 16). Examples:

Priest in a marriage ceremony: *I now pronounce you husband and wife. (Marrying)*

Referee in a football court: *You are out! (Firing)*

Jury Foreman in a court: *We find this defendant guilty. (Sentencing)*

b) Representative

Representatives or assertives are illocutionary acts that state what speakers believe to be factual (true) or not (false). By

using these acts, the speaker makes words fit the world or belief (Yule, 1996: 53). To describe, to call, to classify, to identify, to claim, to diagnose, to hypothesize, to insist, to predict, and to boast are some performative verbs indicating these types of acts. Examples:

I call him a liar.

I diagnose his case as appendicitis.

I describe John as a Fascist.

c) Expressives

Expressives are illocutionary acts that state the speakers" feelings or attitudes about something. These acts involve psychological states of the speakers. When performing these acts the speakers makes words fit the worlds or feeling (Yule, 1996: 53). Performative verbs denoting to these illocutionary acts are to thank, congratulate, apologize, condole, deplore, and welcome. Examples:

I congratulate you on winning the race

I apologize for stepping your toe

I thank you for giving me the money

d) Directives

Directives are illocutionary acts that the speakers use to get something done by the hearers. These acts express what the speaker wants and the speakers attempts to make the world fit the words via the hearer (Yule, 1996: 54). Performative verbs denoting to this category are to ask, order,

command, request, beg, plead, pray, entreat, invite, permit, advise, dare, defy, and challenge. Examples:

I order you to leave

I command you to stand at attention.

I advise you to leave.

e) Commissives

Commissives are illocutionary acts used by the speakers to commit actions in future. These acts express what the speaker intends to do. By means of comissives, the speakers undertake to make the world fit with the words via the speaker (Yule, 1996: 54). Some performative verbs belong to these speech acts are to promise, to pledge, to offer, to threat, to refuse, and to vow. Examples:

I promise to pay you the money.

I promise that I will see it.

I pledge allegiance to the flag.

I vow to get revenge.

4) Searle classification

Oshima (2012:18) mentions five types of speech acts taxonomies by Searle; (1) Representatives that is including of asserting, claiming, concluding, reporting, stating (2) Directives that is including of advice, command, order, question, request (3) Commissives that is including of offer, pledge, promise, refusal, threat (4) Expressives that is including of apologizing, blaming, congratulating, praising, thanking (5) Declarations that is including of declaring war, nominating candidate, etc.

After knowing the classification speech act components, the writer concerns on the study of directives speech act which deals with the utterances itself. There are many theories about illocutionary act classifications and the writer takes yule's theory of illocutionary act classifications for his study.The Yule"stheory is strengthened and clarify the Searle's theory. It is done by the researcher because the type of illocutionary speech act presented by Yule's theory is clearer, and easier to understand by the researcher.

Table 2.2

Clasification Speech Act By The Expert

NO	TYPE OF SPEECH ACT	EXPERT			
		YULE	AUSTIN	MEY	SEARLE
1.	DECLARATIVES	✓		✓	✓
2.	REPRESENTATIVES	✓		✓	✓
3.	EXPRESSIVES	✓		✓	✓
4.	DIRECTIVES	✓		✓	✓
5.	COMMISIVES	✓	✓	✓	✓
6.	VERDICTIVES		✓		
7.	EXERCITIVIES		✓		
8.	EXPOSITIVES		✓		
9.	BEHAVITIES		✓		

Based on the explanation the researcher discusses several kinds of theories related to the research. They have functions of foundation in analyzing to the data of the research explanation. The researcher chose to use the yule theory because the theory was easy to understand in this research,the classification directive speech act by Yule easy to use to identified of the tutor utterance in this research, the books are easy to find in IAIN libraries. the researcher is interesting to analyze the directives one, therefore, the object of this research is directives speech acts. Directives speech act is commonly used in the teaching and learning process, directive speech act that happen in daily conversation in teaching learning process,directive speech act make the utterance little bit stronger and clear and may avoid ambiguities.

d. **Directive's Speech Act**

According to Yule (1996: 55), direct speech acts is whenever there is a direct relationship between a structure and a function. For instance, if there is any speaker says "Close the door!" to someone, pragmatically viewed the structure that is used by speaker is using imperative sentence and the function is to order someone to close the door. Thus, from that sentence we know that there is any direct relationship between the structure and the function that is called direct speech act.

Therefore, direct speech act is where the utterance said appropriate with the function of the sentence such as a declarative sentences is to informing something. For example an utterance "move out that way!" this utterance said by a speaker to hearer to move from his place. It is clear and appropriate that the speaker gives command to the hearer.

According to Searle (in Levinson, 1983:241) gives the notion of directive as the utterance which is used by a speaker to get the hearer to do something. Similarly, Holmes says that

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directive is a linguistic utterance which is meant to ask someone to do something (1992:239).

Furthermore, Mey (1993: 164) defines directive as an effort of the speaker to get the hearer to do something, or to direct the hearer towards some goal. Directive, here, known as a direction which performed in imperative (usually) to change the hopefully things to be happened as the speaker"s wishes. Meanwhile, the definition of directive speech act also stated by Leech in syntactically way. Leech (1983: 206) state that directive speech act occured in construction S, verb and O to Y. Where S and O as subject and object or it is known as the speaker and the hearer. Then verb indicates as speech act-verb such us order or request. Y here as the infinitive clause which performed such as ask, beg, bid, command, demand, forbid, and recomend.

In addition, Levinson (1983) added directive as the act that attempt the speaker to get the addresee to do something. To sum up, directives are those kinds of speech acts that the speakers use to get someone else to do something. The acts are advising, asking, begging, challenging, daring, demanding, forbidding, insisting, inviting, ordering, permitting, recommending, requesting, suggesting, etc. Directive can be performed in three ways, they are imperative, declarative, and interrogative. According to Austin in Levinson (1983: 231) directive is included in performative sentence which classify into two, they are implicit and explicit performatives. According to Watiningsih (2011: 33) implicit performative is performativeutterence in which there is no performative verb and it can be realized in interrogative, imperative, or declarative.

i.g.*How about going Bali this holiday?*

This sentence include in implicit performative because there is no verb inside as naming of act. Meanwhile according to Levinson (1983: 233) explicit performative specialized ways of

being unambigous or what are the speaker performing act in saying something.

i.g.*I order you to shut it !*

Based on Crystal (1991:323), directive speech acts are the speakers try to get their listeners to do something). Cruse (2000:342), directive acts have the intention of eliciting some sort of action on the part of hearer; order, command, request, beg, advise (to), warn (to), ask, etc. Murcia and Elite (1989:25) states that directive acts are speech acts that enable speakers to impose some action on the hearer. Through directive acts, the speakers can express what she /he wants and then expects the hearer to comply. Fauzi (2012: 25), directive speech acts are kind of speech acts that are used by the speakers to order someone to do something. This directive acts reveals about the speaker's wants.

Directives speech act which is most dominant frequently used in the classroom interaction, directives are performed by thetutor to get the hearer to do something. thetutor often used directive speech acts to make the student to do something according to what he/she has said. Directive speech act is commonly used in the teaching learning process,the researcher did research in Saturday class for junior high school at EltiGramediaSolo.the classification of directives speech act are: command or order, request, invitation, and warning- prohibition.

e. **Classification Directive Speech Act By Yule's**

According to Yule (1996:53) directives speech act is classified into some forms, they are: command/order, request, invitation, warning- prohibition and suggestion. The forms can be written whether positives or negative. those form can be describe as follow:

1) Commad/order

Commad or order is the action done by the speaker who has the right or duty to give command to the

hearer.the speaker has a full control on the act of the hearer.

Example: Do the test!

2) Request

Request is a kind of directives speech act whose illocutionary purpose is to get the hearer to do something in circumstances in which it is not obvious that he/she will perform the action in the normal course of event(Searle,1996).by initiating a request,the speaker believes that the hearer is able to perform an action.

Example: would you mind to bring my bag because my souldier was sick?

3) Suggestion

Suggestion is the process by which one thought leads to another especially through association of ideas. It is related to something that should be done by the hearer. The utterance is transferred to the hearer in tactful way,so that the will not make the hearer being offended.

Example: You could wear your black dress and black shoes.

4) Invitation

It kind of the expression of a request,asolicitation,or an attempt to get another person to join the speaker at a specific event such as to attend to a party,visit a beach house,or witness a marriage. An invitation can be delivered as a verbal request, a beautifully engraved card,or even puffs of smoke behind an airplane.

Example: would you come to my birthday party tonight,please? please join with me in dinner party tonight!

5) Warning and prohibition

Warning is telling some one about a possible danger or difficulty.warning is usually stated by using positives imperatives which give positive treatment or effect.

Example: No smoking!

While prohibition is giving order to some one not to do something.prohibition function to forbid or prevent someone from doing something.porhibition is usually stated by using negative imperatives without giving threat to the hearer.

Example: don't disturb me!

4. **Preference and dispreference responses**

Response is an action or feeling that is produced in response to a stimulus. McKechnie states that a response is an act or act of responding (as with an answer), an action or feeling that is responsive or appropriate, or an act of responding to a motivating force or situation (1981: 1935). According to Suherdi (2010) that student responses are student actions during the interaction process in the classroom. In this study, the student's response means the student's actions towards the teaching and learning process of English in the classroom. What is meant by response in communication is a communication activity that is expected to bring results or consequences. From this communication, then people get a response or response. With the response or responses from several people, communication in the classroom runs smoothly.According to Schegloff (2007: 58) responses are divided into two, Preference and dispreference responses:

a. Preference and dispreference responses cannot be separated from the sequence of conversations or closeness pairs because the conversation sequence is a means of completing an activity. Responses are categorized into two types. The first type is known as a plus response and the second type is called a minus response. Furthermore, the plus response is also called the

preferred response because it shows a positive response which also means listener approval while the minus response is usually called a dispreferred or negative or disagreement response. Therefore, the preferred responses are in the form of acceptance, giving, agreement, etc., while the unwelcome responses are in the form of rejection, disagreement, etc. However, liking and disliking responses focused on social or interaction features of the sequence and orientation to them. Here is a table of the preference and dispreference of responses put forward by Levinson (1983):

Table 2.3
Classification response by levinson theory

First pair part	Second pair part	
	Preferred response	Dispreferred response
Request, offer	Acceptance	Refusal
Assessment,question	Acceptance	refusal
Blame	Agreement	Disagreement
	expected answer	Unexpected
	denial	Answer and non-answer
		Admission

b. Non-vocal activity of preferend response (Liked) and dispreferred response(disliked)

Preferred response and dispreferred response can not only be checked through the vocal feature due to the fact that people

use their gestures in conversation. Schegloff (2007) states that people also use body language or non-vocal activities to respond to other people's speech. In addition, Person (1996) says that conversational analytic studies or conversational analysis can be defined as studies that focus on casual conversation, so this first fold consists of studies that define basic observations of conversational analysis, for example non-lexical speech (such as "mmm" , "hmm", etc.) and non-vocal activities (such as nodding your head as a preferred response, and shaking your head as an unwanted response). It is commonly used to analyze narrative conversations and films because the writer provides an explanation of gestures or how the characters act in response to what others say.

In addition, non-vocal activity cannot be separated from likes and dislikes because whenever people convey a response, they usually use non-vocal activities to show their expressions and to emphasize their responses, also to make their responses more different.Therefore, through non-vocal activity, the likes and dislikes responses can be seen clearly and easily.

5. Communicative Competence

The goal of teaching and learning of any languages, including English, is to master the communicative competence. This term was firstly proposed by Dell Hymes in early 1970s instead of the term linguistic competence. Communicative competence is defined as an aspect of one's competence that enables them to convey and interpret messages and to negotiate meanings interpersonally within specific contexts (Brown, 2007: 219).

Communicative competences enlarge the concept of mastery of linguistic competence by means of which a learner acquires the grammatical and phonological elements. The linguistic competence covers only the language form and knowledge in terms of structural

aspects. In contrast, communicative competence is broader because it includes not only linguistic (grammatical or formal competence), but also discourse competence, sociolinguistic or sociocultural competence, and strategic competence (Richard and Schmidth,2003: 90).Here are those four main categories of communicative competences according to R.L. Trask (Sugirin, 2003: 26).

a. Linguistic Or Grammatical Competence

Linguistic or grammatical competence is related to the pure linguistic factors. It deals with how language is structuralized in systematic arrangement, phonetically and graphically. It consists of phonetics and phonology (sounds), morphology (morphemes, words), syntax (phrases, clauses, and sentence), and semantics (meaning). The scope of grammatical competence is only up to the syntactic level (sentence).

b. Discourse Competence

Discourse competence is related to the textual aspects above the syntactical levels. It deals with how the sentences and/or paragraphs are combined and arranged to be a text (discourse). Consequently, the cohesion system, coherence features, and positional significance in text are some important aspects to be discussed in this level. Text types with different structure and purposes, which are realized as several genres, also become the topic under the discussion of this area.

c. Sociolinguistic Or Sociocultural Competence

Sociolinguistic competence is associated with the use of language appropriately in social context or situation. Language is composed of different functions of the real uses such as greeting, introducing, opening and closing of conversation, questioning, ordering,

complaining, praising, and so on. Those are used in appropriate situation and context so that the discussion deals with the social use of language is also correlated with the discussion of cultural aspects in. Accordingly, it is clear that both sociolinguistic and pragmatic competences play important role here.

d. Strategic Competence

Strategic competence is a part of communicative competence which is concerned with the way of how the learners organize the language in effective manner. Communicative strategy is another important aspect for learners to express the language properly and appropriately, in term of organized speech, with no misunderstanding, so that the communication runs well. The concept of communicative competences is then developed, elaborated, enlarged, and revised by various experts, although the core remains same.

Bachman in Brown (2005: 224) proposes another categorization. Instead of using terms communicative competence, she chooses useing term language competence. The language competence is subdivided into two components, organizational competence and pragmatic competence.

Organizational competence comprises knowledge of linguistic units and the rules of joining them together at the levels of sentence (grammatical competence) and discourse (textual competence).Pragmatic competence subdivides into illocutionary competence and sociolinguistic competence. The illocutionary competence or the knowledge of the sociolinguistic conventions in pragmatic competence is used to perform language functions appropriately in a given context (Canale via Krisnawati, 2011: 106).

6. Context

Yule (1996: 21) mentions that context simply means the physical environment in which a word is used. Meanwhile, Mey (1993: 39-40) states that context is more than a matter of reference and of understanding what things are about. It gives a deeper meaning to utterances. The utterance "It is a long time since we visited your mother.", when uttered at the living room by a married couple, has a totally different meaning from if it is uttered by a husband and wife while they are standing in front of the hippopotamus enclosure at the zoo, in which it can be considered as a joke.

David Nunan (1993: 7) states that "context refers to the situation giving rise to the discourse and within which the discourse is embedded." From that statement, context is simply defined as the circumstance or situation around which influences the conversation. Thus, it is an essential factor in the interpretation of utterances and expressions. Furthermore, Nunan (1993: 8) categorizes the context into two types: linguistic and nonlinguistic context. The first one is related to the language surrounding the discourse, while the second one is associated with the other-thanlanguage or experimental context within which the discourse takes place. The non-linguistic context includes:

a. The types of communicative events (e.g.: joke, story, lecture, sermon, conversation, and greeting)
b. The topic The purpose (function, e.g. stating, describing, thanking, and praising) The setting (physical aspects, such as location and time, and psychological aspects: emotional situation)
c. The participants and the relationship within them The background knowledge and the assumption of the participants.

Holmes (2001: 8) also proposes that a conversation occurs by the influence of social factors. Those social factors are commonly shortened as 5W (Who, Whom, Where, What, and Why).

a. The participants (Who or Whom): Who is speaking? and To whom are they speaking? Refer to the participants of the conversation speaker and listener or addressor and addressee. It also includes the relationship occurring between the participants.

b. The setting or social context (Where):Where are they speaking? Refers to the settings – physical or psychological contexts - around the conversation. The physical aspect includes the location, time, season, and year. Meanwhile, the psychological aspects involve the feeling of the speaker.

c. The topic (What):What is being talked about? Refers to the topic being discussed in the conversational exchange. The understanding of the topic by the participants is necessary to maintain the conversation. Consequently, the same background knowledge and assumption is a must for both the speaker and the listener.

d. The function (Why):Why they are speaking? Refers to the purpose of conversation, such as informing, commanding, inviting, suggesting, promising, greeting, congratulating,and thanking.

7. Context In Teaching Learning Process

In teaching learning process,including English, the tutor is necessary to use the language. Because,English is not only taught but also used as medium language in the classroom.the varieties of language used in the classroom is narrowed and different from general language because in the classroom it deal with special function used implemented.this type of language is called as classroom language or classroom discourse.

Classroom discourse as variety of language sometimes used by tutors when they are in the process of teaching or to deliver the material (Richard and Schmidt, 2010:79). Classroom discourse is different in form and function from language use in order situation because of the particular social roles students and tutors have in classrooms and the kinds of activities they usually carry out in the classroom.in the classroom conversation the tutor is said to own the conversation itself (wardhaugh,2006:306). The most of important aspects of the communication such as topic and turn taking is controlled by tutor.

Classroom context is a classrooms characterictics,such as the composition of the student body, classroom structures,and resources.context is of particular interest to tutor and school administrators is that it may contribute to the achievement gab between students (nguyen,2016)

According to brown (2000:7),a search in contemporary dictionaries reveals that learning deals with acquiring or obtaining knowledge of a subject or a skill by study,experience,or instruction.he then breaks down the definition of learning into more specific ways they are: learning is acquisition or getting,learning is retention of information or skill,retention implies storage systems,memory,and cognitive organization,learning involves actives,conscious focus on and acting upon events outside or inside the organism,learning is relatively permanent but subject to forgetting,learning involves some from of practice,perhaps reinforced practice and learning is a change in behavior.

The teaching learning process is a social interaction which takes place in the classroom between tutor and student.thetutor gives material and the student processed them.in formal education,teaching and learning are the main activity.

B. Previous Study

First conducted by Solihin Muhammad Naf'an (2015) of State Islamic University SunanAmpel Surabaya. With entitled An analysis of

illocutionary acts performed by Nemo in the Finding Nemo. He analyzed about speech acts especially illocutionary act performed by Nemo, the main character of Finding Nemo movie. In analyzing the data, he used speech acts theory of John Searle who classified the utterance into four parts of illocutionary acts.

Second conducted by Wulansari, Y. &Suhartini, C. (2015). Directive speech acts realization of Indonesian EFL tutors. English Review: Journal of English Education, 3(2),223-229.This research examines the types and functions of directive speech act performed by an Indonesian EFL tutors in one senior high school in Kuningan, Indonesia. This study uses qualitative method. The data of this research were taken from the video transcription which contains directives spoken by the EFL tutors and analyzed based on Kreidler's (1998) theory.

Third conducted by AfsinMoradi, AlirezaKarbalaei, and ShahramAfraz (2013) pragmatics research on language functions and speech acts in ELT is in their research entitled A Textbook Evaluation of Speech Acts and Language Functions in High School English Textbooks (I, II And III) and Interchange Series, Books I, II, And III. Using Searle‟s classification of speech acts and Halliday‟s functional language, they compare the use of speech acts in New Interchange and some Iranian English textbooks.

Four conducted by DestraWibowoKusumo(2015),entitled A Pragmatic Analysis Of Illocutionary Acts In English Teaching-Learning Process At Sma N 1 WatesKulonProgo.The aims of this research are (1) to seek out the types of illocutionary acts; and (2) to investigate the types of illocutionary functions used by the English tutorss of SMA N 1 Wates, KulonProgo. This research was desriptive qualitative. The data of this research were the English utterances performed by the English tutorss of SMA N 1 Wates. The research instrument was the researcher himself. The researcher obtained the data by means of note-taking technique. First, the researcher recorded the English teaching and learning process in the class using a video camera. Next, the researcher made transcripts of the dialogues.

Then, the trancribed dialogues were recorded into the data sheet. Finally the data were classified according to Searle's classification of illocutionary acts (1979).

The last thesis entitled "An Analysis of speech act on English learning process at SMP Al-Islam Surakarta in academic year 2015/2016", composed by AgusSusanto, English Education Department, Islamic Education and Tutors Training Faculty of The State Islamic Institute of Surakarta, 2016. In her research, he analyzed the speech act used by tutorss in SMP Al Islam Surakarta by Searle"s theory. Based on the result of this study, the research shows that there are five types of illocutionary Speech act by the English tutors in classroom communication. They are representatives, expressives, directives, commissives, declaratives. The directive is the most frequent acts while the commissives are the least frequent act. In conclusion, the dominant use of directive act implies that the tutors dominate the conversation. Meanwhile, the purpose of the use of questioning is to activate students" background knowledge and critical thinking.

The researcher's research has different data compared to the related studies. First: The researcher conducted the research in English course in Surakarta which uses communicative approach in teaching learning process, the researcher focuses on to attempt to analyze the types of directives speech act used by the tutor and the student responses to directives speech act spoken by the English tutors in Saturday english class for junior high school at ELTI Gramedia Solo in teaching learning process. The second researcher also focuses on the illocutionary act used by the tutor in Saturday english class for junior high school at ELTI Gramedia Solo. The third participant of this research are the two English tutors in two stage (SL3D and SL4D) of the Saturday english class for junior high school in ELTI Gramedia Solo. Finally the data were classified according to yule's classification of directive speech acts.

CHAPTER III
RESEARCH METHODOLOGY

In this chapter, how the research is conducted is explained in detail. This chapter is divided into four sessions: research design, setting of the research, research procedures, and data trustworthiness. Each of them is presented in the following discussion.

A. Research Design

The researcher used descriptive qualitative research because the objective of the research was to describe and identify the existence of linguistic element within sentences and without counting them the statistic.in this research, descriptive method was used in gathering the data. While the qualitative approach was used for identifying the types of directive speech act and the student responses to the directive speech act performed by the english tutor in teaching learning process on the Saturday english class for junior high school in ELTI Gramedia.

This research also also applies a descriptive qualitative method,the researcher only collect,classifies,analyzes the data and than draw a conclusion.the data in the research is in the form of words and sentences,the findings of this research is also presented in the form of description which concist of two main points: the types of directive speech act used by tutor and the student responses to the directive speech act used by english tutor in Saturday english class for junior high school at ELTI Gramedia Solo.According to Bogdan and Taylor in Moleong (2004: 3) state that in descriptive qualitative study, the data investigated by the researcher are in the form of oral or written words. It is qualitative since it is concerned with non-numerical data and it is descriptive since it aims at describing the facts of the analysis systematically based on actually they are. Furthermore, according to creswell in sugiono (2016:16) qualitative research is a means for exploring and understanding the meaning individuals or groups assigned to a social or human problem.

In line with those statements, the researcher applied descriptive qualitative method. It was because the data to be investigated were the utterances of directive speech act by the english tutor in the Saturday english class for junior high school

and the aim of the research was to describe the factual data supported by the Yule's theories of directive speech act.

B.   Research Instrument

This research is qualitative, so the primary instrument is the researcher himself. The qualitative study cannot be separated from the role of the researcher because it is the researcher himself who determines the scenario of the research. The researcher plays role as a planner, implementer, of data collection and data analysis, data interpreter and finally as a pioneer of the research result (Moleong, 2004: 168).

