DIRECTIVE SPEECH ACTS USED BY EXAMINERS IN THESIS EXAMINATION AT ENGLISH LANGUAGE EDUCATION STUDY PROGRAM OF UIN RADEN MAS SAID SURAKARTA 2022/2023

THESIS

Submitted as A Partial Requirements

for the degree of *Sarjana*

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Assalamualaikum Wr. Wb.

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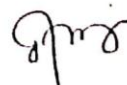
Has already fulfilled the requirements to be presented before The Board of Examiners (*munaqasyah*) to gain Bachelor's Degree in English Language Education.

Thank you for the attention.

Wassalamualaikum Wr. Wb.

Surakarta, November 7th 2022

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RATIFICATION

This is to certify the *Sarjana* thesis entitled *Directive Speech Acts Used by Examiners in Thesis Examination at English Language Education Study Program of UIN Raden Mas Said Surakarta 2022/2023* by M. Calvin Aksanakallah has been approved by the Board of Thesis Examiners as the requirement for the degree of *Sarjana* in English Language Education.
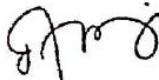
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DEDICATION

This thesis is dedicated to:

1. My beloved parents (Mr. Mofid and Mrs. Ermawati)

2. My beloved brother (Muhammad Athiril Ardhan)

3. My beloved friends in PBI C 2018

4. English Language Education 2018

5. English Language Education Language Education Study Program

6. My Almamater UIN Raden Mas Said Surakarta

MOTTO

"Just start now, as long as we do the right thing,
Allah will make it easy, don't give up!"

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled *Directive Speech Acts Used by Examiners in Thesis Examination at English Language Education Study Program of UIN Raden Mas Said Surakarta 2022/2023* is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred to in the bibliography.

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

Surakarta, November 13th, 2022

Stated by,

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ACKNOWLEDGMENT

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TABLE OF CONTENTS

LIST OF TABLES

ABSTRACT

Aksanakallah, M. Calvin. 2022. *Directive Speech Acts Used by Examiners in Thesis Examination at English Language Education Study Program of UIN Raden Mas Said Surakarta 2022/2023.* Thesis. English Language Education Study Program, Faculty of Cultures and Languages, Raden Mas Said State Islamic University of Surakarta.

Advisor   : Fitri Ana Ika Dewi, M. Hum.

Keywords   : Pragmatics, Context, Speech Acts, Directive Speech Acts

The aims of this study are 1) to identify the types of directive speech acts used by the examiners in the thesis examination at English Language Education Study Program of UIN Raden Mas Said Surakarta, 2) to describe the forms of the directive speech acts used by the examiners in the thesis examination at English Language Education Study Program of UIN Raden Mas Said Surakarta.

Descriptive-qualitative method was used to collect data. The data of this research were the utterances spoken by the examiners, which included the types and the forms of the directive speech acts. The instruments of this research are the researcher himself and tools (smartphone, laptop, and datasheet). The techniques for collecting the data are observation, recording, and transcription. This research used Searle's (1969) theory in order to know the types of directive speech acts, and then used Yule's (1996) theory in order to know the form of directive speech acts.

The researcher found 107 data of directive speech acts. They are 40 data for commands (30.38%), 31 data for requests (28.97%), 8 data for invitations (7.47%), 14 data for forbidding (13.08%), and 14 data for suggestions (13.08%). The researcher also found that the form of 107 data directive speech act contained 28 data in declarative (26.16%), imperative in 55 data (51.40%), and interrogative in 24 data (22.42%). Command was dominant. The researcher has concluded that they are using their authority to command the students. The researcher concludes that imperative was the dominant form when examiners want to perform directive speech acts.

CHAPTER I

INTRODUCTION

A. Background of Study

A speech act is an everyday phenomenon that we can see around us. Speech acts occur when people interact to communicate with other people. Speech acts are concerned with how utterance can be used not only to present information but also to carry out actions. Everyone who is saying the sentence is trying to do something with the sentence itself. A speech act is interesting to be discussed because the listener has to assume the meaning of the utterance spoken by the speaker.

One type of speech act that happens in daily conversation is the directive speech act. Directives are those kinds of speech acts that speakers use to get someone else to do something. In addition, they express what the speaker wants. It means that directive is one kind of speech act classification that concerns the act of getting someone to do something by delivering an utterance. Therefore, directives are related to speech acts, and everything about speech acts is a study of pragmatics.

Pragmatics is a branch of linguistics, the study of language. Pragmatics is the study of the meaning conveyed by the speaker. Pragmatics studies a language that is not directly spoken Pragmatics is the study of the meaning of language in a context and through language, people can do an action which is called speech acts. Levinson (1983: 5) defines that pragmatics is the study of language use. That is the study of the relationship between language and context.

Context is one of the factors that give affect people how they use language. According to Asher (1994: 731), context is one of those linguistic terms which are constantly used in all kinds of contexts but never explained. Context is all things that influence someone to say something. Context means circumstances forming a background of an event, idea, or statement, in such a way as to enable someone to convey their intent and to understand what someone means. If people say "a", maybe it's not literally "a" but it could be "b" or "c" depending on the situation or context when the communication happened.

Pragmatics itself has several sub-studies. There are four sub-studies in pragmatics. That is deixis, implicature, presupposition, and speech act. One of the most common studies in pragmatics is speech acts. What is learned in speech acts is related to how words can be used not only to present information but also to perform actions. Speech acts are very interesting to study and analyze because you need to study the actions the speaker takes when pronouncing the utterance and then the listener must interpret the meaning of the utterance.

Speech acts is an utterance that serves a function in communication. According to Yule (1996: 47) states that speech acts is an action that is performed via utterances. Stating the same idea, Birner (2013) also says that uttering something means doing something. Besides that, states, speech acts can perform when offering a command, question, request, advice, etc. Speech acts can also make us able to analyze what someone means in their words.

According to Austin and Searle, speech acts can be further classified

into several things or types. Austin (1962) stated that in uttering a sentence, a speaker is generally involved in three levels of speech acts, they are locutionary act, illocutionary act, and perlocutionary act. Searle (1969) classified types of the illocutionary act into five; assertive, directive, commissive, expressive, and declarative. These 5 types. The types of classification in speech acts expressed by Searle are very interesting to study.

The field of directive speech acts is very interesting to study. We can find this in every moment when we talk or listening someone who communicates with others. When the researcher followed some thesis examinations, the researcher found that there were a lot of directives from the examiners. They gave some advice, request, command, etc. Therefore, the researcher conducted directive speech acts research in this study.

In thesis examination interaction during the process of discussion from the examiners, several sentences can be classified using the theory of Searle. Advice, command, order, question, and requests are used in social interaction from this forum. In addition, the researcher chooses the directive's speech act rather than the others like declaration, representatives, expressive, and commissive because this research will be focused on analyzing the directive's speech act used by examiners in the thesis examination at the English Language Education Study Program of UIN Raden Mas Said Surakarta. Before doing the research, the researcher asked permission from examiners in the thesis examination at UIN Raden Mas Said Surakarta.

The researcher conducted observation in pre-research. The researcher has analyzed and followed several thesis examination presentations. This was

attended by each examiner. During this observation, the researcher had the opportunity to attend three thesis examination presentations. The researcher attended each presentation with different examiners.

When doing the observation, the researcher recorded the discussion process from each examiner. The researcher found directive speech acts used by each examiner. The researcher found the examiners used the directive speech act. It's because the examiner has a discussion session to give some advice or suggestions for the student's performance. The researcher wrote every sentence which contained a directive's speech act used by the examiner.

Based on the observation, the researcher found some speech act utterances used by the examiners in the thesis examination process. For example, the data:

Examiner: "student mbak, without s!"

Students: "yes miss" (change the text)

The examiner said that utterance to the students in the thesis examination. The utterance happened during the discussion session. The student wrote the word "students" which must be without "s" in her thesis examination. Then the utterance from the examiners is classified as a directive speech act because it contains the command for the student to correct the word.

The word "without" and with a high intonation show that it is an order. If we read relatively, we can conclude that it is classified as directives as commands. The student responded by saying "yes miss" Then she

corrected her word.

The examiner said "student mbak, without s!" to the student. If we see this utterance in pragmatics, the utterance just uses declarative sentences. But the function is to command the student to change her word and also to warn the student that her word is wrong. On the other hand, the nature or style of speaking of the examiner can also affect the meaning of the spoken sentence. This examiner is known as a firm figure in speaking. From the explanation, we know that the speech act used by the examiner is included in Searle's theory about speech act classification in directive types. The student's response gives an action to say yes and change the wrong word because she gets commands from the examiner's utterance.

To conduct this study, several related studies were performed to compare this study with other studies. Some related studies:

The first research is from Ike Nursafitri entitled *An Analysis of Speech Acts Used by English Teacher at SMA Negeri 5 Barru (2021)*. In this study, the researcher used qualitative methods. This research studies about an analysis of speech act and illocutionary acts used by the teacher. The second research is from Ainaya Alpin entitled *An Annalyis of Directive Speech Act in You, Me and Dupree Movie (2022)*. This research applied a qualitative approach with a descriptive qualitative design. This research discussed about directive speech act in the You, Me and Dupree movie.

The third research conducted by Marta Eugene Natalia Hutabarat has entitled *An Analysis Types of Speech Act Used by English Teacher in Teaching Learning Process of The Second Grade at SMA NEGERI 7 Medan*

(2019). This research applied the descriptive-qualitative approach. This thesis is a study about an analysis types of speech act used by English teacher in teaching learning process of the second grade at SMA Negeri 7 Medan. The last research is from Reka Ikhfa with the title *Teacher's Directive Speech Acts in English Classroom Interactions at SMAN 8 Batanghari (2019).* This research applied the descriptive-qualitative approach. The purposes of this research were to describe how the teacher direct the students in classroom interactions and to identify the types of directive speech acts used by English teacher in English classroom interactions at SMAN 8 Batanghari.

The researcher's study has several data that are different from the research studies that have been mentioned above. There is one thing that has not been studied by the researchers above, and that is the directive speech act used by examiners in thesis examination. The researcher only focused on analyzing the directive's speech acts used by the examiners based on Searle's theory and the utterance function. The place of this thesis examination is at the English Language Education Study Program of UIN Raden Mas Said Surakarta.

Based on the description above, this study aims to find out the types of directive speech acts used by the examiners in the thesis examination based on Searle's theory. In addition, this study also aims to find out the form of directive speech acts used by the examiner based on Yule's theory. The researcher is interested in conducting research entitled *"Directive Speech Acts Used by Examiners in Thesis Examination at English Language Education Study Program of UIN Raden Mas Said Surakarta 2022/2023".*

B. Identification of the Problems

Based on the background of the study, the researchers formulate two problems:

1. The students were confused with the way examiners used difficult language in their interactions with students during the thesis examination.

2. Students have difficulty understanding or ascertaining the examiner's intentions, especially when the examiner use directive speech acts.

C. Limitation of Study

Based on the background of the research, the researcher limits this research to the theory of directive speech act types using Searle's theory (1969) and its form using Yule's theory (1996), because the types and its forms of directive speech act are commonly used in thesis examination presentations at English Language Education Study Program of UIN Raden Mas Said Surakarta. This study takes samples from four examiners randomly at UIN Surakarta.