Arikunto, (2009: 134) stated Research instruments is device for researchers in collecting data. The quality of the instrument will determine the quality of the data collected.The research instrument is a very important and strategic position in all research activities.

Therefore, the researcher was involved in all process of the research starting from data design until data report. The research instrument are: A Camrecorder was also used to support the researcher in recording the data,The secondary laptop used to support the researcher write the data,The third data sheet which could be used to help researcher identifying and analyzing the data.

C.   Setting Of The Research

The setting of the research consists of location and time in which the researcher conducts the research. The research setting will be explained broadly as follow:

1.   Location Of The Research

The research will be conducted at Saturday english class for junior high school of ELTI Gramedia Solo. ELTI Gramedia Solo is located at sam-ratulangi Street number 12, Manahan, solo, central java, phone (0271) 724437, email solo@elti.co.id,and the official website elti.co.id. ELTI Gramedia Solo has several programs learning English: English for Kindergarten, English for active communication starting from elementary school until senior High School, English for specific purpose, TOEFL, and IELTS. In this

research the researcher will analyzes the Saturday englishClass for junior high school, Saturday englishclass for junior high school have six stages. The researcher will analyze two tutors Saturday englishClass for junior high school that was taught by Mrs. Karlina, S.Pd, in SL3D class and Mr. Very S.Pd in SL4D Class.

2. Time Of The Research

In terms of time, this research will be carried out for about three months. The researcher started observation the research in December 2019 by conducting pre-observation, and continued the research in February 2020 for classroom observation. During the classroom observation, it consists of two times.In detail, the activities can be seen in this following schedule:

Table 3.1
Schedule of the Research

Activities/year/ Month	2019				2020						2021
	9	10	11	12	1	2	3-6	7-10	11	12	1-2
Research topic	■										
Case study		■									
Literature review		■									
Make research plan		■									
Consultation		■									
Preminary observation			■	■							
Writing the					■						

research proposal				■							
Proposal					■						
Developing research instrument						■					
Giving treatment and collecting data							■				
Discussing the data analysis and writing the research report							■				
Munaqosah									■		
Yudisium										■	
Graduation											■

3. Participant Of The Study

The Participant of the research are two English tutors and the students, especially in Saturday english class for junior high school at ELTI Gramedia Solo. The first tutor is Miss Karlina Dwi Hapsari (Miss Lilin),the second Mr.Avi Veri Wibowo (Mr. very).

Miss Lilin and Mr.Veri are the tutor at saturday English class for junior high school in Elti gramedia solo. They teaches 10 classes in eltigramedia solo: starting from English for kindergarten class until English for specific purposes class. The researcher only chooses two tutors because of avoiding the large data.in addition, if the researcher chooses more than two tutors; it will make biases in

analyzing the data. Those are because every tutor has different directive speech act style in teaching learning process.

4. Object Of The Study

The object of this research was illocutionary directive speech acts uttered by the tutor in teaching and learning process at Saturday english class for junior high school. the utterances that included : command or order, request, suggestion, invitation and warning. The researcher focuses on to attempt to analyze the types of directive speech act used by the tutor and the Student response of directive speech act spoken by the tutor in Saturday English class for junior high school.

D. Technique Of Collecting Data

The data collection technique the researcher used in this study was note-taking technique. In note-taking technique, the researcher used recording instruments, video camera, and sound recorder, to record the classroom dialogues. Next, the researcher noted the data in the data sheet. The most important thing that the researcher has to notice is that the recording process must be conducted as naturally as possible in order that the utterer does not realize that his or her utterances are still being recorded (Sudaryanto in Kesuma, 2007:45).

However, because the object of the research was classroom conversation, situation of which is simulated, that condition could not be fully fulfilled. The researcher only tried to act as naturally as possible in order that he did not participate in the classroom communication. The role researcher here was only as an observer. The data of this research is collected by using the following steps:

1. Observation Technique In this study the techniques used to obtain data are observation technique. The technique is

called observation because the observer does it. The activity of this technique is observing the tutor's utterance.

2. Recording Technique After the observation and determined objects were observed, the researcher recorded the utterance of the tutor at Saturday english class for junior high school in ELTI Gramedia Solo. The researcher used video recorder to record. This is done to obtain accurate data. Obtaining data from recordings by recording the tutor's utterance in the class.

3. Transcription Technique After recording is done successfully, the next technique is the note taking technique. Note taking technique is done to take the note the tutor's utterances in the class. The tutor's utterance is entered in a sheet.

E.   Technique Of Analyzing Data

Data analyzing techniques explains the steps how the researcher analyses the data. The researcher analyzes the data by using descriptive analysis and the data are described by her own sentences. The data analysis was based on Miles Huberman theory.

Miles and huberman (1994:12) explain the method of data analysis called an interactive model, which is included; four steps of analysis activities in cyclical and interactive process.in this research, the researcher used several techniques to analyze the data. There were four technique used by the researcher to analyze the data in this research they are: data collection, data reduction, data display, conclusion drawing verification.

Therefore, the analysis was conducted interactively and continuously until the research problems were answered, the steps were as follows:

1.   Data collection

As mentioned above, the activity of data collection and the activity of data analysis is a cyclical and interactive

process.thus, during the data collection the researcher circulate among these four steps continually in order to grasp all of the information needed in the next steps of data analysis.

In the other word, it is the stage where the researcher tries to find out the 'unripe' data that would reduce, displayed, and conclude.in this research, the researcher collected the data of two tutors they are Mrs. LilinS.Pd and Mr.Veri utterances in teaching learning process at Saturday englishclass for junior high school. The researcher also takes a record to collect the data by recorded the utterances of the tutor in teaching process.

2. Data Reduction

Data reduction is concerned with the process of selecting, focusing, simplifying, abstracting, and transforming the data that has been collected. At this stage, the data that has been obtained were organized and irrelevant data were discarded. This was done through the process of coding. Coding the process of labeling and segmenting units of meaning to the descriptive or inferential information compiled during the study. The purpose is to help the researcher to organizing and classifying the data. The process of coding is as follows:

    a. The data of directive speech act from mrs.lilinS.Pd and Mr. veri when explain about the material and Students responses related to the objectives of the study were identified and selected.

    b. The transcript data will be classified based on the type of directive speech acts according to Yule's theory and preference-dispreferrence response based on levinson theory. If there are some utterances that are not found in directive speech act Yule's theory and preference-dispreferrence response based on levinson theory , the researcher will reduce those data.

c. Each datum was assigned a code.

To make easier in analyzing the data, the data will be presented as the table below:

Table 3.2
The Finding Type Of Directive Speech Act Used By The Tutor In Saturday English Class For Junior High School At ELTI Gramedia Solo

No	Code	Data	Directive Speech Act					Student Response	
			Com	Req	Sug	Inv	Warn	Preference	Dispreferrence

Note:

12.12.2019: Date Of Data Collection

M1   : Number Of Meeting   D0   : Number Of Data

T1: Code Of Tutor   COM   : Comment

INV   : Invitation   REQ   : Request

WARN : Warning   SUG   : Suggestion

3.   Data Display

The next step is data display deals with providing an organized, compressed, assembly of information that allows conclusion drawing. The form of qualitative data display is to perform accessible, compact, and organized information on the data. The researcher classified the data about the directive speech act used by the tutor based on Yule's theory and preference-dispreferrence response based on levinson theory.

Data display can be in the form of texts, graphs, diagrams, charts, matrices, or other graphical formats. The researcher uses table and description to explain about the directive speech act used by the tutor in teaching learning process.

4. **Making percentage**

    The researcher made percentage of the data to know usage of type directive speech act and student response based on the way to convey in teaching and learning process. Precise data is needed in order to sharp the finding of the research. Thus, the researcher includes the percentage calculation. The purpose of the percentage calculation is to complete the finding so that the readers can easily and immediately obtain the precise proportion of each finding compared to the others. The percentage calculation is used to know the type of Yule speech act and preference-dispreferrence response based on levinson theory based on the way to convey that most dominant frequently used by the tutors on teaching and learning process. Sugiono(2014:170) states that the analysis is looking percentage used formula:

    $$P = \frac{F}{N} \text{ x } 100\%$$

    Notes: P = Percentage

    F = Frequency

    N = the Sum of Frequencies

5. **Conclusion Drawing and Verification**

    The last steps was conclusion drawing and verification. After the data displayed in the in a form of table, then the researcher would able to interpret it and reaches conclusions and verifications. Derived from the data displayed in tables, the next step conducted by the writer is describing and interpreting the data so that the conclusions and verifications of the use of directive speech act and speech acts based on the way to convey by the tutors can be drawn.

F. Trustworthiness

Trustworthiness of a research can be gained by conducting credibility, dependability, transferability, and conformability. Moleong (2004:324). There are:

Credibility aims to achieve data validation through carefully observing and rearranging selected data in accordance with research questions so that the data can be considered credible (Moleong 2004; 324). Data credibility is obtained through triangulation.

Triangulation applied by researchers is triangulation of researchers or researchers. That was done in consultation with experts. The purpose of triangulation is not to find the truth about some phenomena, but to improve, researchers understand what has been found. Therefore, the triangulation technique intended in this study is to examine the data obtained from various collection techniques. In this case, the researcher discusses the data with the English Language Study Study tutor from the Surakarta State Islamic Institute, Fitri Ana IkaDewi M.hum as the research supervisor and Arkin Haris S.Pd., M.Hum as the english lecture who expert in linguistic, to check the truth of the data. The role of the investigators is checking and validating data. To meet dependency, researchers provide an explanation of data collection and data analysis.

In using transferability, researchers must provide all information needed by observers in understanding the discovery of information obtained through the directive speech class classification table act used by English tutors in Saturday class for junior high school at ELTI Gramedia Solo according to Yule theory.

Moleong (2004: 324) also states that in dependence, researchers record all data directive speech act used by tutors in Saturday class for junior high school at ELTI Gramedia Solo that is needed carefully and classifies into tables according to Yule theory in order to make correct interpretation.

Conformity is teaching to determine the objectivity of research by conducting discussions with other researchers or ordering an advisor and asking experts about validity data.

CHAPTER IV
RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher would like to serve the result of the research. There are will be two terms of research finding in this research. They are types of directive speech act that is used by the two english tutor in Saturday class for junior high school (SL3D-SL4D) in teaching learning process at ELTI Gramedia Solo and the preference student response – dispreference student response in Saturday class for junior high school (SL3D-SL4D) in teaching learning process at ELTI Gramedia Solo.

A.   Research Finding

This research employs descriptive qualitative research. The subject of this research are two english tutors and the student response in Saturday english class for junior high school (SL3D-SL4D) in teaching learning process at ELTI Gramedia Solo. The first english tutor is Miss Karlina Dwi Hapsari in SL3D Saturday english class and The Second tutor is Mr.Avi Very Wibowo in SL4D Saturday class. The data of the research are directive speech act utterances by Two english tutor and preference - dispreference student response to the tutor's directive speech act in teaching learning process at Saturday class for junior high school. The data directive speech act utterances then classified into types based on Yule's theory and the preference –dispreference student response classified by levinson (1983: 304). There are five forms directive speech acts in Yule's theory, they are command or order, request, suggestion, invitation, and warning. The context was analyzed with the 5W model by holmes (2001: 8) theory. Those are 5W social context by holmes (2001:8), the are: who,whom,where,what,and why.

1.   Types of Directive Speech Act Used by the Two English Tutors

Based on observation on February 2020 about types of directive speech act used by two english tutor in Saturday class in teaching learning process, the researcher found all types of directive speech act performed by two english tutors according Yule's theory. They were command, request, suggestion, invitation, and warning. The researcher

found that there were 197 utterances of two english tutors in Saturday english class that classified in to Yule's theory directives speech act during teaching learning process. The researcher divided those utterances of the first english tutor and second english tutor. The data were obtained from clasroom observation in 4 times (1 tutor 2 times meeting). According to the findings of this research, the directives speech act found 197 from observation are command 95 data, requesting 66 data, suggesting 13 data, invitation 11, and warning 11 data. The types of directive speech act were classified and analyzed using Yule's (1996:53) directive speech act theory.

a. Types of directive speech act used by first tutor in first meeting.

The first Meeting Saturday class for junior high school at ELTI Gramedia Solo.The observation from first english tutor Ms. lilin was doing by the researcher on February 1rd 2020 in SL3D class. The material of this opening meeting is review the last week material. The researcher found 36 utterances that included directive speech acts. The types of directive speech acts explained as follow:

1) Opening

In opening the class, the english tutor greets the students by using command of speech acts which can attract students in learning process. The first is started from saying greeting, asking students' condition and commanding students to doing something. english tutor prepare students phsycologically and physically to follow the learning process with greet, engage learners and their appearance class tidied up, and check for the presence of the learners. In opening activity, the researcher found 2 type of directive speech acts. There are command and request utterances, The analysis of first english tutor utterances that included directive speech acts are:

a) Command or Order

Command is utterances having meaning the speaker who has the right or duty to give command to the hearer. The commanding utterance was performed by first english tutor in the opening of the lesson. In opening activities, the researcher found 7 utterance of commanding directive speech act. The data are:

01.02.2020/T1/M1/D1	01.02.2020/T1/M1/D6
01.02.2020/T1/M1/D2	01.02.2020/T1/M1/D7
01.02.2020/T1/M1/D3	01.02.2020/T1/M1/D8
01.02.2020/T1/M1/D5	

One of the utterance showed bellow:

T1: "attention please, this is rayhana and she is going to observe in this class in two times,so the next Saturday you will meet her again " (01.02.2020/T1/M1/D1)

S: "(give the attention to english tutor)"

From the conversation, the english tutor said "*attention please,this is rayhana and she is going to observe in this class, so the next Saturday you will meet her again"* That utterance is classified as a command because it has function to instruct students to pay attention to introductory sentences uttered by the tutor so that students can get to know the researcher. The context of this utterance happened in opening activity in SL3D class. english tutor employ this utterance to all students. english tutor order them to give attention the english tutor says about introduction someone. The

english tutor utterances included direct speech act type command.

b) Request

Request is a kind of directive speech acts whose illocutionary purpose is to get the hearer to do something in circumstances in which it is not obvious that he /she will perform the action in the normal course of events. The request utterance was performed by first english tutor in the opening of the lesson. In opening activity, the researcher found 8 utterances of request directive speech act. The data are:

01.02.2020/T1/M1/D4   01.02.2020/T1/M1/D11

01.02.2020/T1/M1/D9   01.02.2020/T1/M1/D12

01.02.2020/T1/M1/D10   01.02.2020/T1/M1/D13

01.02.2020/T1/M1/D14   01.02.2020/T1/M1/D15

One of the data

T1: I will check your attendant, raise your hand please!

S: (attention to the tutor says)(01.02.2020/T1/M1/D4)

The tutor request to all student to raise their hand when the tutor calls their name. it has function to instruct students to raise their hand when the tutor calls their name. the tutor believes that the student is able to raise their hand when the tutor calls their name.the tutor utterance included directive speech act type resquest.

From the explanation, the researcher gave table to show the finding of types of directive speech acts used by

first english tutor in opening activity. The table can be seen below:

Table 4.1

Types of Directive Speech Acts Used by first English Tutor in The First Meeting in Opening Activity

First English Tutor in first meeting		
Activity	Type of Directive Speech Act	Frequency
Opening	Command or Order	7
	Request	8
Total		15

Based on the table above, the researcher found 2 type of directive speech acts used by first english tutor in opening activity. There was commanding and request utterance.

2) Core

In the core, english tutor starts to teach the material on that day. The material is about " sentences".In core activity, the researcher found five types of directive speech act. There were command, request, suggestion, invitation, warning utterances. The analysis of first english tutor utterances in first meeting that included directive speech acts are:

a) Command or Order

Command or Order is utterances having meaning the hearer doing something. The commanding utterance was performed by first english tutor in the core of the lesson. In core activity, the researcher found 6 utterance of commanding directive speech act. The data are:

01.02.2020/T1/M1/D18   01.02.2020/T1/M1/D22

01.02.2020/T1/M1/D23   01.02.2020/T1/M1/D27
01.02.2020/T1/M1/D28   01.02.2020/T1/M1/D35

One of the utterance showed bellow:

T1   : why you use was or were not is,am,are?
Please explain! (01.02.2020/T1/M1/D22)

S: ready

From the conversation, the english tutor said "why you use wasor were not is,am,are? Please explain!*"* That utterance is classified as a order because it has function to instruct students explain usage proper verb "was,were,is,am,are" in past tense sentences. The context of this utterance happened in core activity in SL3D class,the tutor discusses the material being taught about make good sentences in which the tutor gives questions to students about the correct use of verbs in present tense sentences.english tutor employ this utterance to all students. english tutor order them to remember about structure sentences and correct verb. The english tutor utterances included direct speech act type command.

b)   Request

Request is a kind of directive speech acts whose illocutionary purpose is to get the hearer to do something in circumstances in which it is not obvious that he /she will perform the action in the normal course of events. The request utterance was performed by first english tutor in the core of the lesson. In core activity, the researcher found 8 utterances of request directive speech act. The data are:

01.02.2020/T1/M1/D16   1.02.2020/T1/M1/D17

01.02.2020/T1/M1/D20 1.02.2020/T1/M1/D24

01.02.2020/T1/M1/D26 1.02.2020/T1/M1/D29

01.02.2020/T1/M1/D32 1.02.2020/T1/M1/D33

One of the utterance showed bellow:

T1 : now lets go to new material about picture description.please look at the picture and say enaything about the picture make past tense. Start from totti! (01.02.2020/T1/M1/D16)

S:when I go to the beach yesterday,the weather is hot

From the conversation, the english tutor said "now lets go to new material about picture description.please look at the picture and say enaything about the picture make past tense. Start from totti!*"* That utterance is classified as a request because it has function to request totti as a student in SL3D class to describe the picture on the white board. This utterance happened in core activity in teaching learning process. The english tutor teach about description. The english tutor request to totti as a students to make description sentence based on picture on the white board.the tutor utterances included directive speech act type request.

c) suggestion

Suggestion is the process by which one thought leads to another especially through association of ideas. The suggestion utterance was performed by first english tutor in the core of the lesson. In core activity, the

researcher found utterances of suggestion directive speech act. The data are:

01.02.2020/T1/M1/D19   1.02.2020/T1/M1/D21

01.02.2020/T1/M1/D31

first utterance about picture description material showed bellow:

T1: how about this? (point to the picture)

S:the weather is hot

T1: the verb not is but was. (01.02.2020/T1/M1/D19)

S: (attention to the english tutor) the weather was hot

From the conversation, the english tutor said "the verb not is but was." That utterance is classified as a suggestion because it has function to suggest somebody to use the right verb in grammaticaly sentences. The context of this utterance happened in core activity.The english tutor suggestion the students to chose the right verb to make a   good sentences. The tutor utterances included directive speech act type suggestion.

The second utterance about picture description:

T1: how about this picture?

S: they were some children

T1: not they were but there were (01.02.2020/T1/M1/D21)

The english tutor teach about description picture. The english tutor give the material about make description sentences   . The situation is the student make wrong sentences and the english tutor giving suggestion to make

the correct gramaticaly sentences. The tutor utterances included directive speech act type suggestion.

d) Invitation

Invitation is a kind of the expression of a request, a solicitation, or an attempt to get another person to join the speaker at a specific event. The invitation utterance was performed by first english tutor in the core of the lesson. In core activity, the researcher found utterances of invitation directive speech act. The data:

T1:now,lets practice how to tranfered this sentences into negative sentences.(01.02.2020/T1/M1/D25)

From the conversation, the english tutor said "now,lets practice how to tranfered this sentences into negative sentences." That utterance is classified as a invitation because it has function to invite all student how to transferred positive sentences to negative sentences . The context of this utterance happened in core activity. The situation is the english tutor invite to all students to make negative sentences . The tutor utterances included directive speech act type invitation.

e) Warning

Warning is telling someone about a possible danger or difficulty. The warning utterance was performed by first english tutor in the core of the lesson. In core activity, the researcher found utterances of warning directive speech act. The data are:

01.02.2020/T1/M1/D30   1.02.2020/T1/M1/D34

One of the utterance showed bellow:

T1   :"I give you 5 minutes to make question sentences"

(01.02.2020/T1/M1/D30)

S   :(give the attention about the warning)

From the conversation, the english tutor said "I give you 5 minutes to make question sentences*!"* That utterance is classified as a warning, because it has function to give positive treatment or effect. The context of this utterance happened in core activity. The english tutor warning to all students to make question sentences in 5 minutes. All of student make a sentence of questions based on the example sentence written on the white board and regulations given by the tutor. The situation is the english tutor warn to the students that they just have 5 minutes a to make question sentences . The key of it is in normal situation. The instrumentalist is oral spoken. The tutor utterances included directive speech act type warning From the explanation,the researcher gave table to show the finding of type directive speech act used by first english tutor in core activity.The table can be seen below:

Table 4.2
Types of Directive Speech Acts Used by first englishtutor in The First Meeting in Core Activity

First english tutor in First Meeting		
Activity	Type of Directive Speech Act	Frequency
Core	Command or Order	6
	Request	8
	Suggestion	3

	Invitation	1
	Warning	2
Total		20

Based on the table above, the researcher found 5 type of directive speech acts used by first english tutor in first meeting in core activity. There were command, request, suggestion, invitation, warning utterance.

3) Closing

In closing activity, english tutor close of the lesson. english tutor also gives the clue to students in next meeting and study about material in next meeting. Then english tutor close the meeting by saying greeting. The researcher only found command utterance in closing activity. The explanation was:

a) Command or Order

Command or Order is utterances having meaning asking the hearer doing something. The ordering utterance was performed by first english tutor in the closing of the lesson. In closing activities, the researcher found 2 utterance of order directive speech act. One of the data can see bellow:

T1   :"after finish the answer please collect the paper on the table" (01.02.2020/T1/M1/D36)

S   : (Students collect the paper)

From the conversation, the english tutor said "after finish the answer please collect the paper on the table*!"* That utterance is classified as order because it has function to instruct all student to collect the paper after finish the

answer .The context of this utterance happened in closing activity. The tutor order to all student to collect the paper after students complete the question sheets distributed by the tutor. The question sheets are collected on the teacher's table in front of the class.the tutor utterances included directive speech act type command.

From the explanation, the researcher gave table to show the finding of types of directive speech acts used by first english tutor in closing activity.The table can be seen below:

Table 4.3
Types of Directive Speech Acts Used by first englishtutor in The First Meeting in Closing Activity

First english tutor		
Activity	Type directive speech act	frequency
Closing	Command or Order	1
Total		1

Based on the table above, the researcher found 1 type of directive speech acts used by first english tutor in closing activity. There was command utterance.

b. Type Directive Speech Act Used By First English Tutor In Second Meeting.

The Second Meeting in Saturday class for junior high school at ELTI Gramedia solo The observation from Ms. lilin as a first english tutor was doing by the researcher on 08rd

February in SL3D class. The material of this meeting is about regular-irreguler verb and make sentences. The researcher found 68 utterances that included directive speech acts. The types of directive speech acts explained as follow:

1) Opening

In opening the class, the english tutor greets the students by using command of speech acts which can attract students in learning process.the started from saying greeting, asking students' condition and commanding students to doing something. english tutor prepare students phsycologically and physically to follow the learning process with greet, engagse learners and their appearance class tidied up, and check for the presence of the learners. In opening activity, the researcher found one type of directive speech acts. There was command utterances. The analysis of first english tutors' utterance that included directive speech acts :

a) Command or Order

Command is utterances having meaning asking the hearer doing something. The commanding utterance was performed by first english tutor in the opening of the lesson. In opening activities, the researcher found 2 utterance of commanding directive speech act. The data are: 08.02.2020/T1/M2/D37 08.02.2020/T1/M2/D38

One of the data can see bellow:

S: miss,mau saya ambilkan bukunya?

T: boleh, terimakasih (sure,thank you)

S: ditaruh mana miss?

T1: Please get my book on the table (08.02.2020/T1/M2/D38)

From the conversation, the english tutor said "please get my book on the table"That utterance is classified as a order because it has function to instruct somebody to *get the book on the tutor table* . The context of this utterance happened in opening activity. The english tutor saying the utterances to 2 students who will take the material book at the tutor's office. The english tutor order to the student to *get the book on the tutor table* . the tutor utterances included directive speech act type command.

From the explanation, the researcher gave table to show the finding of types of directive speech acts used by first english tutor in the second meeting in opening activity. The table can be seen below:

Table 4.4
Types of Directive Speech Acts Used by first english tutor in The Second Meeting in Opening Activity

First english tutor		
Activity	Type of Directive Speech Act	Frequency
Opening	Command or Order	2
Total		2

Based on the table above, the researcher found 1 type of directive speech acts used by first english tutor in the second meeting in opening activity There was order utterance.

2) Core

In the core, english tutor starts to teach the material on that day. The material is about regular- irregular verb and make sentences using irregular verb. In core activity, the researcher found 5 types of directive speech act. There were command, request, suggestion, invitation, warning utterances. The analysis

of first english tutor utterances that included directive speech acts are:

a)   Command

Command is utterances having meaning asking the hearer doing something. The commanding utterance was performed by first english tutor in the core of the lesson. In core activity, the researcher found 22 utterance of commanding directive speech act. The data are:

08.02.2020/T1/M2/D40   8.02.2020/T1/M2/D44

08.02.2020/T1/M2/D47   8.02.2020/T1/M2/D48

08.02.2020/T1/M2/D54   8.02.2020/T1/M2/D57

08.02.2020/T1/M2/D64   8.02.2020/T1/M2/D65

08.02.2020/T1/M2/D67   8.02.2020/T1/M2/D68

08.02.2020/T1/M2/D69   8.02.2020/T1/M2/D70

08.02.2020/T1/M2/D71   8.02.2020/T1/M2/D72

08.02.2020/T1/M2/D74   8.02.2020/T1/M2/D75

08.02.2020/T1/M2/D80   8.02.2020/T1/M2/D88

08.02.2020/T1/M2/D89   8.02.2020/T1/M2/D93

08.02.2020/T1/M2/D96   8.02.2020/T1/M2/D97

One of the utterance showed bellow:

T1*: please make an example about regular verb and irregular verb (08.02.2020/T1/M2/D40)*

S   :   "regular   verb: kick-kicked,play-played……., irregular verb: think-thought,begin-began……."

From the conversation, the english tutor said "please make an example about regular verb and irregular verb*"* That utterance is classified as a command because it has function to instruct somebody to mention an example regular verb and irregular verb. The context of this utterance happened in core activity. english tutor employed this utterance to all students. english tutor order them to mention an example regular verb and irregular verb.. The act sequence english tutor saying the utterances is direct speech act. The tutor utterances included directive speech act type command.

b) Suggestion

Suggestion is the process by which one thought leads to another especially through association of ideas. The suggestion utterance was performed by first english tutor in the core of the lesson. In core activity, the researcher found 2 utterances of suggestion directive speech act. The data are :

08.02.2020/T1/M2/D50   08.02.2020/T1/M2/D76

One of the utterances showed bellow:

T1: do you remember grow including regular verb or irregular verb?

S: hmmmm(no answer)

T1: grow is an irregular verb if past tense grew (08.02.2020/T1/M2/D50)

From the conversation, the english tutor said "grow is an irregular verb if past tense grew" That utterance is classified as a suggestion because it has function to suggest students to use the right change of verb. The context of this utterance happened in core activity.The english tutor suggestion the students to use the right

change of verb.the tutor utterances included directive speech act type suggestion.

c)   Request

Request is a kind of directive speech acts whose illocutionary purpose is to get the hearer to do something in circumstances in which it is not obvious that he /she will perform the action in the normal course of events. The request utterance was performed by first english tutor in the core of the lesson. In core activity, the researcher found 25 utterances of request directive speech act. The data are:

08.02.2020/T1/M2/D39   08.02.2020/T1/M2/D41

08.02.2020/T1/M2/D42   08.02.2020/T1/M2/D46

08.02.2020/T1/M2/D49   08.02.2020/T1/M2/D51

08.02.2020/T1/M2/D55   08.02.2020/T1/M2/D56

08.02.2020/T1/M2/D58   08.02.2020/T1/M2/D59

08.02.2020/T1/M2/D60   08.02.2020/T1/M2/D61

08.02.2020/T1/M2/D63   08.02.2020/T1/M2/D66

08.02.2020/T1/M2/D73   08.02.2020/T1/M2/D77

08.02.2020/T1/M2/D78   08.02.2020/T1/M2/D79

08.02.2020/T1/M2/D81   08.02.2020/T1/M2/D83

08.02.2020/T1/M2/D85   08.02.2020/T1/M2/D86

08.02.2020/T1/M2/D91   08.02.2020/T1/M2/D94

08.02.2020/T1/M2/D98

One of the utterance showed bellow:

T1 : after you've notice the example, now I will share a piece of paper.please you complete the column!, ready?
S:ready miss (08.02.2020/T1/M2/D42)

From the conversation, the english tutor said "…..please you complete the column!" That utterance is classified as a request because it has function to request students to complete the column in paper. The context of

this utterance happened in core activity. The english tutor teach about regular and irregular verb. The english tutor request the students to complete the column on the paper. The tutor utterances included directive speech act type request.

d) Invitation

Invitation is a kind of the expression of a request, a solicitation, or an attempt to get another person to join the speaker at a specific event. The invitation utterance was performed by first english tutor in the core of the lesson. In core activity, the researcher found 5 utterances of invitation directive speech act. The data are:

08.02.2020/T1/M2/D82   08.02.2020/T1/M2/D87

08.02.2020/T1/M2/D90   08.02.2020/T1/M2/D92

08.02.2020/T1/M2/D95

One of the utterance showed bellow::

T1:group   1,2,3   done,   okey   lets   check!(08.02.2020/T1/M2/D87)

From the conversation, the english tutor said ".group 1,2,3 done, okey lets check!" That utterance is classified as a invitation because it has function to invite all student check the answer together. The context of this utterance happened in core activity. The situation is the english tutor invite to all students to check the answer. The tutor utterance included directive speech act type invitation.

e) Warning

Warning is telling someone about a possible danger or difficulty. The warning utterance was performed by first english tutor in the core of the lesson. In core activity, the researcher found 6 utterances by english tutor of warning directive speech act. The data are:

08.02.2020/T1/M2/D43   8.02.2020/T1/M2/D45

08.02.2020/T1/M2/D52   8.02.2020/T1/M2/D53

08.02.2020/T1/M2/D62   8.02.2020/T1/M2/D84

One of the utterance showed bellow:

*T1   :"I   give   you   15   minute!"
(08.02.2020/T1/M2/D43)*

S   :(give the attention about the warning)

From the conversation, the english tutor saidI give you 15 minute!*"* That utteranceis classified as a warning, because it has function to give a warning to students so they can complete the question sheet in 15 minutes. The context of this utterance happened in core activity. The english tutor warn to the students to give more attention about complete the coloum in 15 minute .the tutor utterance included directive speech act type warning.

From the explanation, the researcher gave table to show the finding of types of directive speech acts used by first english tutor in the second meeting in core activity.The table can be seen below:

Table 4.5
Types of Directive Speech Acts Used by first english tutor in second meeting in Core Activity

First english tutor		
Activity	Type of Directive Speech Act	Frequency
Core	Command	22

	Suggestion	2
	Request	25
	Invitation	5
	Warning	6
Total		60

Based on the table above, the researcher found 5 type of directive speech acts used by first english tutor in the second meeting in core activity. There were command, suggestion, request, invitation, and warning utterance.

3) Closing

In closing activity, english tutor close of the lesson. english tutor also gives the clue to students in next meeting and study about material in next meeting. Then english tutor close the meeting by saying greeting. The researcher found command and invitation utterance in closing activity. The explanation:

a. Command

Command is utterances having meaning asking the hearer doing something. The commanding utterance was performed by firstenglish tutor in the closing of the lesson in second meeting. In closing activities, the researcher found 5 utterance of commanding directive speech act. The data are:

08.02.2020/T1/M2/D100   08.02.2020/T1/M2/D101
08.02.2020/T1/M2/D102   08.02.2020/T1/M2/D103
08.02.2020/T1/M2/D104
The utterances showed bellow:

T1: please give applause!(08.02.2020/T1/M2/D103)

From the conversation, the english tutor said "please give applause" That utterance is classified as a command because it has function to instruct student to give applause for the grup winner in games. The context of this utterance happened in closing activities in SL3D class .english tutor employed this utterance to all students. english tutor order them to give applause fot the grup winner, grup 2 is a grub winner who get a total score of 400 points in the game making sentences. The tutor utterances included directive speech act type command.

b. Invitation

Invitation is a kind of the expression of a request, a solicitation, or an attempt to get another person to join the speaker at a specific event. The invitation utterance was performed by first english tutor in the core of the lesson. In core activity, the researcher found 1 utterances of invitation directive speech act. The data : 08.02.2020/T1/M2/D99

the utterance showed bellow::

T1: lets check and accumulate your grub score!(08.02.2020/T1/M2/D99)

From the conversation, the english tutor said "lets check and accumulate your grub score" That utterance is classified as a invitation because it has function to invite all student check the answer together and accumulate score. The context of this utterance happened in closing activity. The situation is the english tutor invite to all students to check the answer and accumulate score together after they answered the

last question and finished the game. The tutor utterance included directive speech act type invitation.

From the explanation,the researcher gave table to show the finding of type directive speech act used by first english tutor in closing activity.The table can be seen below:

Table 4.6

Types of Directive Speech Acts Used by First English Tutor in Second Meeting in Close Activity

First English Tutor in Second meeting		
Activity	Type	Frequency
Closing	Commad /Order	5
	Invitation	1
Total		6

Based on the table above, the researcher found 2 type of directive speech acts used by first english tutor in closing activity. There were command and invitation utterance.

Based on research conducted by researchers on the first English tutor in the Saturday English class on   1st February 2020 and 8st February 2020. the researcher made a table that showed about types of directive speech acts used by first english tutor in Saturday class for junior high school at ELTI Gramedia solo. The table can be seen below:

Table 4.7

Data Findings Of The Types Of Directive Speech Acts
Uttered By The First English tutor In Saturday Class For
Junior High School At ELTI Gramedia Solo

First English Tutor				
Meeting	Stage	No.	Type Of Directive Speech Act	Frequency
First Meeting	Opening	a.	Command	7
		b.	Request	8
	Core	a.	Command	6
		b.	Request	8
		c.	Suggestion	3
		d.	Invitation	1
		e.	Warning	2
	Closing	a.	Command	1
Second Meeting	Opening		Command	2
	Core		Command	22
			Request	25
			Suggestion	2
			Invitation	5
			Warning	6

		Command	5
Closing		Invitation	1
Total			104

Based on the table above, the researcher found 104 utterances included directive speech acts used by first english tutor in Saturday Class For Junior High School At ELTI Gramedia Solo. There were: 44 data type commanding, 41 data type request, 5 data type suggestion, 7 data type invivation, 8 data type warning.

c. Type directive speech act used by second english tutor in first Meeting.

The second english tutor in The first Meeting in Saturday class for junior high school at ELTI Gramedia solo is Mr. Very . The observation from second english tutor was doing by the researcher on 22rd February in SL4D class. The material of this meeting is complaining. The researcher found 64 utterances that included directive speech acts. The types of directive speech acts explained as follow:

1) Opening

In opening the class, the english tutor greets the students using command of speech acts which can attract students in learning process. the first is started from saying greeting, asking students' condition and commanding students to doing something. english tutor prepare students phsycologically and physically to follow the learning process with greet, engage learners and their appearance class tidied up, and check for the presence of the learners.the researcher found 1 utterances directive speech act using by english tutor. the data :

a. Command

Command is utterances having meaning asking the hearer doing something. In opening activity, the researcher found 1 type of directive speech act. There was command utterances. The analysis of second english tutors'in first meeting utterance. that included directive speech acts. The data :

22.02.2020/T2/M1/D105

L1: "I will check your attendant, please raise your hand!"(22.02.2020/T2/M1/D105)

S: (attention to the tutor)

From the conversation, the english tutor said "I will check your attendant ,please raise your hand" That utterance is classified as a command because it has function to instruct students to raise their hands when their name is called by the tutor. The context of this utterance happened in opening activity. English tutor employ this utterance to all students. english tutor order them to raise hand when the english tutor calls the students names at the beginning of lesson. The english tutor utterances included directive speech act type command.

From the explanation, the researcher gave table to show the finding of types of directive speech acts used by the english tutor in opening activity. The table can be seen below:

Table 4.8

Type Directive Speech by Second English Tutor in First Meeting in Opening Activity

Activity	Type directive speech act	Frequency
Opening	Command	1
Total		1

Based on the table above, the researcher found 1 type of directive speech acts used by second english tutor in opening activity. There was command utterance.

2) Core

In the core, english tutor starts to teach the material on the day. The material is about complaining . In core activity, the researcher 5types of directive speech act. There were command, request, suggestion, invitation, warning utterances.the researcher found 60 utterance directive speech act using by english tutor. The analysis of second english tutor utterances that included directive speech acts are:

a.   Command

Command is utterances having meaning asking the hearer doing something. The commanding utterance was performed by first english tutor in the core of the lesson. In core activity, the researcher found 37   utterances of command directive speech act. The data are:

22.02.2020/T2/M1/D106   22.02.2020/T2/M1/D108

22.02.2020/T2/M1/D112   22.02.2020/T2/M1/D114

22.02.2020/T2/M1/D116   22.02.2020/T2/M1/D118

22.02.2020/T2/M1/D121   22.02.2020/T2/M1/D122

22.02.2020/T2/M1/D125   22.02.2020/T2/M1/D126

22.02.2020/T2/M1/D127   22.02.2020/T2/M1/D128

22.02.2020/T2/M1/D129   22.02.2020/T2/M1/D130

22.02.2020/T2/M1/D132   22.02.2020/T2/M1/D133

22.02.2020/T2/M1/D134   22.02.2020/T2/M1/D136

22.02.2020/T2/M1/D137   22.02.2020/T2/M1/D140

22.02.2020/T2/M1/D141   22.02.2020/T2/M1/D142

22.02.2020/T2/M1/D149   22.02.2020/T2/M1/D152

22.02.2020/T2/M1/D153   22.02.2020/T2/M1/D154

22.02.2020/T2/M1/D155   22.02.2020/T2/M1/D156

22.02.2020/T2/M1/D158   22.02.2020/T2/M1/D159

22.02.2020/T2/M1/D160   22.02.2020/T2/M1/D161

22.02.2020/T2/M1/D163   22.02.2020/T2/M1/D164

22.02.2020/T2/M1/D165   22.02.2020/T2/M1/D166

22.02.2020/T2/M1/D167

One of The utterances showed data bellow:

T1:now,please focused in the white board! I will explain about how to complaing something. (22.02.2020/T2/M1/D106)

From the conversation, the english tutor said "please focused in the white board!" That utterance is classified as a command because it has function to give a order from the all student to focused on the white board because the tutor will explain about the material. This utterance

happened in core activity. The tutor utterance included directive speech act type command.

b.   Request

Request is a kind of directive speech acts whose illocutionary purpose is toget the hearer to do something in circumstances in which it is not obvious that he /she will perform the action in the normal course of events. The researcher found 17 utterances of directive speech act type request. The request utterance was performed by first english tutor in the core of the lesson. In core activity.the data are:

22.02.2020/T2/M1/D107   22.02.2020/T2/M1/D111

22.02.2020/T2/M1/D113   22.02.2020/T2/M1/D115

22.02.2020/T2/M1/D119   22.02.2020/T2/M1/D120

22.02.2020/T2/M1/D123   22.02.2020/T2/M1/D124

22.02.2020/T2/M1/D135   22.02.2020/T2/M1/D138

22.02.2020/T2/M1/D139   22.02.2020/T2/M1/D143

22.02.2020/T2/M1/D144   22.02.2020/T2/M1/D146

22.02.2020/T2/M1/D147   22.02.2020/T2/M1/D148

22.02.2020/T2/M1/D150

One of The utterances showed data bellow:

T1: can you   give me more adjective. Beside hot,heavy,old,rich (22.02.2020/T2/M1/D113)

That utterance is classified as a request because it has function to request students to give more adjective beside hot,heavy,old,rich. The context of this utterance happened

in core activity. The english tutor request the students to give more example about adjective. The tutor give example about adjective and than the tutor request to all students to mentioned examples of adjectives they know. The tutor utterances included directive speech act type request.

c. Suggestion

Suggestion is the process by which one thought leads to another especially through association of ideas.the researcher found 5 utterances of directive speech act type suggestion. The suggestion utterance was performed by first english tutor in the core of the lesson. The data are:

22.02.2020/T2/M1/D109   22.02.2020/T2/M1/D110

22.02.2020/T2/M1/D117   22.02.2020/T2/M1/D131

22.02.2020/T2/M1/D157

One of the utterances show bellow:

T1:the minimum age to get driving licence is seventeen years old. So its mean you are too…..(22.02.2020/T2/M1/D109)
S: too young

That utterance is classified as a suggestion because it has function to suggest student to make correctly adjective in complaining sentences. The context of this utterance happened the english tutor teach about complaining. The english tutor give the material about complaining, and how to make complaining. The situation is the english tutor suggests the student to make correctly adjective in sentences . the tutor utterance include directive speech act type suggestion.

d. Warning

Warning is telling someone about a possible danger or difficulty. The warning utterance was performed by first english tutor in the core of the lesson. The data :

T1:do it with your friend.I give you 15 minute to answer the question!(22.02.2020/T2/M1/D143)

From the conversation, the english tutor said "do it with your friend. I give you 15 minutes to answer the question!" That utterance is classified as a warning. The english tutor warn to the students to answer the exercise with friends and the tutor given 15 minutes to answer the excercaise. All of the member of student do the excercaise about the theme which is shared by the friend. The situation is the english tutor warn to the students that they just have fifteen minutes to finish their exercise.the utterance happened in core activitiy in Saturday english class. The tutor utterance include directive speech act type warning.

Table 4.9

Type directive speech by the second english tutor in first meeting in core activity

Activity	Type directive speech act	Frequency
Core	Command	37
	Request	17
	Suggestion	5
	Warning	1
Total		60

Based on the table above, the researcher found 4 type of directive speech acts used by second english tutor

in core activity. There were command,request,suggestion and warning utterance.

3) Closing

In closing activity, english tutor close of the lesson. english tutor also gives the clue to students in next meeting and study about material in next meeting. Then english tutor close the meeting by saying greeting. The researcher only found invitation utterance in closing activity.

a. Invitation

Invitation is a kind of the expression of a request, a solicitation, or an attempt to get another person to join the speaker at a specific event. The invitation utterance was performed by first english tutor in the core of the lesson. In core activity, the researcher found 1 utterances of invitation directive speech act. The data:

T1:mari kita hitung jumlah point yang kalian dapat (22.02.2020/T2/M1/D168)

From the conversation, the english tutor said "mari kita hitung jumlah point yang kalian dapat" That utterance is classified as a invitation because it has function to invite student to count of points. The context of this utterance happened in closing activity. The tutor invite all student to count of points they have collected in playing games. The tutor utterance include directive speech act type invitation.

From the explanation, the researcher gave table to show the finding of types of directive speech acts used by first english tutor in closing activity.

Table 4.10

Type directive speech by the second english tutor in first meeting in clossing activity

Activity	Type directive speech act	Frequency
Clossing	Invitation	1
Total		1

Based on the table above, the researcher found 1 type of directive speech acts used by second english tutor in closing activity. There was invitation utterance.

d. Type Directive Speech Act Used By Second English Tutor In Second Meeting.

The Second english tutor is Mr. very. The observation from second english tutor in the second meeting was doing by the researcher on February 29rd 2020 in SL4D class. The material of this meeting is   description physical appearances. The researcher found 5 types of directive speech acts explained as follow:

1) Opening

In opening the class, the english tutor greets the students by using just command of speech acts which can attract students in learning process.The first is started from saying greeting, asking students' condition and commanding students to doing something. english tutor prepare students phsycologically and physically to follow the learning process with greet, engage learners and their appearance class tidied up, and check for the presence of the learners.In opening activity, the researcher found 5 type of directive speech acts. There was command utterances. The analysis of second english tutor utterance that included directive speech acts are:

a. Warning

Warning is telling someone about a possible danger or difficulty. The warning utterance was performed by second english tutor in the opening of the lesson. In opening activity, the researcher found 1 utterance of warning directive speech act.the data:

T2: 5 menit di mulai!(29.02.2020/T2/M2/D169)

S: hmmmm

From the conversation, the english tutor said "5 menit lagi dimulai" That utterance is classified as a warning, because it has function to give positive treatment. the tutor reminds the students in 5 minutes the lesson begins. The context of this utterance happened oppening activity. The english tutor warn to the students 5 minute to start the lesson, so that students can prepare for learning well and for students who are outside the class to enter the classroom, learning will begin. The tutor utterance includedirective speech act type warning.

b. Invitation

Invitation is a kind of the expression of a request, a solicitation, or an attempt to get another person to join the speaker at a specific event. The invitation utterance was performed by first english tutor in the core of the lesson. In core activity, the researcher found 1 utterances of invitation directive speech act. The data invitation utterance in oppening activity. The data:

T1:oke student lets start study! (29.02.2020/T2/M2/D170)

From the conversation, the english tutor said "oke student lets start study!" That utterance is classified as a invitation because it has function to invite student to start teaching learning process. The context of this utterance happened in opening activity. The tutor invite all student

to start teaching learning process after the tutor given 5 minute break. The tutor utterance include directive speech act type invitation.

c. Suggestion

Suggestion is the process by which one thought leads to another especially through association of ideas. The suggestion utterance was performed by first english tutor in the core of the lesson. The data are:

29.02.2020/T2/M2/D172   29.02.2020/T2/M2/D174

One of the utterances showedbellow:

T2:itu tandanya kalian harus lebih giat belajar(29.02.2020/T2/M2/D172)

That utterance is classified as a suggestion because it has function to suggest all student to studyhard. The context of this utterance happened the english tutor shares the test results and the students are not satisfied with the results obtained. The situation is the english tutor suggests the student to studyhard again . the tutor utterance include directive speech act type suggestion.

d. Command

Command is utterances having meaning asking the hearer doing something. The commanding utterance was performed by second english tutor in the opening of the lesson. In opening activities, the researcher found utterance of commanding directive speech act. The data

T2 : "please, close your book!"(29.02.2020/T2/M2/D171)

S: close the book

From the conversation, the english tutor said "please, close your book" That utterance is classified as a

command because it has function to instruct students to close the book. The context of this utterance happened in opening activity. english tutor employ this utterance to all students. english tutor order them to close the book at the beginning of lesson. the tutor distributes a piece of paper containing physical apperances material, so that students can find out an overview of the material that will be provided by the tutor.the tutor utterance include directive speech act type command.

e.   Request

Request is a kind of directive speech acts whose illocutionary purpose is toget the hearer to do something in circumstances in which it is not obvious that he /she will perform the action in the normal course of events. The researcher found 2 utterances of directive speech act type request. The request utterance was performed by first english tutor in the opening of the lesson. In opening activity.the data are:

29.02.2020/T2/M2/D173   29.02.2020/T2/M2/D175

One of the utterance showed bellow:

T2: guys,do you now about physical appearance

S: (no response)

That utterance is classified as a request because it has function to request students to explain about physical appearances. this utterance happened in opening activity. The english tutor request the students to   explain about physical appearances based on the knowledge they know. The tutor utterances included directive speech act type request.