D. Formulation of the Problem

Based on the limitation of the study, the formulation of the problem of this research are as follows:

1. What are the types of directive speech acts used by the examiners in the thesis examination at English Language Education Study Program of UIN Raden Mas Said Surakarta?

2. What are the forms of directive speech acts used by the examiners in the thesis examination at English Language Education Study Program of UIN Raden Mas Said Surakarta?

E. Objective of Study

Based on the problem statement, the objective of this study is :

1. To identify the types of directive speech acts used by the examiners in the thesis examination at English Language Education Study Program of UIN Raden Mas Said Surakarta.

2. To describe the forms of the directive speech acts used by the examiners in the thesis examination at English Language Education Study Program of UIN Raden Mas Said Surakarta.

F. Benefit of Study

1. Theoretically

This thesis would be helpful to provide knowledge and a deeper understanding of pragmatics research, especially in the field of directive speech acts.

2. Practically

a. For Student

With this thesis, students will be greatly assisted in understanding the examiner's intention when they use directive speech acts in the thesis examination.

b. For Examiner

This thesis will help the examiner understand which word choices are suitable and easy for students to understand in the thesis examination

G. Definition of Key Terms

1. Pragmatics

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 the study of the relationship between linguistics forms and the users of those forms.

2. Context

According to Asher (1994, 731), context is one of those linguistic terms which are constantly used in all kinds of contexts but never explained. It has a relationship with meaning and they are important in pragmatics. Finnegan et al.(1997: 345) state that the essential element in the interpretation of an utterance is the context in which it is uttered. The context can influence the speaker on how to use the language.

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 the speech act refers to an utterance and the total situation in which the utterance is issued (1960:52). More explanation about the speech act will be discussed in the next subchapter.

4. Directive Speech Act

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

CHAPTER II

LITERATURE REVIEW

A. **Theoretical Description**

1. **Pragmatics**

Yule (1996:4) defines pragmatics as the study of the relationship between linguistic forms and the users of these forms. Pragmatics is the study of language use, that is the study of the relation between language and context which is basic to an account of language understanding which involves the making of inferences that will connect what is said to what is mutually assumed or what has been said before (Levinson, 1983: 5). Hence Mey (1993: 42) defines pragmatics is the study of the conditions of human language use as these are determined by the context of society. Besides, Leech (1983: 6) states that pragmatics is the study of meanings about speech situations. Pragmatics is the study of the conditions of human language as these are determined by the context of society (Mey, 1993:42).

From the above definition, it can be concluded that pragmatics is a new branch in the field of linguistics. This is concerned with the study of the use of language in communication, especially the relationship between language and context. Pragmatics refers to how words are used in a practical sense. Pragmatics implies an investigation of the connection between language, means, and circumstance. This means that the use of language and context in communication becomes a major topic of pragmatic research.

2. Speech Acts

a. Definition of Speech Acts

Speech acts is part of the study of pragmatics. A speech act is an action performed through language. A speech act is the basic unit of language used to express meaning, an utterance that expresses an intention. According to Austin (1962) Speech acts as the actions performed in saying something. In addition, Aitchison (2003:106) defines speech act as several utterances that behave somewhat like actions.

A speech act is an action performed via language (Yule, 1966: 47). Speech acts allow people to perform one utterance with more than one action. People can perform requests, commands, apologies, promises, and more. By performing a speech act, speakers often try to achieve some effect with these words. In some cases, the effect can be achieved by alternative action.

For example: "It's so cold there."

This utterance can be classified as a request to ask for a jacket. If the opponent of the speaker realizes the meaning of the utterance, he or she will immediately get the jacket for the speaker. From this example, the sentence is influenced by the context around it. This is also reinforced by Yule's statement which says that "This circumstance is called speech event" (Yule, 1996:47). This is the nature of speech event which will determine the interpretation of an utterance as performing a particular speech act.

So, in conclusion, the speech act is the utterance delivered by the speaker to achieve the goal of the action desired by the speaker. In addition, listeners must also pay attention to the surrounding context. Because to achieve and understand an action from the speaker's utterance requires an understanding of the surrounding context also. Hearers need to be smarter to understand the utterances. That is the definition of speech acts.

3. **The Kind of Speech Acts**

Based on the concept, the speech act is divided into three types, namely locutionary, illocutionary, and perlocutionary. This conveyed understanding he distinguished speech acts into three categories. They are locutionary, illocutionary, and perlocutionary (Yule, 1996: 48; Cutting, 2002: 16).

a. Locutionary act

Locutionary acts are speech acts with words, phrases, and sentences, based on the meaning contained by words, phrases, and sentences themselves. Locutionary acts can be expressed in the phrase the act of saying something. Locutionary act is the basic of utterance or producing a meaningful linguistic expression. For example, the ice tea is tasteless. In that case, the speaker wants to give information to the hearer that the ice tea is tasteless. In this case, the speaker has the intention to make the hearer understand what the speaker wants.

b. Illocutionary act

Illocutionary acts are acts that can be achieved by speakers when saying something. An Illocutionary act is an utterance with some kind of function in mind. It is performed via the communication force of an utterance. According to Wijana (1996: 18), the functions of illocutionary acts are to say or give information, it can also use 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. According to Wijana (1996: 18), the functions of illocutionary acts are to say or give information, it can also use 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.

c. Perlocutionary act

A perlocutionary act is an utterance with a function intending to have an effect. It is performed by saying something that produces an effect on the hearer. Perlocutionary acts are acts with a growing effect on the hearer by the speaker. Perlocutionary acts can be called with the phrase, the act of affecting someone (Rahardi, 2009: 17). When the hearer starts to act something, perlocution has some affection from the speaker. It is because the speaker tries to influence the hearer. He or she wants the listener to do something that he or she wants to do.

4. Classification of Speech Acts

a. Austin's classification

As said in the preceding section, an illocutionary act is one of the 3 types of speech acts proposed with the aid of using Austin which include purpose, function, and the pressure of utterances. Austin categorizes illocutionary acts into 5 types. This classification is based on the performative verbs in any utterances (Searle, 1979: 8-9). They are as follows:

1) Verdictives

Austin argues that the verdict should be about making a verdict based on evidence or reason. Verdicts are usually made by a jury, arbitrator, or referee. This type of speech act is represented by the verbs, acquit, hold, calculate, describe, analyze, estimate, date, rank, assesses, characterize, grade, estimate, and diagnose.

2) 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 an utterance "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 advise,

dismiss, nominate, veto, declare closed, declare open, as well as announce, warn, proclaim, and give.

3) 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.

4) Expositives

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

5) Behabitives

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

After knowing the classification of speech acts, the writer is concerned with the study of the directive's speech act which deals with the utterances itself. From the description above we can conclude that there are many theories about the classification of speech acts. The writer takes Searle's theory about the classification of speech acts to identify what speech acts are used in this research. Therefore, the

objective of this study is only the utterances. The utterance which has speech acts inside.

Based on this explanation, the researcher discusses several kinds of theories related to the research. They have a basic function in analyzing explanatory research data. The researcher chose to use Searle's theory because the theory was easy to understand in this study. Searle's theory about the directive's speech acts was easy to use to identify the examiners' utterances in this study. Directive speech acts are usually used in the thesis examination process.

5. **Searle's Classification of Speech Acts**

Speech acts are classified into five types by Searle (Rohmadi, 2004: 32; Rustono, 1999: 39). The five types are declaration, representative, expressive, directive, and commissive speech acts. Here's an explanation of the five.

a. Declaration

Declaration speech acts are speech acts intended by the speaker to create new things. It could be some status, circumstances, etc. Usually, this type always ends with a period, because it is a statement. Included in this type of speech are speeches with the intention of fire, pronounce, declare, appoint, confirm, endorse, renounce, denounce, name, call, and repudiate. Declaration of speech acts can be seen in the following example.

   a. I declare you the strongest (declare)

   b. I decided to teach at SMK (confirm)

     c. I denounce these proceedings (denounce)

b. Representative

     Representative is a speech act that binds the speaker to the truth of what he said. This type of speech act is also known as assertive speech act. Included in this type of speech act are utterances of assert, claim, affirm, assure, inform, predict, report, suggest, insist, hypothesize, swear, admit, confess, blame, and praise. An example of this type of speech is: "My school is the best school in this city". The utterance is a representative speech act because it contains information that the speaker is bound by the truth of the content of the utterance. The speaker is responsible that the speech spoken is a fact and it can be proven in the school achievement data that the school always gets the first rank in the city. Other examples are: "My football team won a landslide victory", and "The governor inaugurated this new building".

c. Expressive

     This speech act is also known as the evaluative speech act. Expressive speech acts are speech acts intended by the speaker so that his speech is interpreted as an evaluation of the things mentioned in the speech, including utterances of Apologize, thank, condole, congratulate, complain, protest, compliment, praise, and welcome. The statement "I have studied hard to get a perfect score, but the results just got 90". The utterance is an expressive speech act of complaining which can be interpreted as an evaluation of

what he said, namely an effort to get the best score, but the results are just 90. Other examples of speech are "Congratulations, ma'am, your daughter is a girl" (congratulations), "Your question is very good" (praise), and "Because of your carelessness, our group was disqualified from this competition" (blaming).

d. Directive

Directive speech acts are speech acts intended by the speaker so that the speech partner takes action according to what is stated in his speech. Directive speech acts are also known as impositive speech acts. Included in this type of speech act are the utterances of direct, request, ask, urge, demand, command, forbid, suggest, insist, recommend, implore, and beg. An example is "Help me fix this assignment". This example is included in the directive type of speech act because the speech is said intended by the speaker to take the appropriate action stated in the speech, namely helping to improve the task. The indicator of directive speech is the existence of an action taken by the speech partner after hearing the speech.

e. Commissive

Commissive speech acts are speech acts that bind the speaker to carry out all the things mentioned in his speech, for example, promise, vow, pledge, swear, consent, refuse, assure, guarantee, contract, and bet. An example of a commitment commissive speech act is "I can carry out this mandate well". The utterance binds the speaker to carry out the mandate as well as possible. This has

consequences for him to fulfill what he has said. Examples of other stories are "Tomorrow I will come to your painting exhibition", and "If it rains this afternoon, I won't go to Solo".

6. Classification Directive's Speech Act by Searle

Searle (In Putri, 2019) classifies the types of directive speech acts into some categories, such as commanding, requesting, inviting, forbidding, and suggesting. The kinds of types can be explained as follow:

a. Commanding

A command is an order, a compelling task given to an inferior or a machine. The command can be meant as a kind of directive speech act that has a purpose to make someone do something. An example is "Close the door!"

b. Requesting

Searle (1969) states that request is a kind of directive speech act whose illocutionary purpose is to get the listener to do something. The speaker believes that the target will perform an action. For example, "Would you like to bring my book?" It is a request to the hearer to bring the bag.

c. Inviting

Inviting can be defined as an attempt to get the target to attend or participate in a given event or carry out an action, which is supposed beneficial to him or her. For example, "Can you come to my wedding party tonight?" The speaker uses that utterance to

invite the listener to attend an event.

d. Forbidding

Forbidding is giving an order to someone not to do something. It functions to forbid or prevent someone from doing something. Furthermore, it is usually stated by using negative imperative such as "Don't touch that!"

e. Suggesting

A suggestion is a process by which one thought leads to another through the association of ideas. In addition, the suggestion is related to something that should be done by the listener. The utterance is tactfully conveyed to the listener; therefore, the utterance will be acceptable to the listener. For example, "You ought to ask your mother".