From the explanation, the researcher gave table to show the finding of types of directive speech acts used by

second english tutor in opening activity. The table can be seen below:

Table 4.11
Type Directive Speech by The Second English Tutor in second Meeting in Opening Activity

Second English Tutor		
Activity	Type Directive Speech Act	Frequency
Opening	Warning	1
	Invitation	1
	Suggestion	2
	Command	1
	Request	2
Total		7

Based on the table above, the researcher found 5 type of directive speech acts used by second english tutor in opening activity. There were warning,invitation, suggestion,request, commanding utterance.

2) Core

In the core, english tutor starts to teach the material about phsycal apperances. In core activity, the researcher found five types of directive speech act. There were command, request, suggestion, invitation, warning utterances. The analysis of second english tutor utterances that included directive speech acts are:

a.   Command

Command is utterances having meaning asking the hearer doing something. The commanding utterance was performed by first english tutor in the core of the lesson. In core activity, the researcher found 12 utterances of command directive speech act. The data are:

87

29.02.2020/T2/M2/D176   29.02.2020/T2/M2/D177

29.02.2020/T2/M2/D180   29.02.2020/T2/M2/D183

29.02.2020/T2/M2/D184   29.02.2020/T2/M2/D186

29.02.2020/T2/M2/D188   29.02.2020/T2/M2/D189

29.02.2020/T2/M2/D190   29.02.2020/T2/M2/D192

29.02.2020/T2/M2/D193   29.02.2020/T2/M2/D194

One of the utterance showed bellow:

T2   :"First   you   must   read   the   text!"(
29.02.2020/T2/M2/D176)
(the tutor distributes papers)
s: read the material

From the conversation, the english tutor said "First you must read the text!" That utterance is classified as a command because it has function to instruct students to read the material on the paper. The context of this utterance happened in core activity. english tutor employ this utterance to all students. english tutor order them to read the whole text before start studying. The tutor utterance include directive speech act type command.

b.   Request

Request is a kind of directive speech acts the purpose is to get the hearer to do something in circumstances in which it is not obvious that he/ she will perform the action in the normal course of events. The request utterance was performed by english tutor in the core of the lesson. In core activity.the researcher found 5 utterances directive speech act type request. The data:

29.02.2020/T2/M2/D179   29.02.2020/T2/M2/D182

29.02.2020/T2/M2/D185   29.02.2020/T2/M2/D187

29.02.2020/T2/M2/D191

One of the utterance showed bellow:

T2: I have some picture please describes this pictures using physical apperances!(29.02.2020/T2/M2/D197)

From the conversation, the english tutor said "I have some picture please describes this pictures using physical apperances!" That utterance is classified as a request because it has function to request student to describe picture with physical apperances. The context of this utterance happened in core activity. The english tutor teach about describtion picture with physical apperances and the english tutor request to students to description picture with physical apperances . the tutor utterance include directive speech act type request.

c. Warning

Warning is telling someone about a possible danger or difficulty. The warning utterance was performed by second english tutor in the core of the lesson. In core activity, the researcher found 1 utterance of warning directive speech act. the utterance showed bellow:

T2:calm down,please!
(29.02.2020/T2/M2/D181)

From the conversation, the english tutor said "calm down,please!" That utterance is classified as a warning, because it has function to make the atmosphere more conducive. The english tutor warn to the students to calm down because the class atmosphere was crowded, causing

the learning process to be disrupted. The tutor utterance include directive speech act type warning.

Table 4.12
Type Directive Speech by The Second English Tutor in second Meeting in Core Activity

Second English Tutor		
Activity	Type Directive Speech Act	Frequency
Core	Command	12
	Request	5
	Warning	1
Total		18

Based on the table above, the researcher found 3 type of directive speech acts used by second english tutor in core activity. There were command,request and warning utterance.

3) Closing

In closing activity, english tutor close of the lesson. english tutor also gives the clue to students in next meeting and study about material in next meeting. Then english tutor close the meeting by saying greeting. The researcher found 2 utterances directive speech act type command utterance and request utterance in closing activity. The explanation were:

a. Command

Command is utterances having meaning asking the hearer doing something. The commanding utterance was performed by second english tutor in the closing of the lesson. In closing activities, the researcher found 2 utterance of commanding directive speech act. The data:

29.02.2020/T2/M2/D196   29.02.2020/T2/M2/D197

One of the utterance showed bellow:

L: see you next week, thank you for your attention and materi ini salah satu bahan final test (29.02.2020/T2/M2/D197)

S:see you

From the conversation, the english tutor said "see you next week. thank you for your attention and thank you for the student yang datang tepat waktu semoga yang belum segera menyusul" That utterance is classified as a command because it has function to instruct somebody to on time. The context of this utterance happened in closing activity. The english tutor Says see you to the all student and reminded about on time. The tutor utterance include directive speech act type command.

b. Request

Request is a kind of directive speech acts the purpose is to get the hearer to do something in circumstances in which it is not obvious that he/ she will perform the action in the normal course of events. The request utterance was performed by english tutor in the core of the lesson. In core activity.the researcher found 1 utterances directive speech act type request. The data:

T2: itu tadi contoh deskripsi menggunakan physical appearance.ada yang ingin bertanya tentang materi physical appearance (29.02.2020/T2/M2/D195)

From the conversation, the english tutor said "itu tadi contoh deskripsi menggunakan physical appearance.ada yang ingin bertanya tentang materi physical appearance " That utterance is classified as a request because it has function to request student to make question about the material . The context of this utterance happened in closing activity. The

english tutor teach about description picture with physical apperances and the english tutor request to students to ask for material they don't understand about physical apperances . the tutor utterance include directive speech act type request.

From the explanation, the researcher gave table to show the finding of types of directive speech acts used by second english tutor in closing activity.

Table 4.13
Types of Directive Speech Acts Uttered by the second english tutor in The second Meeting in closing activity

Second English Tutor			
No.	Activity	Type of directive speech act	Frequency
1.	Closing	Command	2
		Request	1
Total			3

Based on the table above, the researcher found 2 type of directive speech acts used by second english tutor in closing activity. There was commanding and request utterance.

Based on research conducted by researchers on the second English tutor in Saturday English class on 22st February 2020 and 29st February 2020. the researcher made a table that showed about types of directive speech acts used by second english tutor in Saturday class for junior high school at ELTI Gramedia solo. The table can be seen below:

Table 4.14

Data Findings Of The Types Of Directive Speech Acts Uttered By The second English tutor In Saturday Class For Junior High School At ELTI Gramedia Solo

Meeting	Stage	No.	Type Of Directive Speech Act	Frequency
Second English Tutor				
First Meeting	Opening		Command	1
	Core		Command	37
			Request	17
			Suggestion	5
			warning	1
	Closing		Invitation	1
Second meeting	Opening		Command	1
			Request	2
			Suggestion	1
			Invitation	2
			Warning	1
	Core		Command	12
			Request	5
			Warning	1

Closing		Command	2
		Request	1
Total			90

Based on the table above, the researcher found 90 utterances included directive speech acts used by second english tutor in Saturday Class For Junior High School At ELTI Gramedia Solo. There were: 53 data type commanding, 25 data type request, 6 data type suggestion, 3 data type invivation, 3 data type warning.

2. Preference Student Response and Dispreference Student Response

Based on observation on February 2020 about student response. The findings of this data are related to the preference response and dispreference response in teaching and learning process in Saturday class at Elti Gramedia solo. Levinson classified responses into preference and dispreference response. Researchers found 197 utterances from students response that were classified into preference response and dispreference response based on Levinson theory during the teaching and learning process. Researchers divide first English tutor and second English tutor separately. Data obtained from classroom observations in 4 meetings, 2 meetings for each english tutor. Based on research, the researcher found 177 preference student responses and 19 dispreference student responses were carried out for the directive speech act used by the English tutor.

A) Student Response To The Directive Speech Act Of First Tutor In First Meeting.

The first observation was made by researchers at SL3D class on February 1, 2020 who were guided by Miss Lilin as a tutor. The

material   about review the last week material and sentences. Researchers found 36 a response that includes preference response and dispreference response. The response is described as follows:

1)   opening

     When the opening class, the tutor says greeting. The first starts from greeting, asking about the condition of students and ordering students to focus on the learning material. the tutor prepares students physically and mentally to take part in the learning process by greeting, involving students in tidying up the class, and checking the where abouts of students.In the opening activity, the researcher found 2 types of student responses, preference response and dispreference responses. Analysis of students' responses   in first meetings which contained responses were:

a. Preference Response

     The type of positive response the recipient generates is also known as agreement, and it also shows the success of the project in conversation. Priority is done by the students towards the directive speech acts uttered by the first tutor at the opening of the lesson. In the opening activity, the researcher found 11 preference responses. The data are:

01.02.2020 / T1 / M1 / D1	01.02.2020 / T1 / M1 / D7
01.02.2020 / T1 / M1 / D2	01.02.2020 / T1 / M1 / D8
01.02.2020 / T1 / M1 / D3	01.02.2020 / T1 / M1 / D9
01.02.2020 / T1 / M1 / D4	01.02.2020 / T1 / M1 / D12
01.02.2020 / T1 / M1 / D5	01.02.2020 / T1 / M1 / D13
01.02.2020 / T1 / M1 / D6	01.02.2020 / T1 / M1 / D14
01.02.2020 / T1 / M1 / D15	

one of these data is:

T1 :   1 time for observation and 2 times for research, dont make noise!

S   : " (Give attention to tutors) "(preference response) (01.02.2020 / T1 / M1 / D2)

From the conversation, the tutor said "1 time for observation and 2 times for research, don't make noise!" And the students gave responses by paying attention to the sentences uttered by the tutor and carrying out the instructions given by the tutor. The context of the speech occurs in the learning opening activity. The tutor applies this greeting to all students so that students can get to know the researcher and so that students do not make noise in the classroom during learning. the tutor told them not to make noise during the lesson so that learning could take place more conducive and to assist researchers in research observations. After the tutor gives orders to the students, students receive orders from the tutor by paying attention to the tutor's words and continue the learning process in an orderly manner.

b. Dispreference Response

Dispreference response (disagreement) generated by the recipient using several ways in the form of rejection, disapproval, etc. The response was distributed by the students to the first tutor directive speech act at the opening of the lesson. In the opening activity, the researcher found 2 dispreference responses. The data are:

01.02.2020 / T1 / M1 / D6   01.02.2020 / T1 / M1 / D11

T1: "lets make a quick review about the last material, please your remember!

S: no response (01.02.2020 / T1 / M1 / D11)

From the conversation, the tutor instructed the students to recall the material they had studied last week but the students did not respond to the non-speech uttered by the tutor and the students preference to remain silent. The context of this speech occurs during the opening activity in the lesson. The tutor gives this greeting to all students but the students do not respond to the instructions given by the tutor. The tutor instructed students

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to recall the learning material one week ago, but the students gave a rejection response by not answering the command and preferring to remain silent, the response was included in the dispreference response category.

From this explanation, the researcher provided a table to show the findings of the types of student responses to the first tutor directive speech acts in the opening activity. The table can be seen below:

Table 4.15
Type Student Response In Opening Activity

First English Tutor In The First Meeting		
Activity	Type of response	Frequency
Opening	Preference	13
	Dispreference	2
Total		15

Based on the table above, the researcher found 2 types of student responses to the tutor's directive speech acts in the opening activity. There were preference response and dispreferences response.

2) Core

In the core learning activities, the tutor began to teach material about giving advice and suggestion. In this activity, the researcher found 1 type of student response to the tutor's directive speech acts in the form of preferent response. Analysis that contains student responses as follows:

a. Preference Response

The type of positive response the recipient generates is also known as agreement, and it also shows the success of the project in conversation. Preference responses are carried out by students to the tutor's directive speech acts at

the core of the lesson. In the core learning activities, researchers found 20 preference response data as follows:

01.02.2020 / T1 / M1 / D16   01.02.2020 / T1 / M1 / D17
01.02.2020 / T1 / M1 / D18   01.02.2020 / T1 / M1 / D19
01.02.2020 / T1 / M1 / D20   01.02.2020 / T1 / M1 / D21
01.02.2020 / T1 / M1 / D23   01.02.2020 / T1 / M1 / D24
01.02.2020 / T1 / M1 / D25   01.02.2020 / T1 / M1 / D26
01.02.2020 / T1 / M1 / D27   01.02.2020 / T1 / M1 / D28
01.02.2020 / T1 / M1 / D29   01.02.2020 / T1 / M1 / D30
01.02.2020 / T1 / M1 / D31   01.02.2020 / T1 / M1 / D32
01.02.2020 / T1 / M1 / D33   01.02.2020 / T1 / M1 / D34
01.02.2020 / T1 / M1 / D35

one of the sayings shown below:

T1: now lets go to new material about picture description.please look at the picture and say anything about this picture.make past tense ,start from totti (01.02.2020 / T1 / M1 / D16)

S: when I go to the beach yesterday. The weather is hot (preference response)

From the conversation the tutor said " now lets go to new material about picture description.please look at the picture and say anything about this picture.make past tense ,start from totti". The context of the speech occurs in the core activities of the lesson.The tutor instructs totti to make sentences based on the picture in the white board. . After the tutor gives request to totti as a student, the students receive the tutor's suggestion and respond to make a sentences based on the situation in the picture described. Student responses to instructions given by the tutor include response preference.

From this explanation, The researcher provides a table to show the findings of the types of student responses

to the first tutor directive speech acts in the core learning activities. The table can be seen below:

Table 4.16
Type Student Response In core Activity

First English Tutor In The First Meeting		
Activity	Type of response	Frequency
Core	Preference	19
Total		19

Based on the table above, the researcher found 1 type of student response to the first tutor directive speech act in the opening activity there was preference response.

3) Closing

As a closing activity, the tutor closes the lesson by providing practice questions for students so that students can better understand the material that has been given. Then the tutor closes the lesson by saying greeting. Researchers found one type of student response. There is a response that is preference response. Analysis of student responses that are:

a. Preference Response

The type of positive response a student generates is also called consensus, which also indicates the success of the project in conversation. Students give priority to the first tutor directive speech act as a closing lesson. In the closing activity, the researcher found 1 preference responses. The data:

01.02.2020 / T1 / M1 / D36

T1: "the next I give you some paper: paper A read and chose the answer: there were or there was. Paper B you read and complete the sentences with: was, were, wasn't, weren't. after finish the answer please collect paper on the table! "

S: (collect the paper) (preference response) (01.02.2020 / T1 / M1 / D36)

From the conversation, the tutor said "the next I give you some paper: paper A read and chose the answer: there were or there was. Paper B you read and complete the sentences with: was, were, wasn't, weren't. after finish the answer please collect paper on the table! "and students collect the paper containing the answers on the tutor's table. The context of the speech occurs in the closing activity. The tutor applies this greeting to all students. The tutor instructs them to collect the paper that contains the answers from the question sheets that the tutor gave on the table. After the tutor gives orders to the students, the students accept the tutor's orders by collecting the paper on the table. Student response is included in the preference response category.

From this explanation, The researcher provides a table to show the findings on the types of student responses to the first tutor directive speech acts in the closing activities. The table can be seen below:

Table 4.17
Type Student Response In closing Activity

First English Tutor in first meeting		
Activity	Type of response	Frequency
Closing	Preference	2
Total		2

Based on the table above, the researcher found one type of student response to the first tutor directive speech act in the closing activity there was preference response.

B) Student Response To The Directive Speech Act Of First Tutor In Second Meeting.

The second observation was carried out by researcher at saturday class on February 8, 2020 which was guided by Miss Lilin as a tutor. The material presented was about regular verb-irregular verb and make sentences. Researchers found student responses that included a preference response and a dispreference response. The responses are described as follows:

1) Opening

In opening the learning process, the tutor said greeting. The first starts from greeting, asking about the condition of students and ordering students to focus on the learning material. tutor prepares students physically and mentally to take part in the learning process by greeting, involving students in tidying up the class, and checking the where abouts of students. In the opening activity, researchers found 2 types of student responses, there were preference and dispreference responses which are explained as follows:

a. Preference Response

The type of positive response the recipient generates is also known as agreement, and it also shows the success of the project in conversation. Priority is done by the students towards the directive speech acts uttered by the first English tutor in the opening. In the opening activity, the researcher found 1 preference response. These data :

T1: please get my book on the table
S: yes, miss (08.02.2020 / T1 / M2 / D38)

From the conversation, the tutor instructs the students to pick up the book on the tutor's table, the students respond to the non-speech uttered by the tutor by taking the learning book according to the instructions given by the tutor. The context of this speech occurs during the opening activity in the lesson. The tutor gives this greeting to 2 students who want to take the textbook left on the table.

b. Dispreference Response

Dispreference response (disagreement) generated by the recipient using several ways in the form of rejection, disapproval, etc. The response was done by the students to the first English tutor directive speech act in the opening activity. In the opening activity, the researcher found 1 dispreference response. The data:

T1: after this you can take a break, those who haven't eaten snacks in the canteen, the important thing is you still enthusiastic. Close the door

S: (hmmmm, hungry miss) (08.02.2020 / T1 / M2 / D37)

From the conversation, the tutor said "after this you can take a break, those who haven't eaten snacks in the canteen, the important thing is you are still enthusiastic. Close the door "students gave a negative response to the speech uttered by the tutor in the form of students refusing orders given by the tutor. The context of the speech occurs in the opening activity. The tutor applies this greeting to all students. The tutor instructed them to stay enthusiastic in participating in the lessons even in hot weather conditions and the students had just finished doing extracurricular activities. After the tutor gave orders to the students, the students refused the tutor's orders by delaying their entry into the classroom, permission to go to the canteen to buy food, and other students being less orderly in the classroom. Student responses fall into the dispreference response category.

From this explanation, the researcher provided a table to show the findings of the types student responses to directive speech acts first tutor in second meeting in opening activity. The table can be seen below:

Table 4.18

Type Student Response In Opening Activity

First English Tutor in second meeting		
Activity	Type of response	Frequency
Opening	Preference	1
	Dispreference	1
Total		2

Based on the table above, the researcher found 2 type students responses to the directive speech act used by first english tutor in closing activity. There were preference response and dispreference response.

2) Core

In the core learning activities, the tutor teach material about regular verb-irregular verb and make sentences. In this activity, the researcher found 2 types of student responses to the tutor's directive speech acts in the form of preferent response and dispreference response. Analysis that contains student responses as follows:

a. Preference response

The type of positive response the recipient generates is also known as agreement, and it also shows the success of the project in conversation. Priority is made by the students towards the directive speech acts uttered by the first tutor at the core of the lesson. In the core activities, researchers found 52 the preference response. These data are:

08.02.2020 / T1 / M2 / D39   08.02.2020 / T1 / M2 / D40

08.02.2020 / T1 / M2 / D41   08.02.2020 / T1 / M2 / D42

08.02.2020 / T1 / M2 / D45   08.02.2020 / T1 / M2 / D46

08.02.2020 / T1 / M2 / D47   08.02.2020 / T1 / M2 / D48

08.02.2020 / T1 / M2 / D50   08.02.2020 / T1 / M2 / D51

08.02.2020 / T1 / M2 / D52   08.02.2020 / T1 / M2 / D53

08.02.2020 / T1 / M2 / D54   08.02.2020 / T1 / M2 / D55

08.02.2020 / T1 / M2 / D56   08.02.2020 / T1 / M2 / D57

08.02.2020 / T1 / M2 / D58   08.02.2020 / T1 / M2 / D59

08.02.2020 / T1 / M2 / D60   08.02.2020 / T1 / M2 / D61

08.02.2020 / T1 / M2 / D62   08.02.2020 / T1 / M2 / D63

08.02.2020 / T1 / M2 / D64   08.02.2020 / T1 / M2 / D65

08.02.2020 / T1 / M2 / D66   08.02.2020 / T1 / M2 / D67

08.02.2020 / T1 / M2 / D68   08.02.2020 / T1 / M2 / D69

08.02.2020 / T1 / M2 / D70   08.02.2020 / T1 / M2 / D71

08.02.2020 / T1 / M2 / D72   08.02.2020 / T1 / M2 / D73

08.02.2020 / T1 / M2 / D74   08.02.2020 / T1 / M2 / D75

08.02.2020 / T1 / M2 / D76   08.02.2020 / T1 / M2 / D77

08.02.2020 / T1 / M2 / D78   08.02.2020 / T1 / M2 / D79

08.02.2020 / T1 / M2 / D80   08.02.2020 / T1 / M2 / D81

08.02.2020 / T1 / M2 / D82   08.02.2020 / T1 / M2 / D83

08.02.2020 / T1 / M2 / D84   08.02.2020 / T1 / M2 / D85

08.02.2020 / T1 / M2 / D86   08.02.2020 / T1 / M2 / D87

08.02.2020 / T1 / M2 / D88   08.02.2020 / T1 / M2 / D89

08.02.2020 / T1 / M2 / D90   08.02.2020 / T1 / M2 / D91

08.02.2020 / T1 / M2 / D92   08.02.2020 / T1 / M2 / D93

08.02.2020 / T1 / M2 / D94   08.02.2020 / T1 / M2 / D95

08.02.2020 / T1 / M2 / D96   08.02.2020 / T1 / M2 / D97

08.02.2020 / T1 / M2 / D98

One of the data can follow:

T1: please make example about regular verb and irregular verb

S: regular verb "kick-kicked, play-played, listen-listened".
Irregular verb "think-thought, teach-taught, begin-began"
(preference) (08.02.2020 / T1 / M2 / D40)

From the conversation, the tutor instructs the students to give examples of regular verbs and irregular verbs, the students respond to the non-speech uttered by the tutor by giving examples of verbs including regular verbs and irregular verbs. The context of this speech occurs during the core activities in The tutor gives this

greeting to all students and from this command the students begin to mention examples of regular verbs and irregular verbs that they know. The student response is included in the preferent response category.

b. Dispreference response

Dispreference response (disagreement) generated by the recipient using several ways in the form of rejection, disapproval, etc. The response was distributed by the students to the tutor's first directive speech act at the opening of the lesson. In the opening activity, researchers found 8 dispreference response. The data are:

08.02.2020 / T1 / M2 / D43   08.02.2020 / T1 / M2 / D44

08.02.2020 / T1 / M2 / D49   08.02.2020 / T1 / M2 / D64

08.02.2020 / T1 / M2 / D66   08.02.2020 / T1 / M2 / D68

08.02.2020 / T1 / M2 / D69   08.02.2020 / T1 / M2 / D70

One of the data can follow:

T1: I give you 15 minutes!