7. **The Forms of Directive Speech Act**

According to Yule (1996), there are three ways of uttering the expression of the directive speech act. They are imperative, interrogative, and declarative. Those three forms will be explained as follow:

a. Imperative

According to John Eastwood (2008), the imperative is used to tell someone what to do. Yule (1996) states that the structure of an imperative sentence represents a direct speech. From the definitions explained by those experts, an imperative can be concluded as a sentence that has an aim to command. The

expression such as "Come here!" can be classified as imperative.

b. Interrogative

According to Yule (1996), interrogative is not only being used only as a question but it is also used as the way the speaker says something in indirect speech. Based on the explanation, an interrogative can be used by the speaker to request something from the hearer. In summary, interrogative is not only used for asking for information, but also for requesting something.

c. Declarative

According to Yule (1996), declarative is used to make a statement. For instance, "You wear a black shirt". This expression is included as declarative because that expression is in the form of a statement.

8. Context

Context is the situation when the speaker says some utterance to the hearer. This situation could be everything around the conversation. The context can influence the speaker on how to use the language. Yule (1996: 21) mentions that context simply means the physical environment in which a word is used. Meanwhile, Mey (2001) concludes that context is a dynamic and not static concept. So, every utterance has a different meaning based on the context.

For example, a man is saying "I want sugar". If the speaker said it in the coffee shop, the barista will give sugar to the coffee. But if the speaker said it in the grocery store, the grocery storekeeper will give 1

Kg of sugar. That showed how the context affects the intention. Therefore, context is also important in analyzing the speech act used.

9. Context in Thesis Examination

David Nunan (1993: 7) states that "context refers to the situation giving rise to the discourse and within which the discourse is embedded." In the thesis examination, the English Language Education Study Programis using English. English is used to present by the students. English is also used to comment by the examiners. The context of the thesis examination is the situation that happens in the thesis examination. These contexts could be the student's performance student's thesis examination, the condition in the discussion, etc.

B. Previous Related Study

There are several previous study related studies performed to compare this study with others. Some related studies:

The first research is from Desi Ayu Lestari entitled *An Analysis of Directives Speech Acts by Teacher's Utterances on Rotua Elfrida Marentina Youtube Channel (2022)*. In this study, the researcher used qualitative methods. This research is about directive speech acts performed by Rotua Elfrida Marentina on Youtube Channel. The result of this study is that Rotua used 53 utterances of directives speech acts of command (47,32%), there are 36 directive speech acts of request (32,15%), there are 5 directive speech acts of suggestion (4,46%), there are 14 directive speech acts of invitation (12,5%), There are 4 directive speech acts of warning (3,57%).

The second research is from Zamhajj Bhrenasj Rayhana entitled *An Analysis of Directive Speech Act Used by Tutor in Saturday Class for Junior High School at Elti Gramedia Solo (2020)*. This research applied a qualitative approach with a descriptive qualitative design. This research showed the directives speech acts used by the tutor in Saturday English class for junior high school at ELTI Gramedia Solo. The result of this study is there are: command 95 utterances, request 66 utterances, suggestion 13 utterances, invitation 11 utterances, and warning 11 utterances.

The third research conducted by Amar Ma'ruf has entitled *Gordon Ramsay's Directive Speech Acts in Hell's Kitchen TV Series (2021)*. This research applied the descriptive-qualitative approach. This research is about directive speech acts classification performed by Gordon Ramsay in Hell's Kitchen TV Series. The result is there were 92 data of command (67,65%), 27 data of request (19,85%), 5 data of order (3,70%), and 12 data of suggesting (8,80%).

The last research is from Erma Nurhayati with the title *Directive Speech Act Analysis in Kungfu Panda Movie (2017)*. This research applied the descriptive-qualitative approach. This research is about directive speech acts performed by the character in Kungfu Panda Movie. The result of this study was that 54 data belong to command, 11 data belong to request, 9 data belong to suggestion, and 8 data belong to a warning.

Based on the explanation above there are similarities and differences with the researcher research:

No	Title	Similarities	Differences
1	*An Analysis of Directives Speech Acts by Teacher's Utterances on Rotua Elfrida Marentina Youtube Channel*	• Qualitative Research Method • Directive Speech Acts	• The research subject, the researcher used Examiner, not teacher
2	*Analysis of Directive Speech Act Used by Tutor in Saturday Class for Junior High School at Elti Gramedia Solo (2020)*	• Qualitative Research Method • Directive Speech Acts	• The location, the researcher did at University, not Junior High School
3	*Gordon Ramsay's Directive Speech Acts in Hell's Kitchen TV Series (2021)*	• Qualitative Research Method • Directive Speech Acts	• The researcher analyzed Examiner in thesis examination, not a Chef in TV Series
4	*Directive Speech Act Analysis in Kungfu Panda Movie (2017)*	• Qualitative Research Method • Directive Speech Acts	• The researcher analyzed recording from thesis examination, not a Movie

Table 2.1 The Similarities and Differences from the Previous Related Study

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Because the purpose of the study was to describe and identify the existence of linguistic elements in sentences without statistical calculations, the researchers used descriptive qualitative studies. In this study, descriptive methods were used to collect data. At the same time, a qualitative approach was used by the researcher to determine the directive's speech act type and function during the thesis examination process at the English Language Education Study Program of UIN Surakarta. The researcher draws conclusions after collecting, classifying, and analyzing data. The data of the study is presented in the form of words and sentences. The results of this study are also presented in the form of a descriptive, which consists of two main points: the type and function of the dialogue act used by the examiner.

According to Bogdan and Taylor in Moleong's (2004: 3) descriptive qualitative study, the data investigated by the researcher are in the form of oral or written words. Williams (2007) descriptive research is a research method that can determine the situation in the current phenomenon. Nassaji (2015) also states that the goal of descriptive research is drawing and classifying the phenomenon. In addition, Walliman (2011) defines that descriptive research relates to an observation in collecting the data. Furthermore, according to Creswell in Sugiono (2016:16) qualitative research is a means for exploring and understanding the meaning of individuals or groups assigned to a social or human problem.

Based on these statements above, the researchers applied a descriptive qualitative method. This is because the data to be investigated is the utterances of speech act by examiners. The research aimed to describe the factual data supported by Searle's theories of speech act. Hancock et.al (2009) also defines qualitative research as research design that is concerned with the development and the understanding of social phenomena. Williams (2007) states that qualitative research can be used to investigate the participant's opinions about social phenomena.

B. Research Setting

The setting of the research consists of the 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 conducted at UIN Surakarta which is located at Pandawa Street, Pucangan, Kartasura, Sukoharjo, Central Java. Phone number (0271) 781516, email: info@iain-surakarta.ac.id. The official website: https://iain-surakarta.ac.id/. In this research, the researcher analyzed four examiners for the thesis examination at English Language Education Study Program. The examiners have been randomly selected by the researcher.

2. Time of the Research

In terms of time, this research carried out for about four months. The researcher started observing the research in November 2021 by conducting pre-research and continued the research in September 2022

for the main observation. In detail, the activities can be seen in the following schedule:

Table Schedule of the Research

Activities/year/ Month	2021			2022					2023
	9	10	11-12	1-7	8	9-10	11	12	1-3
Research topic	■								
Case study	■								
Literature review	■								
Make a 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									■

Table 3.1 Schedule of the Research

3. **Object of the Study**

   The object of this research was the illocutionary directive's speech acts uttered by the examiners in the thesis examination presentation at UIN Raden Mas Said Surakarta. The utterances included: command or order, request, suggestion, invitation, and warning. The researcher focuses on attempting to analyze the types of directive speech act used by the examiners and the Student response to directive speech act spoken by the examiners in the thesis examination presentation at UIN Raden Mas Said Surakarta.

C. **Research Subject**

   The research subject of the research are examiners in the thesis examination. The researcher choose three examiners randomly with four session in thesis examinations. The position of the examiners in the thesis examination consists of two chairman and two main examiner. The examiners are the lecturer at UIN Raden Mas Said Surakarta. They teach in English Language Education Study Program. The researcher choose the examiners randomly to have wider data on directive speech acts. Because each examiner has a different speech act style in the thesis examination process.

D. Data and Source of the Data

Data can be identified as material for research and cannot be identified as a subject of research. As a material, data are not raw materials but finished materials: they exist because it has been through the election and sorting in utterance (Sudaryanto, 1993: p.23). The data of this research are speech acts used by the examiners found in the thesis examination presentation process at UIN Raden Mas Said Surakarta.

A data source is a source from obtained data, like humans, events, behavior, document, files, and other things (Maryadi, et al, 2011: p.13). The data source is all of the information like events and real things. According to Sukandarrmudi (2006: p. 44), Data source that has qualitative research is not subjective, therefore it needs to give quality.

The data source used in this qualitative research is source obtained directly from observing the directive speech acts used by the examiners in the thesis examination at UIN Surakarta.

E. Techniques of Collecting the Data

The data collection technique used by the researcher in this study was the note-taking technique. In note-taking skills, the researcher recorded conversations in the examination room using recorders, and voice recorders. The researcher then recorded the data in a data sheet. The most important thing for researchers to note is that the recording process is as natural as possible so that the speaker is not aware that his or her speech is being recorded (Sudaryanto in Kesuma, 2007:45).

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 activity of this technique is observing the examiner's utterance. The researcher conducted four observations. The researcher only did four observation because it is enough to did directive speech acts research.

2. **Recording Technique**

   After the observation and determining, objects were observed, the researcher recorded the utterance of the examiners.

3. **Transcription Technique**

   After the recording is done successfully, the next technique is the note-taking technique.

F. Research Instrument

In this qualitative research, the primary instrument is the researcher himself because the qualitative study cannot be separated from the role of the researcher who determines the scenario of the research. According to Moleong (2004), the researcher plays the role of a planner, implementer, data collection and data analysis, data interpreter, and finally a pioneer of the research result.

Arikunto, (2009: 134) stated Research instruments is the 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. The secondary instruments of this research are:

1. Smartphones, to support the researcher in recording the data,

2. Laptop, used to support the researcher write the data,

3. Datasheet, to help the researcher identify and analyze the data.

G. Trustworthiness of the Data

Checking the validity of the data (trustworthiness) is a step to reduce errors in the process of obtaining research data which of course affects the validity of the final results of a study. Checking the validity of this data (trustworthiness) is carried out by researchers to produce reliable and trustworthy data scientifically and meet the level of credibility tall. Trustworthiness of research can be gained by conducting credibility, dependability, transferability, and conformability. Moleong (2004:324). Credibility aims to achieve data validation through carefully observing and rearranging selected data following research questions so that the data can be considered credible (Moleong 2004; 324). In this research, the researcher discusses the data with the Lecturer from UIN Surakarta, Mr. Arkin Haris, S.Pd., M.Hum., as the expert in speech acts to discuss check the truth of the data and check the validation also.

In using transferability, researchers must provide all information needed by observers. In this research in understanding the discovery of information obtained through the directive's speech act used by examiners in the thesis examination presentation at UIN Surakarta according to Searle's theory. In dependability, researchers record all data speech act used

by examiners in the thesis examination at UIN Surakarta. That is needed carefully classifies into tables according to Searle's theory in order to make a correct interpretation. Conformability is teaching to determine the objectivity of research by conducting discussions with other researchers or ordering an advisor and asking experts about validity data.

H. Technique of Analyzing Data

The researcher must analyze the data after collecting it. Several steps to analyze the data used by the researcher. Based on J. P. Spradley (In Sugiono 2016) there are four steps to analyze the data that will be explained below:

1. Domain analysis

Domain analysis is the first step in analyzing the data. Domain analysis is the step to separate the data and non-data. In this research, the researcher tries to analyze the directive speech act using Searle's theory and its form using Yule's theory that was spoken by examiners in the thesis examination at UIN Raden Mas Said Surakarta. Thus, any utterance that is not included in the directive speech act, is not qualified as the data. For example,

Examiner 1   : "Your cover is good, but there is one mistake"

Student   : "What is it miss?"

Examiner 1   : "**You should change the logo into UIN!"**

Student   : (Make a note to revise the thesis)

The utterance that can be included as the data is "**You should change the logo into UIN!"** This utterance can be classified as the data

because those utterances represent the type of directive speech act. At the same time, other utterances are not the data because they do not represent the type of directive speech acts.

2. **Taxonomy analysis**

   Taxonomy analysis is the step that is used for classifying the data by using data coding. Therefore, the researcher intends to make data coding. For example: **01/TE/E1/S/INT**

   The explanation of the coding of each datum is elaborated below: The coding: 01/TE/E1/S/INT

   a) The first part is the number of the data.

      01: Datum number 1

   b) The second part is the object of the research.

      TE: Thesis examination

   c) The third part is the number of examiners.

      E1: Examiner 1

   d) The fourth part is the directive speech act types. C: Command, R: Request, I: Invite, F: Forbid, S: Suggestion.

   e) The fifth part is the forms of the directive speech act.

      DEC: Declarative

      IMP: Imperative

      INT: Interrogative

3. **Componential analysis**

   Componential analysis is the next step in analyzing the data. Componential analysis is the technique of analysis that analyzes cause

and effect. The researcher uses the thesis examination presentation at the English Language Education Study Program of UIN Surakarta as the other component in order to make the result more detailed, so the result of this research will show the dominant type and form of directive speech acts in each presentation.

The researcher makes a componential table that has X-axis and Y-axis. The X-axis includes the first and the second research questions. Y-axis is the thesis examination presentation at the English Language Education Study Program of UIN Surakarta.

Componential Table of The Types of Directive Speech Acts

Examiner	Command	Request	Invite	Forbid	Suggestion
1					

Table 3.2 example of componential table of the types of directive speech acts

Componential Table of The Forms of Directive Speech Acts

Examiner	Declarative	Imperative	Interrogative
1			

Table 3.3 example of componential table of the form of directive speech acts

4. **Culture theme**

A cultural theme is the thoughts or ideas of the researcher based on the result of the research. The researcher has to identify the dominant data of the research and the researcher tries to make a conclusion based on the findings of the research.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. **Research Findings**

The first part of this chapter describes the types of directive speech acts used by the examiners at English Language Education Study Program of UIN Raden Mas Said Surakarta. It presented the findings of the types of directive speech acts that occurred in the thesis examination from the first examination until the fourth examination. The second part of this chapter describes the forms of directive speech acts used by the examiners at the English Language Education Study Program of UIN Raden Mas Said Surakarta. This part analyzed the forms of the directive speech acts from the utterance.

1. **The Types of Directive Speech Acts Used by Examiners in Thesis Examination at English Language Education Study Program of UIN Surakarta**

The researcher found 107 data in the thesis examination presentation from the first until the fourth. The findings were 40 data of command, 31 data of request, 8 data of invite, 14 data of forbid, and 14 data of suggestion. For a more detailed explanation has been given below:

a. Command

A command can be understood as a type of directive speech act intended to make someone do something. The researcher found 40 data of commands. The researcher is trying to give some

examples of this kind. Examples are clearly explained below:

1) 01/TE/E1/C/IMP

    E1: *Sebutkan saja namanya! gurunya dan gelarnya.*

        (**Just say his name!** the teacher and his title)

    ST: Oh, yes miss.

        (Then the student loads a note for her revision)

    This datum occurs in datum 01/TE/E1/C/IMP in the first thesis examination presentation at the English Language Education Study Program of UIN Raden Mas Said Surakarta. The first examiner as the speaker performs an utterance that indicates command type. The context is the examiner was annoyed by the initials (S***, A***) made by the students in her thesis. According to the examiner, the student called the teacher's name with capitals and asterisks like a criminal. In this case, the examiner said **"Just say his name!"** to the student as the listeners in order to write the teacher's full name. The effect is the student makes a note to revise her thesis about the way she called the teacher's name.

    It is a command because the speaker intends to get the listener to replace the initial of the teacher with their full name. However, the speaker does not say some keyword like "Change it!" or others, but the listener has known the invisible meaning that she has to replace it and she knows what to do. In this case, the student has known the invisible meaning because she has background knowledge.

2) 05/TE/E1/C/IMP

E1: To know this "effective", you need to measure, *nggak ada kan*

(To know this "effective" **you need** to measure, you don't have it do you?)

ST: (She listened intently to what the examiner said)

This example is found in datum 05/TE/E1/C/IMP in the first thesis examination presentation at the English Language Education Study Program of UIN Raden Mas Said Surakarta. In this context, the examiner sees that the student used the word "effective" in the third paragraph of the result of the study. According to the first examiner, there must be a measuring tool for analyzing this. But the student has no measuring tool.

It is a command because she used phrase "**You need**" commands the student to delete the word "effective". After saying that utterance, the effect is the student makes a note about her thesis to revise and delete the "effective" word. In this datum, the listener has known what she has to do, even though the speaker does not command her in detail such as "Delete it!" because the context is the student doesn't have a measuring tool to maintain the "effective" word.

3) 13/TE/E1/C/IMP

E1: But if you take it originally from google source, **you have to** write the page!

ST: (Listen to the examiner's directions carefully and make

notes about the revisions)

It is found in datum 13/TE/E1/C/IMP in the first thesis examination presentation at the English Language Education Study Program of UIN Raden Mas Said Surakarta. The context is the examiner explained how to use references properly because she found that in her student's thesis some writings did not comply with the rules of reference writing.

It is a command because she used phrase "**You have to**" commands the student to write the page. After saying that utterance, the effect is the student makes a note about her thesis to revise and write the page.

4) 11/TE/E1/C/DEC

(The examiner is correcting the writing method of chapter 2 in student's thesis)

E1: **One paragraph consists of more than one sentence.**

ST: (Listen to the examiner's directions carefully and make notes about the revisions)

It is found in datum 11/TE/E1/C/DEC in the first thesis examination presentation at the English Language Education Study Program of UIN Raden Mas Said Surakarta. The context is the examiner found several paragraphs that only contained one sentence. According to the examiner, in one paragraph there must be more than one sentence. So, the student has to add sentences in each paragraph of her thesis.

It is a command because she commands the student to write more than one sentence in each paragraph. After saying that utterance, the effect is the student makes a note about her thesis to revise and write more sentences in her paragraph. In this datum, the listener has known what she has to do, even though the speaker does not command her in detail such as "Add more your sentences!", but the listener has known the invisible meaning. In this case, the student has known the invisible meaning because she has background knowledge.

These are examples of command searches collected by the researcher. This command was the dominant type, as the researcher mentioned in the previous description. The researcher found 40 data of commands from 107 data of directive utterances. Command was the dominant type with a percentage of 37.38%. This is because the speaker as the examiner has the right to provide input, orders, advice, etc. during the discussion session in the thesis examination at the English Language Education Study Program of UIN Raden Mas Said Surakarta.

b. Request

A request is a kind of directive speech act whose illocutionary purpose is to get the listener to do something. The speaker believes that the target will perform an action. The researcher found 31 data of requests. The researcher intends to give some examples of this type. Examples are clearly explained below:

1) 40/TE/E2/R/DEC

   E2: **Please** add more to the problem based on your title.

   ST: (Listen to the examiner's directions carefully and make notes about the revisions)

   This datum is found in datum 40/TE/E2/R/DEC in the second thesis examination presentation at the English Language Education Study Program of UIN Raden Mas Said Surakarta. In the context of the dialogue above the second examiner found that in the problem statement there was only one, while there are so many problems related to the title but the student just focused at once. The effect is the student makes a note to revise her problem statement. This datum includes request type because the speaker used the word **"Please"** in order to request the target to do the message.

2) 07/TE/E1/R/IMP

   E1: Senior High School student **please** write completely!

   ST: (Listen to the examiner directions carefully and make notes about the revisions)

   This datum is found in datum number 07/TE/E1/R/IMP in the first thesis examination presentation at English Language Education Study Program of UIN Raden Mas Said Surakarta. The context of this datum is, the examiner found that students used abbreviations to represent the word senior high school with the letters SHS. According to the examiner, SHS in Indonesia is not

known to many people. Even if we look it up in the dictionary, we will never find the abbreviation (SHS). Thus, the first examiner wants the student to write Senior High School completely with no abbreviation. The effect is the student makes a note to revise and replace the abbreviation. This datum is classified as the request because the speaker says **"Please"** to request the listener to do the request.

3) 09/TE/E1/R/IMP

   E1: Please follow my suggestion ya!

   ST: Ya miss

   (Yes miss)

   This datum is found in datum number 09/TE/E1/R/IMP in the first thesis examination presentation at English Language Education Study Program of UIN Raden Mas Said Surakarta. The context of this datum is, the examiner wants to start a discussion about chapter two of the student's thesis. The examiner asked the students to follow her directions and suggestions from her. The effect is the student listen carefully to the examiner. This datum is classified as the request because the speaker says **"Please"** to request the listener to do the request.

4) 70/TE/E3/R/INT

   E3: **Could you** describe the success?

   ST: The success that I mean in this research is the student can solve the problem

This example is found in datum number 70/TE/E3/R/INT. This datum occurs in the third thesis examination presentation at the English Language Education Study Program of UIN Raden Mas Said Surakarta. The context is the examiner wants to explore more about the student's comprehension of the word "success" in her thesis.

This datum is classified into the request because the speaker says "**Could you**" in order to request the listener to do the request. However, the speaker uses a question but it's not used for asking something to get an answer. Pragmatically, the utterance "**Could you** describe by the success?" has an invisible meaning that is to request the student to explain more about success in her thesis. In short, a question also functions to request something in some cases rather than asking for some information.

The finding examples of requests have been explained above. In conclusion, the researcher generally found many request data in which the utterance is using the word "**Please**". This type showed 31 data of 107 data with a percentage of 28.97%. Therefore, this kind of directive speech act is the second dominant type in this research.

c. Invite

Inviting can be defined as an attempt to get the target to attend or participate in a given event or carry out an action, which is supposed beneficial to him or her. In this research, the researcher

found 8 data out of 107 data. To elaborate more, the researcher aims to give some examples in order to explain the findings of this type. These are the examples:

1) 101/TE/E2/I/IMP

    E2: **I would like to invite** our main examiner, Miss Budiasih please!