S: hurry up, add miss (dispreference) (08.02.2020 / T1 / M2 / D42)

From the conversation, the tutor gave a warning to students to be able to solve the questions within 15 minutes but the students gave a negative response in the form of rejection and asked for additional time to be able to answer the questions given. The student response is included in the dispreference response category.

From this explanation, the researcher provided a table to show the findings on the types of student responses to directive speech acts of first tutor in second meeting in core activities. The table can be seen below:

Table 4.19
Type Student Response In core Activity

First English Tutor In Second Meeting		
Activity	Type Of Response	Frequency
Core	Preference	52
	Dispreference	8
Total		60

Based on the table above, the researcher found 2 type students responses to the directive speech act used by first english tutor in core activity. There were preference and dispreference response.

3) Closing

Closing activity, the tutor closed the lesson by inviting students to play games containing questions for students so that students could better understand the material that had been given. Then the tutor closes the lesson by saying greeting. Researchers found one type of student response. response included in the preference response. The analysis that contains student responses is:

a. Preference response

The type of positive response the recipient generates is also known as agreement, and it also shows the success of the project in conversation. Priority is done by the students towards the directive speech acts uttered by the first tutor at the end of the lesson. In the core activity, the researcher found 6 preference responses. The data are:

08.02.2020 / T1 / M2 / D99   08.02.2020 / T1 / M2 / D100

08.02.2020 / T1 / M2 / D101 08.02.2020 / T1 / M2 / D102
08.02.2020 / T1 / M2 / D103 08.02.2020 / T1 / M2 / D104
One of the data:

T1: lets check and accumulate your grub score
S: accumulate the score (preference response) (08.02.2020 / T1 / M2 / D99)

From the conversation above, the tutor invites students to calculate the number of scores they have obtained in playing games answering questions. Students give a positive response to the directive speech given by the tutor by starting to calculate the number of scores they get together with the tutor.

From this explanation, the researcher provided a table to show the findings on the types of student responses to directive speech acts of first tutor in second meeting in core activities. The table can be seen below:

Table 4.20
Type Student Response In closing Activity

First English Tutor In Second Meeting		
Activity	Type Of Response	Frequency
Clossing	Preference	6
Total		6

Based on the table above, the researcher found 1 type students responses to the directive speech act used by first english tutor in closing activity. There was preference response.

Based on research conducted by researchers on the first English tutor in Saturday English class on 1st February 2020 and 8st February 2020. the researcher made a table that showed about types of student responses to the directive speech acts used by first

english tutor in Saturday class for junior high school at ELTI Gramedia solo. The table can be seen below:

Table 4.21

Data Findings Of Type Student Response To The Directive Speech Acts Used By First English Tutor In Saturday Class For Junior High School At ELTI Gramedia Solo

First English Tutor				
Meeting	Stage	No.	Type student responses	Frequency
First meeting	Opening	a.	Preference	13
		b	Dispreference	2
	Core		Preference	19
	Closing		Dispreference	1
Second meeting	Opening	a.	Preference	1
		b	Dispreference	1
	Core	a.	Preference	52
		b	Dispreference	8
	Closing		Preference	6
Total				103

Based on the table above, the researcher found 103 utterances included type student response to the directive speech acts used by first english tutor in Saturday Class For

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Junior High School At ELTI Gramedia Solo. There were: 91 utterances type preference and 12 utterances type dispreference response.

C) Student Response To The Directive Speech Act Of second english Tutor In first Meeting.

The observation of student Response to the directive speech act used by second english tutor in first meeting was doing by the researcher on February 22rd 2020 in SL4D class guided by Mr. Very as a second english tutor. The material presented is about complaining. Researchers found 64 response that includes preference response and dispreference response. The responses are described as follows:

1) Opening

In opening the learning process, the tutor said hello. The first starts from greeting, asking about the condition of students and ordering students to focus on the learning material. the tutor prepares students physically and mentally to take part in the learning process by greeting, involving students in tidying up the class, and checking the whereabouts of students. Researchers found one type of student response. response included in the preference response. The analysis that contains student responses is:

a. Preference response

The type of positive response the recipient generates is also known as agreement, and it also shows the success of the project in conversation. Priority is done by the students towards the directive speech acts uttered by the second English tutor in the opening activity. Researchers found 1 student responses included in the preference response. The data are:

22.02.2020 / T2 / M1 / D105

T2: I will check your attendant, please raise your hand!

S: raise hand (preference response) (22.02.2020 / T2 / M1 / D105)

This conversation occurs when the tutor checks the student attendant. The tutor tells the students to raise their hands when their names are called this command aims to determine the presence of students in the class. Students give a positive response to the instructions given by the tutor by raising hand when their names are called. The student response is included in the preference response type.

From this explanation, the researcher provided a table to show the findings on the types of student responses to the second English tutor directive speech act in the first meeting in the opening activity. The table can be seen below:

Table 4.22
Type Student Response In Opening Activity

Second English Tutor in first meeting		
Activity	Type of response	Frequency
Opening	Preference	1
Total		1

Based on the table above, the researcher found 1 type students responses to the directive speech act used by second english tutor in opening activity. There was preference response.

2) Core

In core activity, tutors material about complening. In core activity, the researcher found two types of responses given by students towards the speech acts of the second English tutor directive in the first meeting. The student response is in the form of preference response and dispreference. Researchers found 61 student responses included in the preference response and dispreference response. The analysis that contains student responses is:

a. Preferrence response

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The type of positive response the recipient generates is also known as agreement, and it also shows the success of the project in conversation. Priority is done by students towards directive speech acts uttered by the second english tutor in the first meeting in core activity. Researcher found 58 student responses included in the preference response. The data are:

22.02.2020 / T2 / M1 / D106	22.02.2020 / T2 / M1 / D107
22.02.2020 / T2 / M1 / D108	22.02.2020 / T2 / M1 / D109
22.02.2020 / T2 / M1 / D112	22.02.2020 / T2 / M1 / D113
22.02.2020 / T2 / M1 / D114	22.02.2020 / T2 / M1 / D115
22.02.2020 / T2 / M1 / D116	22.02.2020 / T2 / M1 / D117
22.02.2020 / T2 / M1 / D118	22.02.2020 / T2 / M1 / D119
22.02.2020 / T2 / M1 / D120	22.02.2020 / T2 / M1 / D121
22.02.2020 / T2 / M1 / D122	22.02.2020 / T2 / M1 / D123
22.02.2020 / T2 / M1 / D124	22.02.2020 / T2 / M1 / D125
22.02.2020 / T2 / M1 / D127	22.02.2020 / T2 / M1 / D128
22.02.2020 / T2 / M1 / D129	22.02.2020 / T2 / M1 / D130
22.02.2020 / T2 / M1 / D131	22.02.2020 / T2 / M1 / D132
22.02.2020 / T2 / M1 / D133	22.02.2020 / T2 / M1 / D134
22.02.2020 / T2 / M1 / D135	22.02.2020 / T2 / M1 / D136
22.02.2020 / T2 / M1 / D137	22.02.2020 / T2 / M1 / D138
22.02.2020 / T2 / M1 / D139	22.02.2020 / T2 / M1 / D140
22.02.2020 / T2 / M1 / D141	22.02.2020 / T2 / M1 / D142
22.02.2020 / T2 / M1 / D143	22.02.2020 / T2 / M1 / D144
22.02.2020 / T2 / M1 / D145	22.02.2020 / T2 / M1 / D146
22.02.2020 / T2 / M1 / D147	22.02.2020 / T2 / M1 / D148
22.02.2020 / T2 / M1 / D149	22.02.2020 / T2 / M1 / D150
22.02.2020 / T2 / M1 / D151	22.02.2020 / T2 / M1 / D152
22.02.2020 / T2 / M1 / D153	22.02.2020 / T2 / M1 / D154
22.02.2020 / T2 / M1 / D155	22.02.2020 / T2 / M1 / D156
22.02.2020 / T2 / M1 / D157	22.02.2020 / T2 / M1 / D158
22.02.2020 / T2 / M1 / D160	22.02.2020 / T2 / M1 / D161

22.02.2020 / T2 / M1 / D162   22.02.2020 / T2 / M1 / D163

22.02.2020 / T2 / M1 / D164   22.02.2020 / T2 / M1 / D165

22.02.2020 / T2 / M1 / D166   22.02.2020 / T2 / M1 / D167

One of The utterances showed data bellows:

T1: now, please focused on the white board! I will explain about how to complaing something. (22.02.2020 / T2 / M1 / D105)

S: (attention tutor uterrances) (preference response)

Based on the above conversation, the tutor gives commands to all students to pay attention and listen to the tutor's explanation of the complaining material. Based on this command, the students responded by paying attention to the material provided by the tutor and recording the material. Student responses to the directive speech act tutor are included in the preference response category because students show agreement responsiveness.

b. Dispreference response

The type of negative response (disagreement) generated by the recipient in several ways. The response was carried out by the students to the second english tutor directive speech act in the first meeting in core activity. In core activity, researcher found 3 dispreference response. The data are:

22.02.2020 / T2 / M1 / D111 22.02.2020 / T2 / M1 / D126

22.02.2020 / T2 / M1 / D159

T2: how about last week mid test, difficult or easy?

S: no answer

T2: No answer thank you. back to the book, answer the next question (22.02.2020 / T2 / M1 / D126)

From the conversation, the tutor said "how about last week mid test, difficult or easy?" but students give a rejection response. This speech context occurs in the in core activity. The tutor conveys this greeting to all students. The tutor instructs them to answer the question. After the tutor gave the order to the student, the student refused the tutor's order by giving a "no answer"

response. The student response is included in the dispreference response category.

From this explanation, the researcher provided a table to show the findings of the types of student responses to the second English tutor directive speech act in the first meeting in core activity. The table can be seen below:

Table 4.23
Type Student Response In core Activity

Second English Tutor in first meeting		
Activity	Type of response	Frequency
Core	Preference	58
	Dispreference	3
Total		61

Based on the table above, the researcher found 2 type students responses to the directive speech act used by second english tutor in core activity. There were preference response and dispreference response.

3) Closing

In closing activity, the tutor closes the lesson. The tutor provides instructions for students to learn the material that has been taught and attend the next meeting. Then the tutor closed the lesson by saying hello. The researcher found one type of student response in the form of a preference response. Analysis containing student responses:

a. Preference response

The type of positive response generated by the recipient is called agreement, which also indicates the success of the project in conversation. The students responded to the second english tutor directive speech act in the first meeting. In closing activity, the researcher found 1 preference responses, the data :

22.02.2020 / T2 / M1 / D168

The utterances showed data bellows:

T2: mari kita hitung bersama jumlah point yang kalian dapat

S: students count of points (preference response) (22.02.2020 / T2 / M1 / D168)

From the conversation the tutor said " mari kita hitung bersama jumlah point yang kalian dapat ". the greeting occurred during the closing activity. The tutor instructs the students to count of points. After the tutor gives orders to the students, the students receive the tutor's orders by students count of points. The student's response is included in the preference response category.

From this explanation, the researcher provided a table to show the findings on the types of student responses to the second English tutor directive speech act in closing activity. The table can be seen below:

Table 4.24
Type Student Response In The First Meeting In closing Activity

Second English Tutor in first meeting		
Activity	Type of response	Frequency
Clossing	Preference	1
Total		1

Based on the table above, the researcher found 1 type students responses to the directive speech act used by second english tutor in closing activity. There was preference response.

D) Student Response To The Directive Speech Act Of second english Tutor In second Meeting.

The observation of student Response to the directive speech act used by second english tutor in second meeting was doing by the researcher on February 22rd 2020 in SL4D class guided by Mr. Very as a second english tutor. The material of this meeting is description

physical appearances. The researcher found 2 types student responses explained as follow:

1) Opening

In opening the class, the english tutor greets the students by using just command of speech acts which can attract students in learning process.The first is started from saying greeting, asking students' condition and commanding students to doing something. english tutor prepare students phsycologically and physically to follow the learning process with greet, engage learners and their appearance class tidied up, and check for the presence of the learners.In opening activity, the researcher found 2 type of student response. There were preference and dispreference responses . The analysis of student response that included preference and dispreference responses are:

a. Dispreferrence response

The type of negative response (disagreement) generated by the recipient in several ways. The response was carried out by the students to the second english tutor directive speech act in the first meeting in core activity. In core activity, researcher found 2 dispreference response. the utterance showed bellow, the data are:

29.02.2020/T2/M2/D169   29.02.2020/T2/M2/D173

One of the data:

T2: 5 menit di mulai!

S: hmmmm, nanti dulu!(29.02.2020/T2/M2/D169)

From the conversation, the english tutor said "5 menit lagi dimulai" That utterance is classified as a warning, because it has function to give positive treatment or effect. The context of this utterance happened oppening activity. The english tutor warn to the students 5 minute to start the lesson, but students give a rejection response. The

student's response is included in the dispreference response category.

b. Preference response

The type of positive response generated by the recipient is called agreement, which also indicates the success of the project in conversation. The students responded to the second english tutor directive speech act in the second meeting. In opening activity, the researcher found 5 preference responses,The data are:

29.02.2020/T2/M2/D170   29.02.2020/T2/M2/D171
29.02.2020/T2/M2/D172   29.02.2020/T2/M2/D174
29.02.2020/T2/M2/D175

One of the utterance showed bellow:

T2   :   "please,   close   your   book!"(*29.02.2020/T2/M2/D171)*

S: close the book

From the conversation, the english tutor said "please, close your book" the student give response close the book. The context of this utterance happened in opening activity. english tutor employ this utterance to all students. english tutor order them to close the book at the beginning of lesson. The student's response is included in the preference response category.

From this explanation, the researcher provided a table to show the findings on the types of student responses to the second English tutor directive speech act in opening activity. The table can be seen below:

Table 4.25
Type Of Student Response In Opening Activity

Second English Tutor In Second Meeting		
Activity	Type Student Response	Frequency

Opening	Preference	5
	Dispreference	2
	Total	7

Based on the table above, the researcher found 2 type of student responses to the tutor's directive speech act in opening activity. There were preference and dispreference response.

2)   Core

In the core, english tutor starts to teach the material about phsycal apperances. In core activity, the researcher found 2 types of student response to the tutor's directive speech act. There were preference and dispreference response. The analysis of student utterance that included preference and dispreference responce are:

a. Preference response

The type of positive response generated by the recipient is called agreement, which also indicates the success of the project in conversation. The students responded to the second english tutor directive speech act in the second meeting. In core activity, the researcher found 18 preference responses,The data are:

29.02.2020/T2/M2/D176   29.02.2020/T2/M2/D177

29.02.2020/T2/M2/D178   29.02.2020/T2/M2/D179

29.02.2020/T2/M2/D180   29.02.2020/T2/M2/D181

29.02.2020/T2/M2/D182   29.02.2020/T2/M2/D183

29.02.2020/T2/M2/D184   29.02.2020/T2/M2/D185

29.02.2020/T2/M2/D186   29.02.2020/T2/M2/D187

29.02.2020/T2/M2/D188   29.02.2020/T2/M2/D189

29.02.2020/T2/M2/D190   29.02.2020/T2/M2/D191

29.02.2020/T2/M2/D192   29.02.2020/T2/M2/D194

One of the utterance showed bellow:

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T2   :"First you must read the text!"

(29.02.2020/T2/M2/D176)(the   tutor   distributes
papers)

s: read the material

From the conversation, the english tutor said "First you must read the text!" the tutor instruct somebody to read the material on the paper. The context of this utterance happened in core activity. english tutor employ this utterance to all students. english tutor order them to read the whole text before start studying. the student give response seriously read the material. The student's response is included in the preference response category.

b. Dispreference response

The type of negative response (disagreement) generated by the recipient in several ways. The response was carried out by the students to the second english tutor directive speech act in the second meeting in core activity. In core activity, researcher found 1 dispreference response. the utterance showed bellow:

T2: next,callista

S: no responses (29.02.2020/T2/M2/D193)

From the conversation, the english tutor said "next,callista". The context of this utterance happened core activity. The english tutor request to calista as a students to explain about physical apperances in lesson, but students give a rejection response. The student's response is included in the dispreference response category.

From the explanation,the researcher gave table to show the finding of type student response based on

directive speech act used by second english tutor in core activity.The table can be seen below:

Table 4.26

Type Student response in Core Activity

Second English Tutor In Second Meeting		
Activity	Type student responses	Frequency
Core	Preference	18
	Dispreference	1
Total		19

Based on the table above, the researcher found 2 type students responses to the directive speech act used by second english tutor in core activity. There were preference response and dispreference response.

3) Closing

In closing activity, english tutor close of the lesson. english tutor also gives the clue to students in next meeting and study about material in next meeting. Then english tutor close the meeting by saying greeting. The researcher found 2 type student response in closing activity. The explanation was:

a. Preference response

The type of positive response generated by the recipient is called agreement, which also indicates the success of the project in conversation. The students responded to the second english tutor directive speech act in the second meeting. In clossing activity, the researcher found preference responses,The data :

T2: see you next week. thank you for your attention and thank you for the student yang datang tepat waktu semoga yang belum segera menyusul. materi ini salah satu bahan final test. (29.02.2020/T2/M2/D197)

S:see you

From the conversation, the english tutor said "see you next week. thank you for your attention and thank you for the student yang datang tepat waktu semoga yang belum segera menyusul. materi ini salah satu bahan final test." The context of this utterance happened in closing activity. The english tutor reminded about on time and this material is included in the final test material . the student give positive response to the tutor speech. The student's response is included in the preference response category.

b. Dispreference response

The type of negative response (disagreement) generated by the recipient in several ways. The response was carried out by the students to the second english tutor directive speech act in the second meeting in core activity. In core activity, researcher found 2 dispreference response. The data are:

29.02.2020/T2/M2/D195

29.02.2020/T2/M2/D196

the utterance showed bellow:

T2: apa bedanya phsycal apperances dengan character apperances? Yang bisa menjawab akan dapat point

S: no responses (29.02.2020/T2/M2/D196)

From the conversation, the english tutor said "guys, do you now about physical apperances". The context of this utterance happened core activity. The english tutor request to the students to explain about physical apperances in lesson, but students give a rejection response. The student's response is included in the dispreference response category.

From the explanation,the researcher gave table to show the finding of type student response based on

directive speech act used by second english tutor in closing activity.The table can be seen below:

Table 4.27
Type Student Response in Closing Activity

Second English Tutor In Second Meeting			
No.	Activity	Type of student responses	Frequency
1.	Closing	Preference	1
		Dispreference	2
Total			3

Based on the table above, the researcher found 2 type students responses to the directive speech act used by second english tutor in closing activity. There were preference response and dispreference response.

Based on research conducted by researcher on the second English tutor in the Saturday English class on 22st February 2020 and 29st February 2020. the researcher made a table that showed about types of student responses to the directive speech acts used by second english tutor in Saturday class for junior high school at ELTI Gramedia solo. The table can be seen below:

Table 4.28
Data Findings Of Type Student Response To The Directive Speech Acts Used By second English Tutor In Saturday Class For Junior High School At ELTI Gramedia Solo.

Second English Tutor				
Meeting	Stage	No.	Type student responses	Frequency
First meeting	Opening		Preference	1

	Core	a.	Preference	58
		b.	Dispreference	3
	Closing		Preference	1
Second meeting	Opening	a.	Preference	5
		b.	Dispreference	2
	Core	a.	Preference	18
		b.	Dispreference	1
	Closing	a.	Preference	1
		b.	Dispreference	2
Total				92

Based on the table above, the researcher found 92 utterances included type student response to the directive speech acts used by second english tutor in Saturday Class For Junior High School At ELTI Gramedia Solo. There were: 84 utterances type preference and 8 utterances type dispreference response.

B.   Discussion

Directives are speech acts that are often employed in category interactions. the types of directive speech acts used are commands, requests, suggestions, invitations, warnings. the utilization of speech acts is related to the role of the tutor, as a result of a part from being a leader within the class, the tutor has other roles that must be fulfilled in the class, such as authority figures, directors,

managers, counselors, guides, and even roles such as friends and parents. to carry out this role, the teacher can in fact use speech acts that function to ask the hearer to do something, namely direction. according to Yule theory (1996), directions are employed by speakers to ask hearers to do something and can take the form of commands, requests, suggestion, invite and warning. during this context, the speaker is the tutor, and the listener is the student.

Furthermore, The main function of directives is to get the listener to do something. the directions carried out by tutors in the Saturday class for junior high school in elti have a specific function. The functions mentioned here are based on the researcher's own interpretation and are supported by the theory of directive speech act based yule. The direction has the function of instruction, attention-getter, suggestion, invitation, and warning.

The discussion are arranged in order to answer the problem statements of the research. In the research findings above consists of classification of directive speech act including the context situation. Researcher attempted to explain the types and of directive speech act used by english tutor at saturday class for junior high school in elti gramedia solo and the student responses to the directive speech act used by the English tutor. Regardless to the finding of the research, the discussion presented as follows :

First, analysis types of directive speech act used by english tutor in Saturday class for junior high school in elti gramedia solo based on Yule's (1996:53) theory. He classified directive speech act into five types. They are command, request, invitation, suggestion, and warning. According to this theory, the researcher found all types of directive speech act used by english tutor in saturday class for junior high school in elti gramedia solo , they are command, request, invitation, suggestion, and warning.

According to the analysis, researcher found 197 utterances of directive speech act used by english tutor in saturday class for junior high school in elti gramedia solo. the data were obtained from classroom observation in 4 times 2 meetings for each english tutor. The researcher found 95 data type command,66

data type request,13 data type suggestions,11 data type invitation and 11 data type warning. From the number above can be infered that the most frequent directive speech act used by english tutor in saturday class for junior high school in teaching learning process is command. Based on Yule (1996), said that Command is the action done by the speaker who has the right or duty to give command to hearer. The speaker has a full authority on the act of the hearer. From the theory above can be inferred that english tutor has a superior level in the classroom. english tutors also have important roles in the classroom, like setting the tone of the classroom, building warm conditions, mentor and nurture students, become role models, and listen & look for signs of trouble. This utterance is used by english tutor as instruction for students about what they have to do. Therefore, command or order also used by the english tutor is important to conduct in the teaching learning process.

Request is a kind of directive speech act whose purpose is to get the hearer to do something in circumstances in which it is not obvious that he/she will perform the action in the normal course of events (Searle 1969). By initiating a request, the speaker believes that the hearer is able to perform an action. Researcher found there are 66 data that include a request.

Suggestion is the process by which one thought leads to another, especially through association of ideas. It is related to something that should be done by the hearer. The utterances is transferred to the hearer in tactful way, so the utterances will not make the hearer being offended. (Yule, 1996). Researcher found there are 13 data from analysis. english tutors employ these utterances for the benefit of the students. english tutor applied suggestions also to help or give students solutions & what the right action they should take.