    This datum is found in data 101/TE/E2/I/IMP in the second thesis examination presentation at the English Language Education Study Program of UIN Raden Mas Said Surakarta. The context is, to start the discussion session, the examiner invites the main examiner to take the time first.

    The type of this datum is an invite because the speaker used the phrase **"I would like to invite".** He wants the main examiner to take the time. The form of this datum is imperative since it aims to get the hearer to do something. He uses that form because the context is, he is the second examiner of this thesis examination presentation.

2) 102/TE/E1/I/DEC

    E1: Okay thank you very much, I take too long.

    This datum is found in datum 102/TE/E1/I/DEC in the first thesis examination presentation at the English Language Education Study Program of UIN Raden Mas Said Surakarta. The context is, the examiner finished his discussion session. So, he invites the second examiner to take the time.

The type of this datum is an invite because the speaker wants the second examiner to take the time. The form of this datum is declarative since it is in the form of a statement. She uses that form because the context is, he is the main examiner of this thesis examination presentation.

3) 105/TE/E1/I/DEC

E1: Okay good. I think it's enough pak Sabar.

This datum is found in datum 105/TE/E1/I/DEC in the first thesis examination presentation at the English Language Education Study Program of UIN Raden Mas Said Surakarta. The context is, the student read Al-Quran well. So, the time is back to the second examiner.

The type of this datum is an invite because the speaker wants the second examiner to take the time. The form of this datum is declarative since it is in the form of a statement. She uses that form because the context is, he is the main examiner of this thesis examination presentation

4) 107/TE/E4/I/DEC

E1: That's good, bu Nuning.

This datum is found in datum 107/TE/E4/I/DEC in the fourth thesis examination presentation at the English Language Education Study Program of UIN Raden Mas Said Surakarta. The context is, the student read Al-Quran well. So, the time is back to the second examiner.

The type of this datum is an invite because the speaker wants the second examiner to take the time. The form of this datum is declarative since it is in the form of a statement. He uses that form because the context is, he is the examiner of this thesis examination presentation.

d. Forbid

Forbidding is giving an order to someone not to do something. It functions to forbid or prevent someone from doing something. Furthermore, it is usually stated by using negative imperative. The researcher found 14 data out of 107 data. To elaborate more, the researcher aims to give some examples in order to explain the findings of this type. These are the examples:

1) 36/TE/E2/F/IMP

E2: *Berarti cukup sampai guru atau dosen pembimbing, selesai. Jangan kamu masukin teman-teman, dst.*

(It means that it is enough until the teacher or supervisor is finished. **Don't write down your friends etc.!**)

ST: Oke sir. (Listen to the examiner's directions carefully and make notes about the revisions)

The datum 36/TE/E2/F/IMP is found in the second thesis examination presentation at the English Language Education Study Program of UIN Raden Mas Said Surakarta. The context is, the student wrote some of the names of his friends on the acknowledgment page. According to the examiner, his friend's

name shouldn't be on this sheet, so it should be enough for the teacher or supervisor.

The effect is the student makes a note to revise her thesis and then she will remove her special person from the acknowledgment page into the dedication page. The researcher classifies this datum to forbid because the speaker use phrase **"don't write"**. The student understands the intention to remove them because she put her special person in the wrong place.

2) 41/TE/E2/F/IMP

E2: But because there is only one, **don't put** a number here!

ST: (Listen to the examiner's directions carefully and make notes about the revisions)

The datum 41/TE/E2/F/IMP is found in the second thesis examination presentation at the English Language Education Study Program of UIN Raden Mas Said Surakarta. The context is, the student only has one problem statement and objective of the study, but he writes it by number. According to the examiner, the numbering should not be used if there is only one statement.

The effect is the student makes a note to revise her thesis and then she will make her problem statement and objective study into paragraphs. The student will remove the numbering according to the examiner's instructions. The researcher classifies this datum to forbid because the speaker use phrase **"don't put"**. The student understands the intention to remove and make paragraphs because

she realizes that the utterance from her examiner is right.

3) 95/TE/E4/F/IMP

    E4: Jangan poin-poin, karena poin-poin sudah digunakan pada research findingsmu!

    (**Don't make** bullet points, because the points have been used in your research findings!)

  ST: Yes sir

    The datum 95/TE/E4/F/IMP is found in the fourth thesis examination presentation at the English Language Education Study Program of UIN Raden Mas Said Surakarta. The context is, the student wrote point by point in the part of discussion. According to the examiner, it should be in the form of description. It because point by point is used in the part of research findings.

    The effect is the student makes a note to revise her thesis. The student will remove the bullet point according to the examiner's instructions. The researcher classifies this datum to forbid because the speaker use phrase **"don't make"**. The student understands the intention to revise the paragraphs because she realizes that the utterance from her examiner is right.

4) 44/TE/E2/F/IMP

  E2: *Jangan sampai reading malah urutan ke lima!*

    (**Don't let** reading even be in fifth order!)

  ST: (Listen to the examiner's directions carefully and make notes about the revisions)

The datum 44/TE/E2/F/IMP is found in the second thesis examination presentation at the English Language Education Study Program of UIN Raden Mas Said Surakarta. The context is, in chapter two, students write down the theory about reading in number five. According to the examiner, students should move reading theory to the beginning.

The effect is the student makes a note to revise her thesis and then she will move her theory of reading into the first according to the examiner's instructions. The researcher classifies this datum to forbid because the speaker uses the phrase **"Don't let".** The student understands the examiner's intent even though the sentence does not directly lead to a specific point such as "don't write". Students understand because the phrase "don't let" pragmatically in this context is that students cannot write reading theory in fifth place, it must be moved to first place.

An explanation of the findings of the forbid type has been presented above. The researchers found that the word "don't" is often used to indicate forbid. Researchers found only 14 data from 107 existing data. This shows the percentage is only 13.08%.

e. Suggestion

Suggestions are utterances made by the speaker to make advice to the listener. The researcher found 14 data of 107 data. To elaborate, the researchers would like to give some examples to illustrate this type of result. These are examples:

1) 03/TE/E1/S/IMP

E1: Let me give you some suggestions. **You have to** arrange the
first up to the end of the research methodology!

ST: (Listen to the teacher's directions carefully)

The datum 03/TE/E1/S/IMP is found in the first thesis
examination presentation at the English Language Education Study
Program of UIN Raden Mas Said Surakarta. The context is, the
examiner sees that the way students write is not clear. According
to the examiner, the student should describe clearly and ordinal.

The effect is the student makes a note to revise her thesis. In
this case, the researcher included the datum to suggestion because
the speaker suggests the students arrange the first paragraph until
the last paragraph correctly. The researcher classifies this datum as
a suggestion because the speaker uses the phrase **"You have to".**

2) 08/TE/E1/S/IMP

E1: **I suggest** you write more than one problem.

ST: (Listen to the examiner's directions carefully and make notes
about the revisions)

The datum 08/TE/E1/S/IMP is found in the first thesis
examination presentation at the English Language Education Study
Program of UIN Raden Mas Said Surakarta. The context is, the
examiner found that in the problem statement there was only one,
while in the limitation of study students used the word "all
problems". According to the examiner, if students identify

problems related to her study, there will be many problems.

The effect is the student makes a note to revise her thesis and then she will be looking for more than one problem statement. Besides that, she also will change the word "all problems". In this case, the researcher included the datum to suggestion because the speaker suggests the students write more than one problem. The researcher classifies this datum as a suggestion because the speaker uses the word "**I suggest**".

3) 42/TE/E2/S/IMP

   E2: **You should** give information to the reader about the definition of Reciprocal teaching.

   ST: Yes sir. (Listen to the examiner's directions carefully and make notes about the revisions)

   The datum 42/TE/E2/S/IMP is found in the second thesis examination presentation at the English Language Education Study Program of UIN Raden Mas Said Surakarta. The context is, in the definition of key terms, the student does not include a definition of reciprocal teaching. According to the examiner, students must include things that need to be defined. Reciprocal teaching is also included in the things that must be defined as well.

   The effect is the student makes a note to revise her thesis and then she will include the definition of reciprocal teaching. In this case, the researcher included the datum to suggestion because the speaker suggests the students write the definition of reciprocal

teaching. The researcher classifies this datum as a suggestion because the speaker uses the word "**You should**".

4) 35/TE/E2/S/IMP

E2: **You should put** move to the dedication page.

ST: (Listen to the examiner's directions carefully and make notes about the revisions)

The example occurs in datum 35/TE/E2/S/IMP. The datum occurs in the second thesis examination presentation at the English Language Education Study Program of UIN Raden Mas Said Surakarta. The context is, the student included some special people in her life in acknowledgment. Because this is academic writing, students must follow the writing rules. According to the examiner, it should be moved to the dedication page.

The effect is the student makes a note to revise her thesis and then she will move her special person to the dedication page. In this case, the researcher included the datum to suggestion because the speaker suggests the students move the special person mentioned on the acknowledgment page into the dedication page. The researcher classifies this datum as a suggestion because the speaker uses the phrase "**You should put**".

Those were some examples of the findings of the suggestion. In short, the researcher only found 14 data out of 107 data. It means this type has 13.08% in the percentage of the directive speech acts. It happens the competition should be done by the

contestants without many suggestions from the judge.

Based on the explanation of the findings of the types of directive speech acts in the thesis examination at English Language Education Study Program of UIN Raden Mas Said Surakarta. The researcher concluded the total of the findings in the table as follows:

Types	Total	Percentage
Command	40	37.38%
Request	31	28.97%
Invite	8	7.47%
Forbid	14	13.08%
Suggest	14	13.08%
Total	107	100%

Table 4.1 The Percentage of The Types of Directive Speech Acts

The researcher also aims to present a component analysis of the types of directive speech acts used by examiners in their thesis examinations for the English Language Education Study Program of UIN Raden Mas Said Surakarta. Horizontal columns display total data for types of directive speech acts. The vertical columns display the total data from each examiner in the thesis examination presentation in the English Language Education Study Program of UIN Raden Mas Said Surakarta.

Examination	Command	Request	Invite	Forbid	Suggestion	Total
1	17	9	2	7	2	37
2	14	3	2	5	4	28
3	0	11	2	0	1	14
4	9	8	2	2	7	28
Total	40	31	8	14	14	107

Table 4.2 The componential Table of Directive Speech Acts Types

Based on Table 4.2, we can see that the command has dominant data, 40 data, 31 data of request, 8 data of invite, 14 data of forbids, and 14 data of suggestion. The type of command is governed by the first and the second examiner. The researcher concludes that the speaker (examiner) is consistent in giving a commanding thesis examination presentation in the English Language Education Study Program of UIN Raden Mas Said Surakarta.

2. **The Form of Directive Speech Acts Used by Examiners in Thesis Examination at English Language Education Study Program of UIN Surakarta**

During this study, the researcher found all the forms mentioned. Researchers found 107 data on forms of directive speech acts. Specifically, the researcher found 28 data of declarative, 55 data of imperative, and 24 data of interrogative. Based on a brief description, the findings showed that imperative sentences dominated the form of directive speech acts, followed by declarative and interrogative sentences. The three forms are detailed below:

a. Declarative

A declarative sentence is a sentence that makes a statement, from vitally important information to minor detail. In this research, the researcher found 28 data out of 107 data. The researcher aims to show the example of these findings by some examples below:

1) 15/TE/E1/R/DEC

E1: *Saya tahu mungkin kamu tau, tapi kamu tidak tau cara memberi tahu kami.*

(I know maybe you know, but you don't know how to tell us.)

ST: (The student smiled slightly because she was confused about the meaning of the question)

This example is taken from datum 15/TE/E1/R/DEC in the first thesis examination presentation at the English Language Education Study Program of UIN Raden Mas Said Surakarta. The context is, the examiner has asked many times about the data in the student's research, but the students never answered correctly and did not understand the examiner's words. The speaker requests students to remember more so that they can explain the data of her research. In this case, the first examiner used a declarative form. This datum includes a declarative form since the utterance is in the form of a statement.

2) 17/TE/E1/R/DEC

E1: *Itu kan* **technique collecting of** *datamu***.**

(That is your technique collecting the data)

ST: (The student while flipping through the thesis, looking for answers and confusion)

The example is taken from datum 17/TE/E1/R/DEC in the first thesis examination presentation at the English Language Education Study Program of UIN Surakarta. The context is, the student was wrong in answering the question. Examiner tried to explain again about the question she asked. The speaker requests the students to answer again the question. In this case, the first examiner requests the student by using a declarative form. This datum includes a declarative form since the examiner said it with pointing the student's technique of collecting the data, and also utterance is in the form of a statement. The researcher surely classified it as a declarative form.

3) 107/TE/E4/I/DEC

E1: **That's good, bu Nuning**.

The example is taken from datum 107/TE/E4/I/DEC in the fourth thesis examination presentation at the English Language Education Study Program of UIN Surakarta. The context is, the student read Al-Quran well. So, the time is back to the second examiner. In this case, the first examiner invites the second examiner to take the time by using a declarative form

4) 27/TE/E1/C/DEC

E1: **This is quite difficult to understand**.

ST: (Listen to the examiner's directions carefully and make notes about the revisions)

The last example is taken from datum 27/TE/E1/C/DEC in the first thesis examination presentation at the English Language Education Study Program of UIN Surakarta. The context is, the examiner felt that the writings made by the students were very difficult to understand. Even though she had seen the thesis from the front page. According to the examiner, how to convey the findings is very important. The speaker commands the student to revise and make a good description in the findings chapter. In this case, the first examiner commands the student by using a declarative form.

Examples and explanations of declarative findings have been described above. The important point is that the researcher found 28 data from 107 data and the declarative form got 26.16% of the total directives that had been found. However, in understanding directive speech acts that use declarative, one needs to think more. This is because the message contained in the directive is obtained implicitly.

b. Imperative

An imperative sentence is a sentence that expresses a direct command, request, invitation, warning, or instruction. The form is usually without a subject. The researcher found 55 imperative data from 107 data obtained during the thesis examination presentation. The researcher aims to elaborate on the findings in some examples. The examples are explained above:

1) 12/TE/E1/F/IMP

E1: **Don't forget** to complete your references!

ST: (Listen to the examiner's directions carefully and make notes about the revisions)

This example is taken from datum 12/TE/E1/F/IMP. The datum is found in the first thesis examination presentation at the English Language Education Study Program of UIN Raden Mas Said Surakarta. The context is the examiner explained how to use references properly because he found that in her student's thesis some writings did not comply with the rules of reference writing. The examiner forbids them to forget the way use reference by using the imperative form **"Don't forget!"** It includes imperative because the form uses the verb "Don't!"

2) 18/TE/E1/C/IMP

E1: Source of data, *terjemahkan saja!*

(Source of data, **just translate it!**)

ST: *Sumber, eh iya sumber* (After being silent for a while thinking about the meaning of the source)

(Source, yes source)

The example occurs in datum 18/TE/E1/C/IMP. The datum occurs in the first thesis examination presentation at the English Language Education Study Program of UIN Raden Mas Said Surakarta. The context is, the student repeatedly answered incorrectly. The examiner tries to understand the students by translating the words one by one in order to understand the

questions. The researcher commands her to translate it each word by using an imperative form. It can be seen from the phrase "**Just translate it**!" which functions to get the student to translate the words one by one.

3) 106/TE/E4/R/IMP

E3: **You may read** surat An- Nisa' 1-5!

ST: (Read Al-Quran)

The example occurs in datum 106/TE/E4/R/IMP. The datum occurs in the fourth thesis examination presentation at the English Language Education Study Program of UIN Raden Mas Said Surakarta. The context is, in the beginning of examination should be start from read Quran. So, the examiner asks the student to read. The researcher requests her to read Al-Quran by using an imperative form. It can be seen from the phrase "**You may read**!" which functions to get the student to read the Quran.

4) 24/TE/E1/C/IMP

E1: *Kalau kamu tidak mempelajari atau menelaah* research plan *ya ini harus dihilangkan saja!*

(If you don't study the research plan, then this **must be removed!**)

ST: Oh, yess miss.

(Listen to the examiner's directions carefully and make notes about the revisions)

The example occurs in datum 24/TE/E1/C/IMP. The datum occurs in the first thesis examination presentation at the English Language Education Study Program of UIN Raden Mas Said Surakarta. The context is, the student includes the lesson plan in the sub-chapter of the document. But students do not study in detail what the lesson plan is like. According to the examiner, if the student does not receive a lesson plan from the teacher, delete it. The researcher commands her to remove her lesson plan by using an imperative form. It can be seen from the phrase "**must be removed!"** It includes imperative because the form is using the verb "removed!" which aims to delete the lesson plan.

These were examples of finding imperative. As the researcher noted earlier, this type dominated the form of directive speech acts. This is also evident from the findings. As a finding, the researcher found 55 data of imperative. This happens because the speaker is the examiner which has a higher status than the student.

c. Interrogative

An interrogative sentence is a type of sentence that asks a question, as opposed to sentences that make a statement, deliver a command, or express an exclamation. The researcher found 24 data of interrogative forms from 107 data. The researcher intends to provide some examples of interrogative that the researcher has found to demonstrate the analysis of the findings. These are sample results of interrogative forms collected by researchers.

1) 14/TE/E1/R/INT

   E1: **What are the forms of your data?**

   ST: Qualitative miss, observation miss. (The student answered the question and repeatedly got it wrong)

   The example is taken from datum 14/TE/E1/R/INT which occurs in the first thesis examination presentation at the English Language Education Study Program of UIN Raden Mas Said Surakarta. In this datum, the context is the examiner did not find the data in the student's thesis. The examiner tries to ask students to explain what data of her research. According to the examiner, the data should be mentioned clearly in the thesis.

   The speaker uses an interrogative form in order to request the student to explain her data. The utterance "What are the forms of your data?" is classified as an interrogative form. It's an interrogative form since the utterance is using a question.

2) 19/TE/E1/C/INT

   E1: *Sumber data dari guru, kenapa ngga ditulis?*

   (The data source is from the teacher, why is it not written down?)

   ST: Oh, yes miss. (Listen to the examiner's directions carefully and make notes about the revisions)

   This finding example is found in datum 19/TE/E1/C/INT in the first thesis examination presentation at the English Language Education Study Program of UIN Raden Mas Said Surakarta. The

context is the student answered correctly about the source of data. However, it is not written in her thesis. According to the examiner, the source of data must be written clearly in the thesis. The first examiner commands the student to write down the source of data. The utterance "why is it not written down?" uses question form, thus the researcher classified it as interrogative form.

3) 92/TE/E4/R/INT

    E4: Yang kamu tuliskan di discussion sama ngga dengan yang ada di problem statement?

    (**What you wrote in the discussion is the same as what is in the problem statement?**)

    ST: Sama pak

    (Same sir)

This finding example is found in datum 92/TE/E4/R/INT in the fourth thesis examination presentation at the English Language Education Study Program of UIN Raden Mas Said Surakarta. The context is the examiner starts the discussion in her part of discussion in chapter four. The examiner wants to know about the student's comprehension. The first examiner requests the student to explain about the discussion. The utterance "What you wrote in the discussion is the same as what is in the problem statement?" uses question form, thus the researcher classified it as interrogative form.

4) 22/TE/E1/R/INT

E1: *Ini document yang kamu gunakan?* (Pointing to picture)

(Is this document that you used?)

ST: Engga miss, rekaman. (Student's understanding of the document is wrong; she is still arguing about the document he understands)

Datum 22/TE/E1/R/INT was found in the first thesis examination presentation at the English Language Education Study Program of UIN Raden Mas Said Surakarta. The context is the student answered incorrectly about what documents that she used. The student answers "photo" when the examiner asks what document she used. The first examiner requests the student to explain why she answer that "photo" is the document that she used. This datum is using an interrogative form since the utterance is in the form of a question.

These were examples of finding interrogative. However, the percentage of this type is 22.42%. This is the least used type of form in directive speech act used by examiner in thesis examination at English Language Education Study Program of UIN Raden Mas Said Surakarta. As a finding, the researcher found 24 data of interrogative.

From the explanation above about the form type of directive used by the examiner at the English Language Education Study Program of UIN Raden Mas Said Surakarta. The researcher found

that the examiner as the speaker more often uses declarative sentences. It is because the context is, the speaker has the authority to give a command, forbid, etc. Overall, the percentage of the findings elaborated below:

Forms	Total	Percentage
Declarative	28	26.16%
Imperative	55	51.40%
Interrogative	24	22.42%
Total	107	100%

Table 4.3 The Percentage of The Forms of Directive Speech Acts

The researcher aimed to discuss the form of the directive speech act, and the horizontal columns show the total data for the directive speech act form. The vertical columns contain total data for each examiner. Below is a component analysis of the form of directive speech acts used by the examiners in their thesis examination presentations in the English Language Education Study Program of UIN Raden Mas Said Surakarta.

Examination	Declarative	Imperative	Interrogative	Total
1	10	21	6	37
2	10	17	1	28
3	0	4	10	14
4	8	13	7	28
Total	28	55	25	107

Table 4.4 The Componential Table of The Forms of Directive Speech Acts

Based on the componential table above, the imperative has 55 data that are used by the examiners in almost all thesis examination presentations. Meanwhile, declarative has 28 data. The last is interrogative which has 24 data. The researcher concludes that imperative becomes the dominant data used by the examiners in almost all thesis examination presentations. The researcher interprets that since the examiners are in the discussion session, they have the authority, so they perform the imperative form of directive speech acts frequently.

B. Discussion

According to Searle (1976), directive speech acts are speech acts intended by the speaker so that the speech partner takes action according to what is stated in his speech. In this research, the examiners deliver what they want in order to make the target do something. The form of commands, requests, forbids, and suggestions were used in how examiners provide what they want. The examiners in the thesis examination presentation at the English Language Education Study Program of UIN Raden Mas Said Surakarta have the right to command, advise, request, suggest, etc. to the student.

There are several types of instructions given by the examiners in the thesis examination at the English Language Education Study Program of UIN Raden Mas Said Surakarta. The types of directive speech acts are based on Searle's theory (1969). The types are command, request, invite, forbids, and suggestion. In addition, the examiners use some forms such as declarative, imperative, and interrogative. The examiners use and combine

types of directive with the forms when talking.