Invitation is an expression that is disclosed when someone wants to ask other people to come to a place or when there is someone who asks others to do something for him/her. According to the data analysis, there are 11 data that are considered as an invitation. In teaching learning english tutor used these utterances to guide students in understanding the material.

Warning is telling someone about possible danger or difficulty. Warning usually stated by positive imperative which gives positive treatment of effect. (Yule, 1996). There are 11 data that belong to warnings based on data analysis. english tutor, in the teaching learning process, sometimes employ these utterances to warn the students if they make mistakes, such as making noise in the class, breaking the rule, or putting wrong formulas or tenses on their task. The function of warning is to make students more aware & disciplined in the classroom.

Second, analysis types of student response to the directive speech act spoken by english tutor in Saturday class for junior high school in elti gramedia solo based on Levinson (1983) theory. Levinson explains that adjacency pairs is a speech consisting of a first and a second part. It can be said that adjacency pairs is a speech that results from two people or more, one as the first part of expressing something, and the other as a statement that provides a response. According to Levinson (1983) the response divided into 2: preference and dispreference. Response preferences are positive responses in the form of acceptance, giving, approval, etc.the dispreference response is a negative response in the form of negative messages, disagree, etc.

Based on the analysis of the problem statement, the students generated response preferences to the directive speech acts by the tutor in the teaching and learning process; expected answers, approval, input, greetings, acceptance. On the other hand, they also expressed the dispreference response to the directive speech act by the tutor in the teaching and learning process; unexpected answers, disapproval, discrepancies, non-response calls, and statements indicating they either don't know or the student doesn't have an idea for the material.

The results of the research, the researcher found 2 types of student responses to the directive speech acts by the tutor in the learning process, there were 177 students 'responses to the tutor directive speech acts in the teaching-learning process and 19 students' responses to the tutor directive speech acts in the teaching-learning process of the disprefference response types.

To conduct this research, the researcher presents related research to compare this study with previous studies. First research conducted by Wulansari, Y. & Suhartini, C. (2015). Actual speech acts of the EFL Indonesia tutor directive. English Review: Journal of English Education, 3 (2), 223-229. This study examines the types and functions of directive speech acts performed by EFL English tutors at a high school in Kuningan, Indonesia. This study uses a qualitative method. The data of this study were taken from video transcriptions containing directions given by EFL tutors and analyzed based on Kreidler's (1998) theory.

Second conducted by Solihin Muhammad Naf'an (2015) of State Islamic University SunanAmpel Surabaya. With entitled An analysis of illocutionary acts performed by Nemo in the Finding Nemo. He analyzed about speech acts especially illocutionary act performed by Nemo, the main character of Finding Nemo movie. In analyzing the data, he used speech acts theory of John Searle who classified the utterance into four parts of illocutionary acts.

Third conducted by DestraWibowoKusumo(2015),entitled A Pragmatic Analysis Of Illocutionary Acts In English Teaching-Learning Process At Sma N 1 WatesKulonProgo.The aims of this research are (1) to seek out the types of illocutionary acts; and (2) to investigate the types of illocutionary functions used by the English tutorss of SMA N 1 Wates, KulonProgo. This research was desriptive qualitative. The data of this research were the English utterances performed by the English tutorss of SMA N 1 Wates. The research instrument was the researcher himself. The researcher obtained the data by means of note-taking technique. First, the researcher recorded the English teaching and learning process in the class using a video camera. Next, the researcher made transcripts of the dialogues. Then, the trancribed dialogues were recorded into the data sheet. Finally the data were classified according to Searle's classification of illocutionary acts (1979).

finally, researcher studies has specific information compared to the previous research. The researcher specializes in to attempt to analyze the kind directive

speech act used by English tutor based on yule concept and the students responses of directives speech act spoken through the English tutor based on levinson responses classification in Saturday english class for junior high school in ELTI Gramedia Solo in the teaching learning process. the researcher additionally makes a speciality of the illocutionary act of the Saturday english class for junior high school in ELTI Gramedia Solo. The researcher uses observation and recording technique to collect the data. In analyzing the data, the researcher uses descriptive qualitative approach. The studies instrument was the researcher himself. The researcher obtained the data by note-taking technique. First, the researcher recorded the English teaching and learning process in the class using a video camera. next, the researcher made transcripts of the dialogues. Then, the trancribed dialogues were recorded into the data sheet.

From the explanation, the researcher gave table to show the different research compared to the previous research. The table can seen below:

Table 4.29
Different This Research Compared To The Previous Research

Title of The Research	The Difference
Actual speech acts of the EFL Indonesia tutor directive. English Review: Journal of English Education, 3 (2), 223-229. conducted by Wulansari, Y. & Suhartini, C. (2015).	Previous study use kreidler theory (1998) to analyze the data, while this research use Yule's Theory (1996). Another differences, are in the time, participant of the research, this previous study the participant is Indonesian EFL and this research the participant are tutor and student in Saturday class at Elti. Setting this previous study in Junior High School in kuningan and this research in Elti english course Solo.
An analysis of illocutionary acts performed by Nemo in the Finding	Previous study use Searle's theory (1976) to analyze the data, while this

Nemo. conducted by Solihin Muhammad Naf'an (2015) of State Islamic University SunanAmpel Surabaya.	research use Yule's Theory (1996). Another differences, are in the time, setting and participant of study of the research, this previous study in Nemo Movie and this research in the english course.
A Pragmatic Analysis Of Illocutionary Acts In English Teaching-Learning Process At Sma N 1 WatesKulonProgo. Conducted by DestraWibowoKusumo(2015)	Previous study use Searle''s theory (1976) to analyze the data, while this research use Yule's Theory (1996). Another differences, are in the time, setting and participant of study of the research, this previous study in Junior High School and this research in the english course.

CHAPTER V
CONCLUSION

A.   Conclusion

In this research researcher used descriptive qualitative method to describe the research, pragmatic directive speech act by yule's theory to analyzing and identifying two english tutors utterances in Saturday class for junior high school in teaching learning process at ELTI Gramedia Solo. Based on problem limitation and problem statement of the research, researcher can be conclude the research as follow:

1. The types of directives speech acts used by two english tutor in Saturday class for junior high school in teaching learning process at ELTI GramediaSolo,researcher found all types directives speech acts there are: command 95 utterances, request 66 utterances, suggestion 13 utterances,invitation 11 utterances, and warning 11 utterances. The most dominant frequency directives speech act used by two english tutor in Saturday class for junior high school in teaching learning process at ELTI Gramedia Solo is command type in directives speech act by yule's theory in 95 utterances from total 197 utterances with frequency 49% from 100% frequency.

2. The types of student response to the directive speech act used by english tutor in Saturday class for junior high school in elti gramedia solo based on Levinson (1983) theory. The results of the research, the researcher found all types of student responses to the directive speech acts by the tutor in the learning process, there were 177 preference

students 'responses to the tutor directive speech acts in the teaching-learning process and 19 dispreference students' responses to the tutor directive speech acts in the teaching-learning process.The most dominant frequency of student responses to the directive speech acts by the tutor in teaching learning process Saturday class for junior high school at ELTI Gramedia Solo is preference student response by levinson's theory in 177 utterances from total 197 utterances with frequency 90,4% from 100% frequency.

B. Implication

Based on researcher in research the teacher used directives speech act by yule's theory in Saturday class for junior high school, researcher can say that the teacher function and the teacher role in teaching learning process is as an agent of change, the teacher expect the student to change from being passive learners into active learning ones as well as to change their knowledge,attitude to be more critical thinking.

C. Suggestion

Based on the experience the researcher, researcher suggestion to the other researcher who want to do a research in pragmatic approach in differences focus analyzes, they can observe and explore more about speech act theory, because speech act will always be in human daily life. Through this research, researcher hopes that this research would be beneficial for the readers who want to do the research in pragmatic especially directives speech act.

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APPENDIX

The Finding Type Of Directive Speech Act Used By The Tutor In Saturday Class For Junior High School At Elti Gramedia Solo

Com: Command	Sug: Suggestion	Warn: Warning	Dispref:Dispreferrence
Req: Request	Inv: Invitation	Pref: Prefference	
01.02.2020: Date Of Data Collection	T1: Number Of Tutor	M1: Number Of Meeting	D0: Number Of Data

CODE	DATA	TYPE DIRECTIVE SPEECH ACT BY YULE					TYPE RESPONSE BY LEVINSON	
		COM/OR	REQ	SUG	INV	WARN	PREFERREND	DISPREFERREND
01.02.2020/T1/M1/D1	today Ms. Rayhana will be observing this class in three times, so the next Saturday you will meet her again	1					1	
01.02.2020/T1/M1/D2	yes, 1 observation time and 2 times later for	1					1	

	research, don't make noise							
01.02.2020/T1/M1/D3	may, if you can answer the question	1					1	
01.02.2020/T1/M1/D4	I will check your attendant, raise your hand please		1				1	
01.02.2020/T1/M1/D5	Rafael why didn't you come last week? Tugas nya nanti tolong di susulkan	1					1	
01.02.2020/T1/M1/D6	What are extracurricular activities? Tell me	1					1	
01.02.2020/T1/M1/D7	semoga teman kita masuk timnas. Jangan lupa kamu harus berlatih sungguh-sungguh	1					1	
01.02.2020/T1/M1/D8	silent please!, the next	1					1	

	absen are elisabet,natya,Sabrina							
01.02.2020/T1/M1/D9	attention please! Ada nama yang belum dipanggil?		1				1	
01.02.2020/T1/M1/D10	in the last weeks I give you home work about daily activity. Now please tell me what you should you do after this class?		1					1
01.02.2020/T1/M1/D11	lets make a quick review about the last material,please your remember		1					1
01.02.2020/T1/M1/D12	please explain!,started from indah,what should you do after this class?		1				1	
01.02.2020/T1/M1/D13	oke its good. Now please give me an advice or suggestion		1				1	

	based on situation I would describe!						
01.02.2020/T1/M1/D14	I feel board is a situation,please give me advice		1				1	
01.02.2020/T1/M1/D15	im thirsty, please give me advice or suggestion		1				1	
01.02.2020/T1/M1/D16	now lets go to new material about picture description.please look at the picture and say enaything about the picture make past tense. Start from totti!		1				1	
01.02.2020/T1/M1/D17	please make full sentences about the picture!		1				1	
01.02.2020/T1/M1/D18	how about this picture? Still about yesterday	1					1	
01.02.2020/T1/M1/D19	the wheater is hot. The			1			1	

	correct verb not is but was						
01.02.2020/T1/M1/D20	how about this? Make complete sentences!					1	
01.02.2020/T1/M1/D21	not they were but there were. There were some children			1		1	
01.02.2020/T1/M1/D22	why you use wasor were not is,am,are? Please explain!	1				1	
01.02.2020/T1/M1/D23	are you sure its present tense? remmember about sentences types	1				1	
01.02.2020/T1/M1/D24	try to remember the material about tenses,because its important and useful. past tences, if you want talk about past activity you have to use past tences. The pattern is S		1			1	

Code	Utterance							
	+ was / were + Adverb (of place) or adj or noun. Look the three sententences here (pointing to the blackboard). I, the weather, there were is a subject after that follow was / were. when you use was? And when you use were?							
01.02.2020/T1/M1/D25	Now lets practice how to transfer this sentences in to negative sentences.				1		1	
01.02.2020/T1/M1/D26	Please open book page 12 and answer the question carefully number one "I was in the beach yesterday", please make negative sentences		1				1	

01.02.2020/T1/M1/D27	And than sentences number two, Rafael please read aloud!	1					1	
01.02.2020/T1/M1/D28	question number 3 azzam please read aloud!	1					1	
01.02.2020/T1/M1/D29	Now please make question sentences from sentences number 1 until sentences number 3. number one the answer is yes, number two and number three the answer is no		1				1	
01.02.2020/T1/M1/D30	I give 5 minutes to make good question sentences					1	1	
01.02.2020/T1/M1/D31	was you in the beach yesterday."*not was but where you in the beach yesterday*			1			1	

01.02.2020/T1/M1/D32	look at this, how to make negative sentences we start S + was / were + not + adv / adj / noun. How to make yes / no question we start was / were + s + adv + adj + noun. Now you can remember this note		1				1	
01.02.2020/T1/M1/D33	please open the book page 13, complete the sentences with was or were		1				1	
01.02.2020/T1/M1/D34	I give you 10 minutes to complete the sentence					1	1	
01.02.2020/T1/M1/D35	time is up, we will correct it together.	1					1	
01.02.2020/T1/M1/D36	the next I give you some of paper: paper A read and choose the		1				1	

	answer: there was or there were, paper B you read and complete the sentences with was, wasn't, were, or weren't .After finish the answer please collect paper on the table.							
Total T1M1		**13**	**16**	**3**	**1**	**2**	**34**	**2**
08.02.2020/T1/M2/D37	after this can you take a break, those who haven't eaten snacks in the canteen, the important thing is you still enthusiastic.close the door!	1						1
08.02.2020/T1/M2/D38	please get my book on the table	1					1	
08.02.2020/T1/M2/D39	today I will explain about regular and irregular verbs, have		1				1	

	you ever heard of it							
08.02.2020/T1/M2/D40	please make example about regular verb and irregular verb	1					1	
08.02.2020/T1/M2/D41	i will explain Regular verbs are verbs that can change according to the tenses and regular forms, experiencing the addition of suffix –ed, –d, or –Ied at the end of the word. there are 4 different rules in the addition of suffix at the end of the verb; 1. If the verb ends with consonant letter b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, z then the word is followed by suffix –ed.2. If the verb ends with vowel e, the suffix used is –d.3.	1					1	

	When the verb ends with consonant and y letters, then the suffix used is –ied replacing the position 'y'.4. If the verb ends with a vowel (a, i, u, e, o) and is followed by the letter y, then the suffix used is –ed. someone wants to ask about this material.							
08.02.2020/T1/M2/D42	After you've noticed the example, now 1 will share a piece of paper please you complete the column, ready		1				1	
08.02.2020/T1/M2/D43	I give you 15 minute!					1		1
08.02.2020/T1/M2/D44	just 15 minute guys!	1						1
08.02.2020/T1/M2/D45	8 minute, Check again!					1	1	
08.02.2020/T1/M2/D46	lets check, start from		1				1	

	azzam							
08.02.2020/T1/M2/D47	anyone knows the meaning the "offer"	1					1	
08.02.2020/T1/M2/D48	The next column "crawl"	1					1	
08.02.2020/T1/M2/D49	Do you remember to grow, including regular or irregular verbs?		1					1
08.02.2020/T1/M2/D50	grow is an irregular verb if past tense grew			1			1	
08.02.2020/T1/M2/D51	please open book page 17 point B and c, answer carefully		1				1	
08.02.2020/T1/M2/D52	I give you 7 minute to answer the question!					1	1	
08.02.2020/T1/M2/D53	3 minute again!					1	1	
08.02.2020/T1/M2/D54	Good natia, check lagi.	1					1	
08.02.2020/T1/M2/D55	lets discuss together		1				1	

	number 1 until number 4,natia						
08.02.2020/T1/M2/D56	and than number 4 until 8,agnes		1				1	
08.02.2020/T1/M2/D57	agnes, drinked If irregular verb……...	1					1	
08.02.2020/T1/M2/D58	continued agnes number 7		1				1	
08.02.2020/T1/M2/D59	number 8 until number 16 we discussed together		1				1	
08.02.2020/T1/M2/D60	please close your book, and listen carefully this audio, listen and practice the pronunciation		1				1	
08.02.2020/T1/M2/D61	please open book page 17 axercise C, please read from alita		1				1	

08.02.2020/T1/M2/D62	you don't need write down anything, lets spontanies read the answers					1	1	
08.02.2020/T1/M2/D63	and than listening practice again.please open page 18, exercise E. this is sort dialog between dea and ian.Listen and complete dialog in verb 2		1				1	
08.02.2020/T1/M2/D64	lets me see!	1						1
08.02.2020/T1/M2/D65	two numbers again, listen carrefully	1					1	
08.02.2020/T1/M2/D66	but im sory I cant slow don't the audio speed, can you help me to make slower speed the audio		1					1
08.02.2020/T1/M2/D67	I will play audio again,	1					1	

Code	Utterance							
	listen carefully							
08.02.2020/T1/M2/D68	let me see your answer	1						1
08.02.2020/T1/M2/D69	not clear? how many numbers are left? don't be noisy so the audio is clear!	1						1
08.02.2020/T1/M2/D70	1 turn it one more time. Listen carefully	1						1
08.02.2020/T1/M2/D71	1 more, don't give up	1					1	
08.02.2020/T1/M2/D72	how many students complete the answer? Raise your hand!	1					1	
08.02.2020/T1/M2/D73	okay, 5 student. I will play again the audio, can pause. Kita bahas bersama-sama. So, number 1 the answer……..		1				1	
08.02.2020/T1/M2/D74	you leave cell phone in the bathroom? Lets me	1					1	

	try to review, listen carerfully.							
08.02.2020/T1/M2/D75	No. listen carefully again	1					1	
08.02.2020/T1/M2/D76	not before I come the correct is before I came			1			1	
08.02.2020/T1/M2/D77	now, I can show you picture, please make positive sentences, negative sentences, question sentences!		1				1	
08.02.2020/T1/M2/D78	this answer is yes, please make question about this picture		1				1	
08.02.2020/T1/M2/D79	please make another question about this picture, the answer is no!		1				1	
08.02.2020/T1/M2/D80	now student im going to defied you in three	1					1	

	group to play games. Berhitung mulai dari sebelah kanan						
08.02.2020/T1/M2/D81	every body stand up in front of the white board with your group		1			1	
08.02.2020/T1/M2/D82	stap forward again			1		1	
08.02.2020/T1/M2/D83	student I want a give you big picture, but one group one picture. In this picture there are several peple during certain activities and you can see some name: tara, toby, enze, vivi, lili, and prank, ect. you can watch first, now you focus in positive sentences so I will simply mention one name. example: toby and you have to make a		1			1	

	sentences based on toby activities. example: "toby dancing in the yard on the morning", okey ?.								
08.02.2020/T1/M2/D84	one student must write one word, so after you finish write one word the marker and the picture to your next friend					1		1	
08.02.2020/T1/M2/D85	you make the sentences in V2. focus on your picture		1					1	
08.02.2020/T1/M2/D86	please make sentences about liliy, come on one word one student		1					1	
08.02.2020/T1/M2/D87	group 1 done, group 2 done, group 3 done, okay lets check				1			1	

08.02.2020/T1/M2/D88	let make an a greemaent to the patteren sentences "S + V2 + adv / place" okey	1					1	
08.02.2020/T1/M2/D89	please make a sentences about miss kolia	1					1	
08.02.2020/T1/M2/D90	lets check				1		1	
08.02.2020/T1/M2/D91	next picture about kenzie, please make sentences		1				1	
08.02.2020/T1/M2/D92	lets check				1		1	
08.02.2020/T1/M2/D93	group 2" 100 points " group 1 "100 point" group 3 "50 point".lebih focus lagi amati gambarnya jangan mau kalah!	1					1	
08.02.2020/T1/M2/D94	next, how about Mr benson. make a sentence		1				1	

08.02.2020/T1/M2/D95	lets check				1		1	
08.02.2020/T1/M2/D96	grub 3 "100 point" grub 1 "100 point" group 2 "50 point". Grub 2 lebih konsentrasi lagi!	1					1	
08.02.2020/T1/M2/D97	next, the last question. Be carefully!	1					1	
08.02.2020/T1/M2/D98	the last question is lukas. Make good sentences		1				1	
08.02.2020/T1/M2/D99	lets check and accumulate your grub score				1		1	
08.02.2020/T1/M2/D100	grub 1 "50 point" the accumulate score	1					1	
08.02.2020/T1/M2/D101	grub 3 "100 points", the accumulate score	1					1	
08.02.2020/T1/M2/D102	grub 2 "50 points", the accumulate score	1					1	

08.02.2020/T1/M2/D103	of course the winner is group 2, congratulation. please give applause!	1					1	
08.02.2020/T1/M2/D104	see you next week and don't be lazy	1					1	
Total T1M2		**29**	**25**	**2**	**6**	**6**	**59**	**9**
22.02.2020/T2/M1/D105	I will check your attendant, please raise your hand	1					1	
22.02.2020/T2/M1/D106	now please focused in white board, I will explain how to complain something!	1					1	
22.02.2020/T2/M1/D107	apa yang biasa kalian keluhkan? Please give me example!		1				1	
22.02.2020/T2/M1/D108	Look at the picture	1					1	
22.02.2020/T2/M1/D109	the minimum age to get driving licence is seventeen years old. So			1			1	

	its mean you are too…..						
22.02.2020/T2/M1/D110	because you are still young so……, the clue is 5 word,please make sentences!		1			1	
22.02.2020/T2/M1/D111	you don't have money. Said the sentences like this!, you have money but your money is not enough, you can say: I am……		1				1
22.02.2020/T2/M1/D112	look at the white board! Hot,heavy,old,rich, they are verb?	1				1	
22.02.2020/T2/M1/D113	can you give me more adjective		1			1	
22.02.2020/T2/M1/D114	and than give me more adjective	1				1	
22.02.2020/T2/M1/D115	what else? Give me more addjective		1			1	

22.02.2020/T2/M1/D116	the opposite high	1					1	
22.02.2020/T2/M1/D117	If you complaing something you can use this phrase "too+ adj ". Example: toobig, too big, too tall, ect" Or you can also this way (sambil menunjuk ke papan tulis) using not+ adj+ enough. example Why you can live in miss lilin house?			1			1	
22.02.2020/T2/M1/D118	this is example of possible complaining, remember please!	1					1	
22.02.2020/T2/M1/D119	Now please open book page 25 and you will learn more adjective and complaining		1				1	
22.02.2020/T2/M1/D120	I will play audio, please listen and repeat!		1				1	

22.02.2020/T2/M1/D121	now please close the book!	1					1	
22.02.2020/T2/M1/D122	listen and repeat what you hear!	1					1	
22.02.2020/T2/M1/D123	please open book again page 26, please match the opposite		1				1	
22.02.2020/T2/M1/D124	okey all will done about the opposite. Any difficult vocabulary?		1				1	
22.02.2020/T2/M1/D125	now look at exercise D , you just put correct adjective	1					1	
22.02.2020/T2/M1/D126	No answer thank you. kembali lagi ke buku, jawab pertanyaan berikutnya	1						1
22.02.2020/T2/M1/D127	number 3 qyla!	1					1	
22.02.2020/T2/M1/D128	number 5, saskya!	1					1	