Based on the number of results above, the researchers found 40 data command from 107 data. The researcher concludes that the most common directive speech act used by examiners in the English Language Education Study Program of the UIN Raden Mas Said Surakarta is command. A command is an act of a speaker that has the right or duty to give a command to a listener. Researchers conclude that examiners have high precedence in the thesis examinations in the English Language Education Study Program of UIN Raden Mas Said Surakarta. They command, forbid, and suggest to students, so they play an important role in discussions. The discussion about the student's thesis examination always needs utterances that indicate a command. Therefore, the examiners use a command frequently. This result is same with the previous research entitled *Directive Speech Acts in Teaching Learning Process at The Eleventh Grade Students of MA Al-Islam Jamsaren Surakarta in Academic Years 2018/2019* (2019) written by Nofia Anggita Putri.

According to Searle (1969), a request is a type of directive speech act whose purpose is to force the listener to do something. During this research, the researcher found 31 data of his research. The researcher found that the examiners often used the word "please" when request for something. It can be concluded that the examiners used request in a polite wat. Invite can be defined as a written or spoken request for someone to go somewhere or do something. During this research, the researcher discovered 8 data of invite. Forbidding means ordering someone not to do something.

It functions to prohibit or prevent someone from doing something. During this research, the researcher discovered 14 data of forbidding.

Suggestions can be defined as the speaker's opinion conveyed to the listener through utterance. During this research, the researcher found 14 data of suggestions. From this, we can conclude that the examiner's role is not only to command but also to suggest something to the student. They suggest the student about their thesis. In this study, the examiner implicitly gives suggestions to the students, and the students know the meanings because of their background knowledge.

Examiners do not always make direct suggestions. They implicitly suggest something. They used declarative several time during the thesis examination. From this, we can conclude that the examiner's utterances have an invisible meaning. However, the student as a listener must understand the utterance. If they don't understand it, they can't know what the invisible meaning of the utterance is.

In this research, the researcher found that the examiners used difficult language in the discussion session. It is not an effective way to suggest something to the student. Because it makes the student didn't understand well about the direction. Therefore, sometimes the examiners use *Bahasa* to deliver what they want to suggest. It is undeniable that the student has a low vocabulary to get what the examiner means.

Second, Yule's theory (1996) was used in an analysis of the form of directive speech acts conducted by examiners in the context of thesis examinations in the English Language Education Study Program of UIN

Raden Mas Said Surakarta. Based on Yule's theory, there are three forms of directed speech acts. They are declarative, imperative, and interrogative. According to this theory, the researcher found all forms of directive speech acts used by examiners in their thesis examinations for the English Language Education Study Program of UIN Raden Mas Said Surakarta. They are imperative, declarative, and interrogative.

In this study, the researcher found 107 utterances in the Directive Speech Act forms that were used by examiners in the thesis examinations for the English Language Education Study Program of UIN Raden Mas Said Surakarta. The researcher received the data from the first examiner to the fourth examiner. The forms of declarative, imperative and interrogative were used there. The researcher found 28 declarative data, 55 imperative data, and 24 interrogative data.

An Imperative is the most common directive speech act used by examiners in thesis examination at the English Language Education Study Program of UIN Raden Mas Said Surakarta. According to Jhon Eastwood (2008), an imperative is used to tell someone what to do. Yule (1996) states that the structure of imperative sentences represents a direct speech. In this study, researchers collected 55 imperative data. Examiners use their powers to get students to do things using imperatives. From this, we can conclude that they are using a direct route to management. Since he has high status, he can use this form. This result is the same as that of the title paper *An Analysis of Directive Speech Act Used by Tutor in Saturday Class for Junior High School at ELTI Gramedia Solo* (2020) by Zamhajj Bhrenasj Rayhana.

Declarative is a type of utterance that takes the form of statements. Furthermore, according to Yule (1996), declarations are used to create statements. In this study, researchers collected 28 data declaratives. Interrogative sentences can be understood as a type of question utterance. It is also intended to force the listener to do something. The researcher has found the date of 24 in question.

The researcher concludes that imperatives are becoming the dominant datum used by examiners in almost all thesis examination. The researcher interprets the examiner as having authority due to their participation in the discussion session, and frequently perform imperative forms of directive speech acts. Sometime the examiners used declarative forms when they want to deliver their intention implicitly. Interrogative also used by the examiners when they want to deliver their intention in the question way. The examiners used combination from types of directive speech acts and the forms during the thesis examination.

CHAPTER V

CONCLUSION

A. Conclusion

In this study, the researcher applies descriptive-qualitative methods. To explain this study, the researcher uses a pragmatic approach. This study analyzes the types of directive speech acts and forms of directive speech acts used by examiners in the thesis examination at the English Language Education Study Program of UIN Raden Mas Said Surakarta.

The researcher found data on 107 directive speech act types spoken by examiners in thesis examinations in the English Language Education Study Program of UIN Raden Mas Said Surakarta. 40 data for commands (37.38%), 31 data for requests (28.97%), 8 data for invitations (7.47%), 14 data for forbidding (13.08%), and 14 data for suggestions (13.08%). It can be seen that the examiners are executing the command frequently. The researcher has concluded that they are using their authority to command the students.

The researcher found 107 dates of directive speech act forms spoken by examiners in thesis examinations in the English Language Education Study Program of UIN Raden Mas Said Surakarta. They were declarative in 28 data (26.16%), imperative in 55 data (51.40%), and interrogative in 24 data (22.42%). From this large number of findings, the researcher concludes that imperative is the dominant form when examiners want to perform directive speech acts. The researcher interprets the examiner as directly commanding the student using his authority in the imperative form.

B. Suggestion

For another researcher who wants to analyze the directive speech acts in thesis examinations at the English Language Education Study Program of UIN Raden Mas Said Surakarta, the researcher suggests analyzing the differences between directive speech acts used by examiners in online and offline thesis examinations. It is because the examiners sometimes want to use an online thesis examinations, this will make a different result because of the context. The researcher also hopes that the researcher who wants to analyze directive speech acts, try to use another theory of directive speech act.

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APPENDICES

Appendix 1   : Validation Sheet

VALIDATION

The thesis data titled *"DIRECTIVE SPEECH ACTS USED BY EXAMINERS IN THESIS EXAMINATION AT ENGLISH LANGUAGE EDUCATION STUDY PROGRAM OF UIN RADEN MAS SAID SURAKARTA 2022/2023"* had been checked and validated by Arkin Haris, S.Pd., M.Hum., in:

Day   : Monday

Date   : October 31st, 2022

Surakarta, October 31st, 2022

Validator

Arkin Haris, S.Pd., M.Hum.

DATA VALIDATION

DIRECTIVE SPEECH ACTS USED BY EXAMINERS IN THESIS EXAMINATION AT ENGLISH LANGUAGE EDUCATION

STUDY PROGRAM

OF UIN RADEN MAS SAID SURAKARTA 2022/2023

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ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

FACULTY OF CULTURES AND LANGUAGES

UIN RADEN MAS SAID SURAKARTA
2022

ABBREVIATION

1. TE   : Thesis Examination

2. E   : Examiner

3. C   : Command

4. R   : Request

5. I   : Invite

6. F   : Forbid

7. S   : Suggestion

8. DEC   : Declarative

9. IMP   : Imperative

10. INT   : Interrogative

11. ST   : Student

12. T   : True

13. F   : False

Coding	Context	Dialogue	Analysis	Type	Form	T/F
01/TE/E1/C/IMP	The examiner was annoyed by the initials made by the students, according to the examiner she called the teacher's name with capitals and asterisks like a criminal.	E1: *Sebutkan saja namanya! gurunya dan gelarnya.* (**Just say his name!** the teacher and his title) ST: Oh, yes miss. (Then the student loads a note for her revision)	The type of this datum is command since the speaker uses the phrase "**Just say his name**". She uses that type because she ordered that the teacher's initials should be changed to his real name. The form of this datum is imperative since it aims to get the hearer to do something. She uses that form because the context is, she is the main examiner of this thesis examination presentation, and she wants the student to revise her thesis.	Command	Imperative	T
02/TE/E1/R/IMP	The examiner starts the discussion session with give attention to the student to follow the examines direction.	E1: **Okay just read it and follow my notes here ya! Maybe you have to revise**. ST: (She listened intently to what the examiner said)	The type of this datum is request because the speaker uses the sentence **" follow my notes here ya! Maybe you have to revise".** She uses that type because she asks the students to pay more attention to the examiner's notes. The form of this datum is imperative since it aims to get the hearer to do something. She uses that form because the context is, she is the main examiner of this thesis examination presentation, and she wants the student to follow her notes.	Request	Imperative	T
03/TE/E1/S/IMP	The examiner sees that the way students write is not clear. According to the examiner, the student should describe clearly and ordinal.	E1: Let me give you some suggestion. **You have to** arrange the first up to the end of the research methodology! ST: (Listen to the teacher's directions carefully)	The type of this datum is a suggestion because the speaker uses the phrase "**You have to".** She uses that type because she suggests the students arrange the first paragraph until the last paragraph correctly. The form of this datum is imperative since it aims to get the hearer to do something. She uses that form because the context is, she is the main examiner of this thesis examination presentation, and she wants the student to more pay attention to the way students write.	Suggestion	Imperative	T
04/TE/E1/F/IMP	The result of the study from the student said the	E1: **Please do not** use this kind of	The type of this datum is forbidding because the speaker uses the sentence **"Please do not"**. She uses	Forbid	Imperative	T

	word "best" implementation", according to the examiner if the student wants to say the best, she has to use the measurements. But there, the student didn't use measurement.	word "the best"! this is really judgment. ST: (Listen to the examiner's directions carefully and make notes about the revisions)	that type because she wants the students to not use the word "best". The form of this datum is imperative since it aims to get the hearer to do something. She uses that form because the context is, she is the main examiner of this thesis examination presentation, and she wants the student to revise her thesis.			
05/TE/E1/C/IMP	The examiner see that the student used word "effective" in the third paragraph on the result of the study. According to the examiner, there must be a measuring tool in analyzing this. But the student has no measuring tool.	E1: To know this is effective **you need** to measure, *ngga ada kan* (To know this effective **you need** to measure it, you don't have it do you?) ST: *ngga ada miss* (in a low voice) (No miss)	The type of this datum is a command because the speaker used the word **"you need"** wants to say that the word "effective" should be deleted. She uses that type because she wants the student to understand that she must provide measurements if she wants to use the words "effective". The form of this datum is imperative because he sentence emphasized the students to need more analysis and to serve the tools to examine the word "effective". The examiner gave encourage to students in order the student could give more explanation and evidences.	Command	Imperative	T
06/TE/E1/F/IMP	The examiner clarifies and repeats what was said before about the words "best" and "effective". According to him, students should not use the word if students do not provide a measuring tool.	E1: So **please do not** make any judgment such as "effective"! ST: (Listen to the examiner's directions carefully and make notes about the revisions)	The type of this datum is forbidding because the speaker uses the phrase "**please do not**". She uses that type because she wants the students to not use the word "effective". The form of this datum is imperative since it aims to get the hearer to do something. She uses that form because the context is, she is the main examiner of this thesis examination presentation, and she wants the student to revise her thesis.	Forbid	Imperative	T
07/TE//E1/R/IMP	The examiner found that students used	E1: Senior High School student	The type of this datum is request because the speaker uses the phrase "**please**". She uses that type because	Request	Imperative	T