Code	Text							
22.02.2020/T2/M1/D129	number 6 cinta!	1					1	
22.02.2020/T2/M1/D130	and than the next student number 7!	1					1	
22.02.2020/T2/M1/D131	I mean is possible answer, you can be fleksible			1			1	
22.02.2020/T2/M1/D132	number 8, putera!	1					1	
22.02.2020/T2/M1/D133	number 8, daryl!	1					1	
22.02.2020/T2/M1/D134	the last number, calista	1					1	
22.02.2020/T2/M1/D135	the next you can practice make sentences using " not+ adj+enough". Open page 26		1				1	
22.02.2020/T2/M1/D136	number 2, lucky	1					1	
22.02.2020/T2/M1/D137	number 3,dwiky	1					1	
22.02.2020/T2/M1/D138	the condition he must sleeping ,so he is….,		1				1	

	make possible condition!							
22.02.2020/T2/M1/D139	ya, make a sentences,please		1				1	
22.02.2020/T2/M1/D140	number 6,calista	1					1	
22.02.2020/T2/M1/D141	how about number7?, the bike is too fast. Nisa!	1					1	
22.02.2020/T2/M1/D142	the last question: the man is too fast. Raise your hand!	1					1	
22.02.2020/T2/M1/D143	now open your work book page 13 exercise 3, complete the sentences with too or enough		1				1	
22.02.2020/T2/M1/D144	now, Its play games. I will make 3 grub discussion, first grup : afif,ofa.azzam,and rafa,		1				1	

	second grub: audy,aldo,indah,nadin, last grub: totti,elba,Sabrina,kenan. Please join your group !								
22.02.2020/T2/M1/D145	do it with your friend, I give you 15 minute!					1	1	
22.02.2020/T2/M1/D146	Yang sudah selesai silahkan maju kedepan untuk di nilai!		1				1	
22.02.2020/T2/M1/D147	now, Its play games. I will make 3 grub discussion, first grup : afif,ofa.azzam,and rafa, second grub: audy,aldo,indah,nadin, last grub: totti,elba,Sabrina,kenan. Please join your group !		1				1	
22.02.2020/T2/M1/D148	now please take a piece of paper and a pan!		1				1	

22.02.2020/T2/M1/D149	the games have 3 rules, the first rule: I will read the question, who can answer quickly please raise your hand.	1					1	
22.02.2020/T2/M1/D150	the second rule: if you can be the first, to give me the correct answer you will gate the poin. thirtd rule: the point from the dice, so you simple role the dice ,the number from dice its you're point. any question?		1				1	
22.02.2020/T2/M1/D151	lets play game!				1		1	
22.02.2020/T2/M1/D152	right , please roll the dice	1					1	
22.02.2020/T2/M1/D153	great cinta!, please roll the dice!	1					1	

Code	Text	C1	C2	C3	C4	C5	C6	C7
22.02.2020/T2/M1/D154	good nadin, roll the dice1	1					1	
22.02.2020/T2/M1/D155	great putera,roll the dice	1					1	
22.02.2020/T2/M1/D156	right dwiki.roll the dice	1					1	
22.02.2020/T2/M1/D157	you can try again in next question			1			1	
22.02.2020/T2/M1/D158	putera,roll the dice	1					1	
22.02.2020/T2/M1/D159	attention please1 next question: the cat cant catch the bird	1						1
22.02.2020/T2/M1/D160	listen carrefully!	1					1	
22.02.2020/T2/M1/D161	great lucy, roll the dice	1					1	
22.02.2020/T2/M1/D162	kedua nya jawabannya benar, tetapi jawaban yang paling tepat adalah jawaban ofa.				1		1	
22.02.2020/T2/M1/D163	roll the dice,cinta	1					1	

Code	Utterance							
22.02.2020/T2/M1/D164	roll the dice,lucky	1					1	
22.02.2020/T2/M1/D165	roll the dice,putera	1					1	
22.02.2020/T2/M1/D166	great cinta! you can double roll the dice	1					1	
22.02.2020/T2/M1/D167	finish, tolong dadunya di taruh di tempat semula	1					1	
22.02.2020/T2/M1/D168	mari kita hitung bersama jumlah point yang kalian dapat.				1		1	
Total T2M1		**38**	**17**	**5**	**3**	**1**	**61**	**3**
29.02.2020/T2/M2/D169	5 minute again					1		1
29.02.2020/T2/M2/D170	oke student lets start study				1		1	
29.02.2020/T2/M2/D171	please close your book	1					1	
29.02.2020/T2/M2/D172	itu tandanya kalian harus lebih giat belajar			1			1	

29.02.2020/T2/M2/D173	guys, do you now about physical apperances?		1					1
29.02.2020/T2/M2/D174	To get good examples of physical apperances you should look at a person's face, how tall they are, and what they are wearing.		1			1	
29.02.2020/T2/M2/D175	Please read dan difahami contoh yang ada di kertas!		1			1	
29.02.2020/T2/M2/D176	First you must read the text!"	1				1	
29.02.2020/T2/M2/D177	tell me,what apperances include?	1				1	
29.02.2020/T2/M2/D178	Your appearance is how you look: your clothes, hair, facial expression, skin tone, and posture all factor into your overall appearance.		1			1	

Kode								
	physical apperances relate to how something looks. Your appearance is made up of everything that people can see							
29.02.2020/T2/M2/D179	i have some pictures please describes this pictures using physcal apperances!		1				1	
29.02.2020/T2/M2/D180	start from cinta!	1					1	
29.02.2020/T2/M2/D181	"Calm down, please!					1	1	
29.02.2020/T2/M2/D182	The next kita akan bermain games tebak gambar. saya akan membagi 2 tim: tim putera dan tim puteri. tim harus menyebutkan penampilan fisik gambar yang dimaksud dan tim lawan bertugas untuk menebak gambar		1				1	

	tersebut. setiap jawaban yang benar mendapatkan point 100.							
29.02.2020/T2/M2/D183	penampilan fisik nya saja karena kita sekarang sedang belajar itu. Any other question?	1					1	
29.02.2020/T2/M2/D184	start from grup putera	1					1	
29.02.2020/T2/M2/D185	please collect the paper		1				1	
29.02.2020/T2/M2/D186	sekarang tolong siapkan selembar kertas	1					1	
29.02.2020/T2/M2/D187	I give you 10 minute to make description about your favorit idol! For the example Justin bieber, ada yang bisa mendiskripsikan?		1				1	
29.02.2020/T2/M2/D188	ya,putera. Please describe!	1					1	

29.02.2020/T2/M2/D189	please give applause for putera yang sudah memberikan contoh deskripsi phsycal apperances.	1						1	
29.02.2020/T2/M2/D190	who is the artist do you like?, please describe!	1						1	
29.02.2020/T2/M2/D191	cinta,stand up please and read your description!		1					1	
29.02.2020/T2/M2/D192	cinta, louder please!	1						1	
29.02.2020/T2/M2/D193	next callista	1							1
29.02.2020/T2/M2/D194	Callista stand up please!	1						1	
29.02.2020/T2/M2/D195	Itu tadi contoh deskripsi menggunakan physical apperances. Ada yang ingin bertanya tentang materi phsycal apperances?		1						1

29.02.2020/T2/M2/D196	Yasudah saya saja yang bertanya apa bedanya phsycal apperances dengan character apperances? Yang bisa menjawab akan dapat point	1						1
29.02.2020/T2/M2/D197	: see you next week, thank you for your attention and materi ini salah satu bahan final test	1					1	
Total T2M2		**15**	**8**	**3**	**1**	**2**	**23**	**5**
Final Total		**95**	**66**	**13**	**11**	**11**	**177**	**19**

TRANSCRIPT OF TEACHING LEARNING PROCESS IN SL3D CLASS
AT ELTI GRAMEDIA SOLO

Date: Saturday/ February 01,2020/ 14.00-14.55

Place: SL3D Class/ R 06

Meeting: 1

T1: miss lilin   S: student

T1: good afternoon student

S: good afternoon

T1: today mbak rayhana will be observation this class in three time, so the next Saturday you will met she again

S: 3 kali thok miss

T1: iya, 1 kali obervasi dan 2 kali nanti untuk penelitian, kalian jangan bikin gaduh ya(sambil bercanda)

S: siap miss, dapet point plus nanti

T1: boleh, kalau kalian bisa menjawab pertanyaan

S: yah….., sama aja bohong

T1: kita belajar dulu ya!, I will check your attendant,raise your hand please!

(give the attention to lecturer)

S: yes, miss

T1: affif

S: yes miss

T1: ofa

S: yes miss

T1: azzam

S: yes

T1: aldo

S: disini miss

T1: indah, nadin

S: hadir miss

T1: Rafael

S: hadir miss

T1: Rafael kenapa kemarin tidak masuk?

S: ada ekstrakulikuler di sekolah miss

T1: ekstrakulikuler apa?

S: futsal miss, klub saya menang lho miss!

T1: corratulation ya, semoga nanti bisa masuk timnas

(all of student): amiin

T1: totti

S:hadir

T1: silent please, the next absen elisabet, natya,Sabrina

(give the attention to lecturer)

S: hadir miss

T1: kenan,norin and the last absen verina

S: ada miss

T1: ada yang belum di panggil namanya?

S: sudah semua miss

T1: in the last weeks I give you home work about daily activity. Now please tell me " what you should we do after this class?"

S:(no response)

T1: so lets make quick review about the last material, do you remember?

S: (no response)

T1: hello student?

S: hello miss

T1: do you remember about the last material?

S: yes miss

T1: please explain!, started from indah," what should we do after this class?"

S: lets go shopping

T1: nice, nadin?

S: lets play games

T1: how about you kenan?

S: lets play football

T1: okey its good, now please give me an advice or suggestion based on what I would situation, ready?

S: ready miss

T1: "I feel board" is a situation, please give me advice

S: would you like to go to the mall?

T1: its good idea, next "im thirsty", please give me advice or suggestion!

S: would you like to buy drink with me?

T1: that right, berarti kalian sudah faham tentang the last week material. Now lets go to new material about picture description, please look at the picture and say anything about the picture make past tense. Started from totti

(guru menempelkan sebuah gambar di papan tulis)

(give attention to the teacher)

S:beach

T1:ya

S:umbrella

T1: good

S: sun

T1: ya

S: children

T1: how about the weather? Cold or hot?

S: hot

T1: please make full santences about the picture!

S: I when to the beach yesterday , the weather is hot

T1: good sentences, how about this?(menunjuk ke gambar) still about yesterday

S: the weather is hot

T1: "the weather is hot" *the verb not "is but was"*

S: I when to the beach yesterday ,the weather was hot

T1:nah itu baru contoh kalimat yang benar. how about this (menujuk ke gambar anak-anak)?

S: they were some children

T1: "not they were but there were". There were some children.

T1: why use was or were not is,am,are?

S: because its present tense

T1: are you sure its present tense??

S: eh… past tense ding miss (sambil tertawa)

T1: coba di ingat lagi materi tentang tenses, karena itu penting dan berguna terus.

past tences, if you want talk about past activity you have to use past tences. The pattern is S+was/were+ Adverb (of place) or adj or noun. Look the three sententences here (menunjuk ke papan tulis). I,the weather,there were is a subject after that follow was/were. when you use was? And when you use were?

S and T1: menggunakan was ketika subject nya: I,He, She,it. Menggunakan were ketika subjecnya You,we and They. After that followed adv of place or adj or noun. So be carefull be this one in positive sentences.

T1: Now lets practice how to transfer this sentences in to negative sentences. Please open book page 12 and answer the question carefully number one "I was in the beach yesterday", please make negative sentences

S: I wasn't in the mountain

T1: its good answer. I wasn't in the mountain yesterday because I was in the beach. And than sentences number two, Rafael please read aloud!

S: the weather wasn't cold

T1:good answer next, question number 3 azzam please read aloud!

S: there weren't any babies

T1: good job student. Now please make question sentences from sentences number 1 until sentences number 3. number one the answer is yes, number two and number three the answer is no. I give 5 minute to make good question sentences, ready?

S: ready miss

T1: are you finish?

S: belum miss kurang dikit

T1: 2 minute again!

 S: finish miss

T1: siapa yang mau menjawab ?

S: coba ya miss, tapi nanti dapet point

T1: boleh, asal benar semua

S: 1. was you in the beach yesterday?, 2. was the weather is cold?,3. where there any babies in the beach yesterday?

T1: "was you in the beach yesterday?"*not was but where you in the beach yesterday?*

look   at   this,   how   to   make   negative   sentences   we   start S+was/were+not+adv/adj/noun. How to make yes/no question we start was/were+s+adv+adj+noun. Now you can remember this note.

T1: now, please open the book page 13, complete the sentences with was or were. I give you 10 minute to complete the sentence,kalau masih ada yang kurang faham boleh tanya teman nya.

T1; time is up, kita koreksi bersama.

S and T1: number 1: I was 11 years old 2 years ago,2.my parents were in their,office yesterday morning,3. tony and sari were a bit thin 5 years ago,

4.cindy was here some minutes ago, 5.when I was a child,my bedroom was next to my parent bedroom, 6.the students were in room 3 at 8 this morning, 7.my mom was in the dining room at 7 last night,8. tony and dicky were at home this morning.

T1: thank you student, the next I give you some of paper: paper A read and choose the answer: there was or there were , paper B you read and complete the sentences with was,wasn't, were,or weren't .After finish the answer please collect paper on the table.

S: collect the paper

T1: finish all?

S: yes

T1: okey, thank you all student. See you the next meetings

Date: Saturday/ February 08,2020/ 14.00-14.55

Place: SL3D Class/ R 06

Meeting: 2

T1: miss lilin   S: student

T1: how do you feel today?

S: happy miss

S: capek miss

S: laper miss

T1: nanti setelah ini boleh istirahat,yang belum makan jajan di kantin, yang penting masih semangat kan?(sambil tersenyum)

S: masih miss, tenaga terakhir miss

T1: oh ya saya lupa bawa buku kuis

S: miss, saya ambilkan bukunya. (sambil berjalan keluar kelas)

T1: terimakasih

S (Membuka pintu kelas):di taruh mana miss?

T1: please get my book on the table.

T1: agnes, where are you last Saturday?

S: ekskul miss

T1: today I will explain about regular and irregular verb, ada yang pernah dengar?

S: regular verb kata kerja beraturan kalau irregular verb kata kerja tidak beraturan

T1: good, please make example about regular verb and irregular verb?

S: regular verb "kick-kicked, play-played,listen-listened". Irregular verb "think-thought, teach-taught,begin-began"

T1: very good.i will explain Regular verbs are verbs that can change according to the tenses and regular forms, experiencing the addition of suffix –ed, –d, or –ied at the end of the word. there are 4 different rules in the addition of suffix at the end of the verb; 1. If the verb ends with consonant letter b,c,d,f,g,h,j,k,l,m,n,p,q,r,s,t,v,w,x,z then the word is followed by suffix –

ed.2. If the verb ends with vowel e, the suffix used is –d.3. When the verb ends with consonant and y letters, then the suffix used is –ied replacing the position 'y'.4. If the verb ends with a vowel (a,i,u,e,o) and is followed by the letter y, then the suffix used is –ed. someone wants to ask about this material?

S: no

T1: After you've noticed the example, now miss will share a piece of paper please you complete the column, ready (sambil membagikan kertas)

S: ready miss

T1: I give you 15 minute!

S: cepet banget miss

T1: just 15 minute guys! Are you finish?

S: beluuum

T1: 8 minute, Check again!

S: finish miss

T1: oke lets check, start from azzam

S: study-studed- belajar

S: fry-fried-menggoreng

S: listen-listened-mendengar

S:offer-offered-belum tau artinya miss

T1: ada yang tau arti nya "offer"?

S: memberikan

T1: its true, bisa diartikan menawarkan,memberikan,menawari tergantung konteks kalimatnya. The next column "crawl"

S: crawl- crawled-hmmm

(teacher give clue)

S: merayap miss

T1: good, next column

S: use-used-menggunakan

S:bear-bore-born-melahirkan

S:beat-beat-beaten-memukul

S: forgive-forgave-forgaven-memaafkan

T1: not forgaven but forgiven,next column

S:grow-growed-grown-tumbuh

T1: growed?

S: grownned?

T1: coba di ingat-ingat lagi grow termasuk regular atau irregular verb?

 S:hmmmm (no answer)

T1: grow termasuk irregular verb kalau past tense menjadi grew. Oke student, please open book page 17 point B and c, answer carefully, I give you 7 minute to answer the question!

S: (open book)

T1: some are difficult?

S: (no anwers)

T1: 3 minute again!

S: Sudah selesai mom

T1:Good natia, diteliti lagi. Yang lain sudah selesai semua?

S: sudah mom

T1: mari kita bahas bersama-sama.Number 1 until number 4, natia

S: go= went, get=got, have=had,eat=ate

T1: good answer

T1: an than number 4 until number 8,agnes?

S :meet=met, drink= drinked

T1: drinked? Irregular verbs agnes.drink kalau irregular verb menjadi?

S: drunk

T1: good nadin, lanjut agnes number 7

S: bring=brought, speak=spoke

T1: number 8 until number 16 kita bahas bersama-sama

Do=did,buy=bought,sing=sang,swim=swam,sleep=slept,write=wrote,read=read,make=made. is belong to irregular verb, the verb3 is diverent. okey student, please close your book, and listen carefully this audio, listen and practice the pronounciation an (Murid mendengarkan audio dengan seksama)

S: kurang keras mom

T1: sorry, segini sudah keras?

S: sudah

Siswa mendengarkan dan menirukan audio yang sedang di putar

T1: now in sentences, please open book page 17 axercise C, please read from alita,

Siswa mulai mengerjakan exercise C

T1: you don't need write down anything, lets spontanies read the sentences

S: I got up late this morning

T1: number 2,

S: she had fried rice for breakfast this morning

T1: number 3

S: I went to school by car yesterday

T1: number 4

S: maya met her old friend in the parking lot yesterday

T1: number 5

S: my family in a fancy restaurant last week

T1: number 6

S : I read an interesting novel yesterday

T1: Oke that good, and than again listening practice.please open page 18,exercise E. this is sort dialog between dea and ian.Listen and complete dialog in verb 2

(Guru memutar audio dan para siswa mendengarkan dengan sungguh-sungguh)

 S: yah, masih kurang mom

T1:lets me see !

(Guru berjalan untuk melihat hasil pekerjaan siswa)

S: yah…..

T1:Oo kurang dua nomer lagi, not bad

T1: but im sory I cant slow don't the speed audio, you have keep up with the speed

S: ulangi lagi mom

T1: ok I will play audio again

T1: let me see!

S: ahhhh

Miss lilin mengecek seluruh pekerjaan siswa

S: gak jelas mom

T1: gak jelas? berapa nomer yang tertinggal?

S: two

S:one

T1: oke, the last one

S: 2 kali lagi mom

T1; 1 more, don't give up

T1: okey, complete?

S: yes

T1: how many student complete the answer?

S: raise hand

T1: oke, 5 student. I will play again the audio, can pause. so, number 1?

S: did

T1: correct,number 2?

S:had

T1: number 3?

S:leave

T1: you leave cell phone in the bathroom? Lets me try to review, listen carerfully.

S: lost

T1: no.listen carefully again

S: left, mom

T1: nah…, its correct.number 4,?

S: did

T1: number 5, before I …?

S: come

T1: came or come?

S: come

T1: not come but came

T1: number 6?

S: went

T1: good, and than number 7?

S:lost

T1: the last, number 8?

S: bought

T1: its, correct

T1: okey now, I can show you picture, please make positive sentences, negative sentences, question sentences!

S: he didn't durian on this morning

T1: yes….. because he eat an apple

T1: this answer is yes, please make question!

S:didn't it an apple, went this morning?

T1: and than this answer?

S: yes didn't

T1: please make another question, the answer is no!

S: did he eat durian in this morning?

T1: the answer no,……..

S: no he didn't

T1: its very good

T1: now you have talk or discuss about how to make positive ,negative and introgative sentences with regular verb ,now you can focus on irregular verb with the same pattern. azam" did you read some paper in this morning?"

S:sometimes

T1: how about school book, did you read?

S: no

T1:okey thank you

T1: how about you natya" did you have breakfast this morning"?

S: yes

T1: what did you eat?

S:fried eeg

T1: and than kenan, did you take a bath this morning?

S:yes, I did

T1: what time?

S: six oclock

T1: owh…, its nice

T1: and than verina did you watch tv before you went to Elti?

S:no, I didn't

T1: so, how often do you watch tv?

S: I didn't watch tv but I play games

T1: it okey thanks you. now student im going to defied you in three group

How many student?

S: 14

T1: oke so this group 1, group 2, group 3

Miss lilin menulis daftar grup di papan tulis

T1: every body stand up in front of the white board with your grup

Miss lilin mulai menata barisan grup discussion

T1: so according to the name in white board, and this is the marker

T1: stap forward again

T1:   student I want a give you big picture, but one grup one picture. In this picture there are several peple during certain activities and you can see some name: tara, toby,enze,vivi,lili, and prank, ect. you can watch first, now you focus in positive sentences so I will simply mention one name. example: toby and you have to make a sentences based on toby activities. example:" toby dancing in the yard on the morning", okey?.

S: oke mom

T1:but one student must write one word, so after you finish write one word the marker and the picture to your next friend.

T1:make Past tense sentences in V2. focus on your picture, ready?

S: ready

T1: please make sentences about liliy, come on one word one student

T1: grup 1 done

T1: grup 2 done

T1: grup 3 done, oke lets check

S, grup 1: liliy rise in the dining room

T1: no, 0 point

S, grup 2: lilly ate in the living room

T1: correct,100 point

S, grup 3:lily had a dinner in the room

T1: kurang tepat, kenapa harus pake " a", 50 point

T1: let make an a greemaent to the patteren sentences "S+V+adv/place" okey

S: okey

T1: please make a sentences about miss kolia

S,Grub 1,2,3: done

T1: lets check,

T1: okey grub 1 "50 point"

T1: group 2 "100 point",

T1: group 3 "50 point"

T1: next,kenzie

S:grub 2,1,3 done

T1: lets check

T1: grup 2 " 100 point", grup 1" 100 point", group 3" 50 point", next, how about Mr benson

S: grub 3,1,2 done

T1:lets check

T1: grub 3 " 100 point", grub 1 " 100 point", grup 2" 50 point", next, the last question

S: 2 more mom

T1: sebentar lagi waktu habis

S: yah…..

T1: the last question is lukas

S: grub 1 ,3,2 done

T1: lets check and accumulate your grub score

T1: grub 1 " 50 point" the accumulate score ?

S: 300 point

T1: grub 3 "100 point", the accumulate score?

S: 250 point

T1: grub 2 " 50 points", the accumulate score?

S: 400 point

S,grub 2: yeah…… menang

T1: of course the winner is grup 2, congratulation

T1:please give applause,

S: all student bertepuk tangan

T1:thank you for your attention today, see you next week

S: see you mom.

TRANSCRIPT OF TEACHING LEARNING PROCESS IN SL4D CLASS AT ELTI GRAMEDIA SOLO

Date: Saturday/ February 22,2020/ 14.00-14.55

Place: SL4D Class/ R 01

Meeting: 1

T2: Mr.veri   S: student

T2: good afternoon student

S: good afternoon

T2: I will check your attendant, please raise your hand

T2:where are putera and cinta?

S: I don't now

T2: where are you doing when I arrive,"wiki"?

S: duduk di luar

T2: okey, how about you lucky?

S: playing handphone

T2:okey, how about indah?

S:mengerjakan home work dari sekolah

T2: affif, what are you doing when I arrive?

S: I sitting outside

T2: now please focused in white board, I will explain how to complain something! What do you now about complaining?

S:keluhan,protes

T2: apa yang biasa kalian keluhkan? Please give me example!

S: PR banyak, uang saku kurang, jemput nya telat

T2: Complaints are expressions of "displeasure or annoyance" in response to an action that is seen by the speaker as unfavorable. Look at the picture, what is this?

S: a cup

T2: what inside?

S: coffee

T2: okey, I cup of a hot coffee. can you drink a cup of hot coffee?

S:no

T2:why?

S:it will burn my mouth

T2: so, it will burn your mouth because………..?

S: the coffee its too hot

Mr. very mengambar sebuah benda di papan tulis

T2: and than, what is this?

S: car

T2:can you leave a car?

S: no

T2: why?

S:its too heavy

T2: very good. do you have driving licence?

S:no

T2: why?

S:…………..

T2: I have but you don't have, why? how old are you right now?

S: eleven

T2: okey, so the minimum age to get driving licence is seventeen years old, so its mean you are too young. you can say…….., the opposite of young is?

S: old

T2: because you are still young so……, the clue is 5 word,please make sentences!

T2 and S: I am not old enough

T2: can you buy luxurious house?

S: no

T2: because…?

S: I don't have money

T2: yes, you don't have money.said in the sentences like this (menunjuk tulisan yang ada di white board)

S: I am don't

T2: you cant say I am don't? kurang tepat

S: enaf

T2: yes, you can say enaf…. Blablabla

S:………………

T2: if you don't have enaf money for example,please make sentences like this

T2: you have money but your money is not enough, you can say…….

S: yah

T2: you say " I am …….

S: Rich

T2: okey, rich, so?

S: I am not rich enough

T2: okey. now look at this white board " hot,heavy,old,rich", are they verb?

S: no

T2: they are…….?

S: adjective

T2: right

T2: can you give me more adjective beside " hot,heavy,old,rich"?

S: poor

S: young

T2: and than give me more adjective!

T2: thank you, and than what?

T2: kalista,cinta,saskya

S: cold,big,small,

T2: okey and than

S:light, wide

T2: good idea, what else?

S:long,tall,short

T2: what else, give me more idea please!

S:cheap,expensive,high

T2: and than,   they opposite high,

S: low

T2: good

T2: If you complaing something you can use this phrase "too+ adj ". Example: toobig, too big, too tall, ect" Or you can also   this way (sambil menunjuk ke papan tulis) using not+ adj+ enough. example Why you can live in miss lilin house?

T2andS: Because miss lilin house not clean enough

T2: this is example of possible complaining, remember please!

T2: Now please open book page 25 and you will learn more adjective and complaining

T2:I will play audio, please listen and repeat!

Siswa mulai mendengarkan audio yang diputar dan menirukan kalimat yang di ucapkan oleh audio

T2: okey done!

T2: now please close the book!

T2: andthan listen and repeat what you hear!

T2: ready?

S: ready

Siswa mulai mendengarkan dan menirukan

T2: please open book again page 26, please match the opposite

T2: the opposite big is?

S: small

T2: good, and than the opposite cheap is?

S: expensive

T2: cold, the opposite is?

S: hot

T2;low, the opposite is?

S: high

T2: quiet, the opposite is?

S: noisy

T2:dark,the opposite is?

S: bright

T2:soft, the opposite is?

S: hard

T2:Narrow, the opposite is?

S: Wide

T2:Fast,the opposie?

S: slow

T2: sort, the opposite?

S: tall

T2: okey all will done about the opposite

T2:any difficult vocabulary?

S:……………

T2: not difficult? okey

T2: now look at exercise D , you just put correct adjective there like the test, the test is too……….

S: difficult

T2: how about last week mid test?, too difficult Or too easy?. Tell me

S: …………….

T2: No answer thank you. kembali lagi ke buku, jawab pertanyaan berikutnya

Siswa hanya tersenyum

T2: how about mountain?

S: too high

T2: right, the mountain too high

T2: number 3 qyla!

S: the market is too far

T2: yes, this possible

T2: how about the coffee?

T2: indah, the coffee is…

S: the coffee is too hot

T2: number 5, saskya!

S: nort pale artinya?

T2: kutub

S: kutub utara?

T2: yes kutub utara , so the nort pale is

S: the nort pale is too cold

T2: number 6, cinta!

S: the lion is too dangerous

T2: yes I agree

T2: and than number 7!

S: the star is too far

S: the star too far, mom

S: too high for mountain mom

T2: I mean is possible answer, you can be fleksible

T2: number 8, putera!

S: the car is too far

T2: number 9, daryl!

S: the street is too narrow

T2: the last number!

S: the new cell phone is too expensive

T2: okey yes thank you

T2: the next you can practice make sentences using " not+ adj+enough"

T2: open page 26, example number 1: is not cold enough right? Because the weather is to hot

T2: number 2 lucky!

S:is not hot enough

T2:Number 3, dwiky!

S: he is not……….

T2: he must slepping

S:he is slepping

T2: mybe because he is sick, so he is not…….

S: healty

T2: ya, make a sentences

S: he is not healty enough

T2: good, and than number 4 the fish too big!

S:its, not small enough

T2: number 5, the suitcase is too heavy

S: its not light enough

T2: number 6, calistya: the bed is too small

T2: the opposite small?

S: big

T2: so the answer is?

S: its not big enough

T2: how about number 7,nisa ,the bike is too fast

S: its not slow enough

T2: the last question, the man is too fat

S: he is not slim enough

T2: good job guys,

T2: now open your work book page 13 exercise 3, complete the sentences with too or enough

S: okey

T2: do it with your friend, I give you 15 minute! Yang sudah selesai silahkan maju kedepan untuk di nilai!

Murid mulai mengerjakan, setelah selesai mereka maju satu persatu untuk di nilai

T2: now, Its play games. I will make 3 grub discussion, first grup : nisa,calista,and cinta, second grub: dariel,dwiky,lucky, last grub: putra,zhafira,saskya. Please join your group !

T2: now please take a piece of paper and a pan!

T2: the games have 3 rules, the first rule: I will read the question, who can answer quickly please raise your hand. for example: why cant you drink boiling water?

S: it is too hot

T2: good putera. nah seperti yang dilakukan putera. Understand?

(like totti did), understand

S: yes mr

T2:the second rule: if you can be the first, to give me the correct answer you will gate the poin. thirtd rule: the point from the dice, so you simple role the dice ,the number from dice its you're point. any question?

S: no mr

T2: lets play game!

S: ready

T2:question number 1" she cant drive a car now, she is……..?

S: mr (raise hand)

T2:okey putera

S:not old enough to drive a car

T2: right , please roll the dice

putera memutar dadu

T2: how many point?

S: six

T2: six point from grub 3. And than, question number 2, miko cant lift the desk. Miko……?

S: miko is not strong enough to lift the desk

T2: great cinta!, please roll the dice!

S: three point mom

T2: three point from grup 1. Question number 3: why cant you jump over the hurdle?

S: because the hurdle is too high

T2: good lucky, roll thedice!

S: four point

T2: four point for grup 2, question number 4: I cant touch the basketball hoop. I……?

S: I am not tall enough to touch the basket ball ring

T2: great , putera.roll the dice

S: six point, mom

T2: six point for grub 3. Question number 5: why cant you a throw a sofa?

S: because the sofa is too heavy

T2: right, dwiki. Roll the dice

S: yahh….,two point mom

T2:its oke, you can try again in next question.

T2: two point for grup 2. Next question: why you cant climb the volcano?

S:because the volcano is not low enough

T2: yes, kenan. roll the dice!

S: yeah…, six point mom

T2: you so lucky! putera. Six point for grub 3. Next question: the cat cant catch the bird .the cat……

S: ulangi mom

(repeat again please?

T2: listen carefully!. The cat cant catch the bird. The cat……….?

S:is not fast enough to catch the bird

T2: great, lucky. Roll the dice!

S: four point mom

T2: for point for grup two. Next question: maya cant win the game.

(Siswa menjawab secara bersamaan)

S: she is not good enough to win the game

S: the game is not fun enough

T2: kedua nya jawabannya benar, tetapi jawaban yang paling tepat adalah jawaban cinta.

T2: roll the dice, cinta!

S: two point mom

T2: two point for grub 1. Next question why cant you drive?

S:im not old enough

T2: roll the dice lucky!

S: six point mom

T2: six point for grub two. Next question: why cant you draw the world map?

S: because the world map is too large

T2: roll the dice putera!

S: five point mom

T2: five point for grup 3. And the last question you get double point, the question is why cant you buy ice cream?

S: because I don't have money enough

T2: great cinta! You can double roll the dice

S: six point and four point mom

T2: woow, you really lucky, ten point you get.

T2:finish,dadunya di taruh di tempat semula

T2: mari kita hitung bersama jumlah point yang kalian dapat. Grub 1: , grub 2:, grub 3: . and the winner is grup……..

S:yeeah

T2: thank you student, and see you next games with diferent material

TRANSCRIPT OF TEACHING LEARNING PROCESS IN SL4D CLASS AT ELTI GRAMEDIA SOLO

Date: Saturday/ February 29 ,2020/ 14.00-14.55

Place: SL4D Class/ R 01

Meeting: 2

T2: Mr.veri   S: student

T2: student

S: mr. 15 menit lagi ya, masih makan

T2: 5 minute

S: hmmmm

T2: oke student lets start study!

S: yes

T2: please close your book!, saya akan membagikan hasil tes yang kemarin coba kalian lihat hasilnya sudah cukup baik atau belum.(sambil membagikan laporan hasil tes)

S: hmmmm

S: yes

S: ahhh

T2: kenapa?

S: hasil nya luar biasa Mr (sambil tersenyum)

T2: itu tandanya kalian harus lebih giat belajar.

T2: guys, do you now about physical apperances?

S : (no answer)

T2: physical artinya?

S: fisik

T2: apperances artinya?

S: penampilan

T2: kalau digabung berarti penampilan secara fisik

T2: physical apperances are defining traits or features about your body. These are aspects that are visually apparent, knowing nothing else about the person. The first thing you see when you look at someone could be their hair, clothes, nose, or figure. These are all examples of physical apperances. To get good examples of physical apperances you should look at a person's face, how tall they are, and what they are wearing. Please read dan difahami contoh yang ada di kertas! "First you must read the text!"

(tutor membagikan selembar kertas)

S: read the material

T2: tell me! what apperances include?

S: clothes,hair,facial expression,skin tone,posture

T2: good answer. Your appearance is how you look: your clothes, hair, facial expression, skin tone, and posture all factor into your overall appearance. physical apperances   relate to how something looks. Your appearance is made up of everything that people can see. i have some pictures please describes this pictures using physcal apperances!

S: yes mr.

T2: start from cinta!

S: she has black hair

S: she has short hair

S: she has churly hair

S: she has pointed nose

S: she has brown eyes

S: she is tall

S: she is skinny and has brown complextion

T2: "Calm down, please!

S: attention to the teacher

T2: okey good. The next kita akan bermain games tebak gambar. saya akan membagi 2 tim: tim putera dan tim puteri. tim harus menyebutkan penampilan fisik gambar yang dimaksud dan tim lawan bertugas untuk menebak gambar tersebut. setiap jawaban yang benar mendapatkan point 100. Are you ready?

S: penampilan fisik aja mr? kalau sama karakter nya boleh?

T2: ya, penampilan fisik nya saja karena kita sekarang sedang belajar itu. Any other question?

S: no

T2: ready? (sambil memberikan gambar ke masing-masing tim)

S: ready

T2: start from grub putera.

S: He has a mustache, fat body, round nose, round eyes, blue shirt.

S: (Doraemon)

S: He has wide ears, rabbit teeth, has a thin mustache, has a tail. (

S: He has wide ears, rabbit teeth, has a tail that is long enough, round nose. (mickey mouse)

S: She has straight and short hair, round brown eyes, and has a small nose. (dora)

S: He has round black eyes, wears a hat, chubby cheeks, and wears a vest. (hudy)

S: He has a body box, chubby cheeks, wearing tie, round blue eyes, rabbit teeth. (spongebob)

S: He has a stocky, wears a sailor hat, round nose, wears a belt. (popeye)

S: she has long blonde hair, thick eyelashes, sharp nose, round eyes shining, wearing a crown. (anna)

T2: please collect the paper!

S: student collect the paper.

T2:sekarang tolong siapkan selembar kertas!

S:

T2: I give you 10 minute to make description about your favorit idol! For the example Justin bieber, ada yang bisa mendiskripsikan?

S: raise hand

T2: ya,putera. Please describe!

S; Justin bieber, he has pointed nose. He has brown hair.

T2: please give applause for putera yang sudah memberikan contoh deskripsi phsycal apperances.

S: bertepuk tangan

T2: who is the artist do you like?, please describe!

S:

T2: cinta,stand up please and read your description!

T2: suara nya terdengar?

S: pelan banget mr

T2: cinta, louder please!

S:

T2: next callista

S: jangan saya mr.

T2: malu sama siapa? Nanti juga yang lain juga sama. Bahasa itu harus di praktekan jangan takut salah kan masih saling belajar. Callista stand up please!

S:

T2: thank you callista. Itu tadi contoh deskripsi menggunakan physical apperances. Ada yang ingin bertanya tentang materi phsycal apperances?

S: no response

T2: no question? Yakin?. Yasudah saya saja yang bertanya apa bedanya phsycal apperances dengan character apperances?

S: no answer

T2: phsycal apperances

PICTURE

P.1 The teacher explaining & giving examples of material to students using directive speech act

P1.6 students consult the results of the problem work on the tutor

P1.1 students look competitive in completing the "making sentences" game

P1.7 photo of the researcher with the first tutor and all students after the research is done

P1.2 questions and answers between tutor and students

P2.1 Mr.very explains and provides examples of learning material

P1.3 the tutor correction the student's answers

P2.2 Mr.very asked the students questions

P1.4 students do practice the excercaise given by the tutor

P2.3 Mr.very gives klu on the comparison theme

P1.5 students focus on answering the exercaise in the book

P2.4 photo of the researcher with the second tutor and all students after the research is done

ELTI GRAMEDIA SOLO

Welcome to ELTI

Communicative English for SMP Students

Selamat bergabung dengan ELTI Gramedia. Kami mempunyai komitmen untuk menyediakan berbagai macam fasilitas penunjang pembelajaran bahasa Inggris. Keberhasilan belajar bahasa Inggris sangat tergantung pula pada partisipasi aktif siswa di dalam dan di luar kelas. Oleh karena itu, beberapa hal penting berikut ini layak Anda ketahui dan perhatikan selama belajar di ELTI:

1. **ATTENDANCE (Kehadiran di Kelas)**

   Kehadiran siswa di kelas secara teratur dan tepat waktu sangat diharapkan untuk bisa mendukung keberhasilan belajar. Apabila jumlah kehadiran di kelas kurang dari 50%, maka siswa tidak diperkenankan untuk mengikuti ujian akhir. Kebijakan ini diterapkan untuk memastikan bahwa siswa mendapatkan kesempatan belajar dan berlatih secara maksimal di kelas.

2. **REPORT AND CERTIFICATE (Raport dan Sertifikat)**

   Laporan kemajuan siswa diberikan di setiap akhir term. Di akhir program yang diikuti, siswa akan mendapatkan sertifikat (SMP 6, SMP-Intermediate, SMP-Post Intermediate, dan SMP advanced) dengan syarat lulus ujian akhir dan hadir di kelas minimal 70%. Sertifikat dan *Student Progress Report* dapat diambil 2 (dua) minggu sesudah ujian lisan dengan membawa pasfoto ukuran 4X6. Sertifikat dan *Student Progress Report* yang tidak diambil lebih dari 2 tahun tidak lagi menjadi tanggung jawab ELTI.

3. **HOMEWORK (Pekerjaan Rumah)**

   Mengerjakan PR (pekerjaan rumah) sangat membantu dalam meningkatkan pemahaman materi yang diberikan di kelas. Dianjurkan agar setiap pekerjaan rumah dikerjakan sebaik mungkin.

4. **FINAL TEST (Tes Kenaikan Kelas)**

   Tes kenaikan kelas terdiri dari *Written Test* (tes tertulis) dan *Verbal Test* (tes lisan). Materi *Written Test* meliputi vocabulary, structure, reading, writing dan listening. Materi verbal test berupa speaking (wawancara). Untuk bisa naik ke kelas berikutnya, nilai *Written Test* minimal 60 dan *Verbal Test* minimal C. Keaktifan di kelas dan ketekunan mengerjakan pekerjaan rumah akan menunjang keberhasilan belajar bahasa Inggris.

5. **REMEDIAL TEST (Tes remedial)**

   Siswa yang mendapatkan nilai tes akhir paling rendah 45 dan paling tinggi 59 pada tes tertulis dan C pada verbal Test diberi kesempatan untuk mengikuti *Remedial Test* (tes remedial) dengan mendaftarkan diri sebelumnya dan membayar biaya administrasi.

6. **EARLY TEST/LATE TEST (Tes Susulan/Tes Awal)**

   Siswa yang tidak mengikuti *Final Test* pada jadwal yang sudah ditentukan bisa mengikuti tes susulan atau tes awal dengan mendaftarkan diri sebelumnya dan membayar biaya administrasi.

7. **DISCOUNT FOR THE BEST STUDENTS (Diskon bagi Siswa Terbaik)**

   Siswa terbaik dari semua kelas paralel (bukan hanya terbaik di kelasnya) berhak mendapatkan diskon biaya kursus sebesar 30%. Kriteria yang harus dipenuhi untuk menjadi siswa terbaik adalah: nilai *Written Test* minimal 95, *Verbal Test* = A, *Attendance* = minimal 90% dan tidak ada nilai C. Penentuan siswa terbaik dilakukan setelah data ujian di semua kelas paralel sudah masuk. Diskon berlaku sesudah ada pengumuman.

8. **CLASS COUNSELLOR (Guru Wali)**

   Orangtua bisa memantau perkembangan belajar putra/putrinya melalui laporan perkembagan siswa yang dibuat oleh guru wali. Laporan ini mencakup perkembangan siswa dalam 10 pertemuan pertama.

9. **LANGUAGE CONSULTATION SERVICE (LCS) - Layanan Gratis**

   Siswa yang menginginkan penjelasan lebih lanjut mengenai materi pelajaran yang diajarkan di kelas bisa memanfaatkan layanan *Language Consultation Service* (LCS) dengan mendaftarkan diri terlebih dahulu di receptionist.

10. **Cell phone (HP)**

    Agar tercipta suasana belajar yang mendukung, HP wajib dimatikan atau dinonaktifkan di kelas.

Contents

Communicative English for SMP Students - 3

Unit	Title	Language focus	Grammar	Vocabulary & expressions
1.	What kinds of music do you like?	- Talking about likes and dislikes	- What kinds of ____ do you like? - Simple present tense	- Music: pop, rock, jazz, etc - Movies: action, horror, cowboy, etc. - Sports: tennis, soccer, etc - Food: steak, pizza, etc - Drink: orange juice, milk, etc. - Activity: reading, hanging out etc. - What kinds of movie do you like? - I like science fiction movies.
2.	What are you doing this evening?	- Asking and talking about fixed plans	- Present Continuous Tense - Preposition: at, on, in + adverbs of time	- What are you doing tonight at 7? - I'm doing my school project with Mick.
3.	I go to the coffee shop to drink.	- Asking and talking about purposes	- to infinitive	- Why do you go to the library? - I go to the library to return my books. - She goes to the internet café to send emails.
4.	We have to wear a school uniform.	- Asking and saying what someone has to do	- Have to - Has to	- We have to wear Batik on Friday. - She has to walk to school.
5.	Would you like to see a movie with me?	- Making invitations - Accepting and refusing invitations	- Would you like to + V1?	- Would you like to see a movie? - Yes, I'd love to. - That would be nice. - Sorry, I can't. I have to study for my test tomorrow. - I'd love to, but I can't.
6.	What shall we do?	- Making and responding to suggestions	- Shall we +V-1...? - What about + V-ing...? - Why don't we + V-1...? - Let's +V-1...	- What shall we do after class? - What about playing futsal? - Why don't we hang out? - Let's have some drinks in the school cafeteria. - That's a good idea. - That's boring.
7.	My holiday was	- Asking and	- was/ were +	- I was in the canteen this morning.

	great.	- talking about facts in the past	adjective/noun/adverb	- My grandmother was a dentist. - They were here 15 minutes ago. - Were you at home yesterday at 5 p.m.? - Where were you yesterday at 5?
8.	I studied English last night.	- Asking and talking about activities in the past	- Simple Past Tense with regular verbs	- I studied English last night. - I didn't study Math yesterday. - Did you play soccer last week? - Yes, I did./No, I didn't.
9.	I got up late this morning.	- Asking and talking about activities in the past	- Simple Past Tense with irregular verbs	- Past Tense verbs: got up, went, bought, had, took, etc. - I went to school at 6.30 this morning. - She didn't buy a book. - Did you go to his party?
10.	What did you do last Sunday?	- Asking and talking about activities in the past	- Question forms in Past Tense	- Vocabulary: what, who, when, where, how - What did you do this morning? - What time did you leave for school? - How did you get to school? - Etc.
11.	Let's review the lessons.	- Reviewing Simple Past Tense		
12.	What were you doing?	- Asking and talking about what someone was doing	- Past Continuous Tense - while/when	- I was making the bed at 5 this morning. - They were doing homework at 7 last night. - Were you eating breakfast at 7 this morning? - I was eating breakfast when the phone rang. - My back hurt while I was repairing a table.
13.	This sport is too dangerous.	- Complaining	- too + adj - not + adj+ enough	- Common adjectives: tall, short, light, heavy, wide, narrow, etc - The gadget is too expensive. - The book is too thick. - The gadget is not cheap enough. - The book is not good enough.
14.	There are too many students.	- Complaining	- too many + countable noun - too much + uncountable noun - not enough +	- There are too many students. - There is too much noise. - There are not enough seats. - There is not enough light.

		noun	
15.	You shouldn't move a lot.	- Talking about problems and giving advice	- should - shouldn't	- You should come on time. - You shouldn't come late. - They should drink milk. - They shouldn't eat junk food.
16.	Can you help me?	- Making requests, accepting and refusing requests	- can & could (to make requests)	- Can you help me? - Could you help me with my homework? - Sure/ Certainly/ Sure, no problem. - I'm sorry/afraid I 'm busy myself. - Sorry, I can't
17.	I'll go to the bookstore.	- Asking and talking about spontaneous plans	- Will: positive, negative, interrogative	- I think I'll go home now. - Maybe I won't go to the party. - I don't think I will call her. - Will you get back home after this?
18.	I would like to be a web designer.	- Asking and talking about someone's ambition and preferences	- Would like + V-1 - Would rather + V-1	- I would like to be a dentist. - She would like to be an actress. - Would you rather work indoor or outdoor? - I would rather be an engineer. - I would rather stay at home.
19.	May I leave now?	- Asking for permissions - Giving and refusing permissions	- May - Can	- May I leave now? - Can I ask you a question? - Sure. Go ahead. - That's all right. - Sorry, I am ___ - I'm sorry, you can't.
20.	Let's do something fun.	- Asking and talking about some fun activities	Pronouns: - something - anything - nothing - somebody - anybody - nobody	- I have something in my hand. - I don't have anything. - Nothing makes me happy. - I saw somebody out there. - I didn't meet anybody there. - I saw nobody there.