	abbreviations to represent the word senior high school with the letters SHS. According to the examiner, SHS in Indonesia is not known to many people.	**please** write completely! ST: (Listen to the examiner's directions carefully and make notes about the revisions)	she asks the students to not use the abbreviation SHS. The form of this datum is imperative since it aims to get the hearer to do something. She uses that form because the context is, she is the main examiner of this thesis examination presentation, and she wants the student to revise her thesis.			
08/TE/E1/S/IMP	The examiner found that in the problem statement there was only one, while in the limitation of study students used the word "all problems". According to the examiner, if students identify problems related to her study, there will be many problems.	E1: **I suggest** you to write more than one problem. ST: (Listen to the examiner's directions carefully and make notes about the revisions)	The type of this datum is a suggestion because the speaker uses the phrase "**I suggest**". She uses that type because she suggests the students write more than one problem. The form of this datum is imperative since it uses the word "suggest" is aims to get the hearer to do something. She uses that form because the context is, she is the main examiner of this thesis examination presentation, and she wants the student to revise her thesis.	Suggestion	Imperative	T
09//TE/E1/R/IMP	The examiner wants to start a discussion about chapter two of the student's thesis. The examiner asked the students to follow her directions and suggestions from her.	E1: **Please** follow my suggestion ya! ST: *Ya miss* (Yes miss)	The type of this datum is request because the speaker uses the phrase "**Please**". She uses that type because she requests the students to follow the suggestion from her. The form of this datum is imperative since it aims to get the hearer to do something. She uses that form because the context is, she is the main examiner of this thesis examination presentation, and she wants the student to pay more attention and follow her suggestion.	Request	Imperative	T
10/TE//E1/F/IMP	The examiner found several headings in the student's thesis that were not given a conclusion According to the examiner, the student	E1: **Don't forget** the end of your heading you have to give conclusion.	The type of this datum is forbidding because the speaker uses the phrase "**Don't forget**". She uses that type because she forbids the students to conclude. The form of this datum is imperative since it aims to get the hearer to do something. She uses that form because the context is, she is the main examiner of this	Forbid	Imperative	T

	should not forget to give a conclusion	ST: (Listen to the examiner directions carefully and make notes about the revisions)	thesis examination presentation, and she wants the student to revise her thesis.			
11/TE/E1/C/DEC	The examiner found several paragraphs that only contained one sentence. According to the examiner, in one paragraph there must be more than one sentence. So, the student has to add sentences to her thesis.	E1: **One paragraph consists of more than one sentence**. ST: (Listen to the examiner's directions carefully and make notes about the revisions)	The type of this datum is a command because the speaker wants the student to write more than one sentence in each paragraph. The form of this datum is declarative since it is in the form of a statement. She uses that form because the context is, she is the main examiner of this thesis examination presentation, and she orders the student to add more sentences to each paragraph.	Command	Declarative	T
12/TE/E1/F/IMP	The examiner explained how to use references properly because he found that in her student's thesis some writings did not comply with the rules of reference writing.	E1: **Don't forget** to complete your references! ST: (Listen to the examiner's directions carefully and make notes about the revisions)	The type of this datum is forbidding because the speaker uses the phrase "**Don't forget**". She uses that type because she forbids the student to create a reference correctly. The form of this datum is imperative since it aims to get the hearer to do something. She uses that form because the context is, she is the main examiner of this thesis examination presentation, and she wants the student to revise her thesis.	Forbid	Imperative	T
13/TE/E1/C/IMP	The examiner explained how to use references properly because she found that in her student's thesis some writings did not comply with the rules of reference writing.	E1: But if you take it originally from google source, **you have to** write the page! ST: (Listen to the examiner's directions carefully and make notes about the revisions)	The type of this datum is a command because the speaker uses the phrase "**you have to**". She uses that type because she commands the student to write the page if she takes references from google sources. The form of this datum is imperative since it aims to get the hearer to do something. She uses that form because the context is, she is the main examiner of this thesis examination presentation, and she wants the student to revise her thesis about the reference.	Command	Imperative	T

14/TE/E1/R/INT	The examiner did not find the data in the student's thesis. The examiner tries to ask students to explain what data of her research. According to the examiner, the data should be mentioned clearly in the thesis.	E1: What are the forms of your data? ST: Qualitative miss, observation miss. (The student answered the question and repeatedly got it wrong)	The type of this datum is request because the speaker wants the student to explain her data. She uses that type because she tries to find out the data on the thesis but she got nothing. The form of this datum is interrogative since it is in the form of a question. She uses that form because the context is, she is the main examiner of this thesis examination presentation, and she wants the student to answer the question about her data.	Request	Interrogative	T
15/TE/E1/R/DEC	The examiner has asked many times about the data in the student's research, but the students never answered correctly and did not understand the examiner's words.	E1: *Saya tahu mungkin kamu tau, tapi kamu tidak tau cara memberi tahu kami.* (I know maybe you know, but you don't know how to tell us) ST: (The student smiled slightly because she was confused about the meaning of the question)	This type of data is a request because the speaker wants students to remember more so that they can explain the data of her research. She uses this type because she tries to provoke students' logic to immediately remember her research data. The form of this datum is declarative because it is in the form of a statement. She used the form because of the context, she was the main examiner of this thesis examination presentation, and she wants students to answer questions about the data.	Request	Declarative	T
16/TE/E1/R/INT	The examiner did not find the source of data in the student's thesis. The examiner tries to ask students to explain the source of data for her research. According to the examiner, the source of data should be	E1: What are the sources of data? ST: *Diperoleh penelitian dari* researcher observation (The student answered the	The type of this datum is request because the speaker wants the student to explain her source of data. She uses that type because she tries to find out the source of data on the thesis but she got nothing. The form of this datum is interrogative since it is in the form of a question. She uses that form because the context is, she is the main examiner of this thesis examination presentation, and she wants the student to answer the question about her source of data.	Request	Interrogative	T

	mentioned clearly in the thesis.	question and repeatedly got it wrong)				
17/TE/E1/R/DEC	The student was wrong in answering the question. Examiner tried to explain again about the question she asked.	E1: *Itu kan* technique collecting of *datamu*. (That is your technique collecting the data) ST: (The student while flipping through the thesis, looking for answers and confusion)	This type of data is a request because the speaker wants students to answer again the question. She uses this type because she tries to know the source of data, but the student answered it with the technique of collecting data. The form of this datum is declarative because it is in the form of a statement. She used the form because of the context, she was the main examiner of this thesis examination presentation, and she wants students to answer questions about the source data.	Request	Declarative	T
18/TE/E1/C/IMP	The student repeatedly answered incorrectly. The examiner tries to understand the students by translating the words one by one in order to understand the questions.	E1: Source of data, *terjemahkan saja!* (Source of data, **just translate it!**) ST: *Sumber, eh iya sumber* (After being silent for a while thinking about the meaning of the source) (Source, yes source)	The type of this datum is a command because the speaker uses the phrase "**just translate it**". She uses that type because she commands the student to translate each word. The form of this datum is imperative since it aims to get the hearer to do something. She uses that form because the context is, she is the main examiner of this thesis examination presentation, and she wants the student to answer the question before.	Command	Imperative	T
19/TE/E1/C/INT	The student answered correctly about the source of data. However, it is not written in her thesis. According to the examiner, the source of	E1: *Sumber data dari guru, kenapa ngga ditulis?* (The data source is from the teacher, why is it not written down?)	The type of this datum is a command because the speaker wants the student to write down the source of data. The form of this datum is interrogative since it is in the form of a question. She uses that form because the context is, she is the main examiner of this thesis examination presentation, and she wants the student to revise her thesis.	Command	Interrogative	T

	data must be written clearly in the thesis.	ST: Oh, yes miss. (Listen to the examiner's directions carefully and make notes about the revisions)				
20/TE/E1/C/INT	The examiner found many words "researchers", even though the researcher only had one. According to the examiner, students must change all the words "examiners" into "examiner"	E1: How many researchers mbak? ST: *Satu*. (make notes about the revisions) (One)	The type of this datum is a command because the speaker wants the student to replace the word "researchers" with "researcher". The form of this datum is interrogative since it is in the form of a question. She uses that form because the context is, she is the main examiner of this thesis examination presentation, and she wants the student to revise her thesis.	Command	Interrogative	T
21/TE/E1/C/DEC	The examiner found many words "researchers", even though the researcher only had one. According to the examiner, students must change all the words "examiners" into "examiner".	E1: *Satu, bolak-balik nulisnya masih* researchers (One, back and forth the writing is still researchers) ST: (Listen to the examiner's directions carefully and make notes about the revisions)	The type of this datum is a command because the speaker wants the student to replace the word "researchers" with "researcher". The form of this datum is declarative since it is in the form of a statement. She uses that form because the context is, she is the main examiner of this thesis examination presentation, and she wants the student to revise her thesis.	Command	Declarative	T
22/TE/E1/R/INT	The students answered incorrectly about what document she used. The student answers "photo" when the examiner asks what document she used.	E1: *Ini document yang kamu gunakan*? (pointing to picture) (Is this document that you used?)	The type of this datum is request because the speaker wants the student to explain why she answer "photo" as the document that she used. The form of this datum is interrogative since it is in the form of a question. She uses that form because the context is, she is the main examiner of this thesis examination	Request	Interrogative	T

				presentation, and she wants the student to answer the question about the document.			
		ST: *engage* miss, rekaman. (student's understanding of the document is wrong; she is still arguing about the document he understands)					
23/TE/E1/C/IMP	The students explain their answers to previous questions about documents. According to the examiner, the student's understanding of the document was wrong. Then the examiner explains what a document is.	E1: *Kuwi hapusen, kui ra enek.!* (**just delete it, it doesn't exist!**) ST: (Listen to the examiner's directions carefully and make notes about the revisions)	The type of this datum is a command because the speaker uses the sentence "just delete it". She wants the student to delete the explanation from the student. The form of this datum is imperative since it aims to get the hearer to do something. She uses that form because the context is, she is the main examiner of this thesis examination presentation, and she wants the student to revise her thesis.		Command	Imperative	T
24/TE/E1/C/IMP	The student includes the lesson plan in the sub-chapter of the document. but students do not study in detail what the lesson plan is like. According to the examiner, if the student does not receive a lesson plan from the teacher, delete it.	E1: *Kalau kamu tidak mempelajari atau menelaah* research plan *ya ini harus dihilangkan saja!* (If you don't study the research plan, then this **must be removed!**) ST: oh, yess miss. (Listen to the examiner's directions carefully	The type of this datum is a command because the speaker uses the phrase "**must be removed**". She wants the student to remove the lesson plan from the document. The form of this datum is imperative since it aims to get the hearer to do something. She uses that form because the context is, she is the main examiner of this thesis examination presentation, and she wants the student to revise her thesis.		Command	Imperative	T

		and make notes about the revisions)				
25/TE/E1/F/IMP	Student misunderstanding about the document made the examiner convey it back to all participants so as not to repeat this in the future.	E1: *Jangan moto terus bilang kalau itu dokumen ya, jangan lagi, yang disini awas.* (**Don't take** pictures and keep saying that it's a document, not again, those here (participants) be careful) ST: yes miss. (Listen to the examiner's directions carefully and make notes about the revisions)	The type of this datum is forbidding because the speaker uses the phrase "**Don't take**". She wants the student (including the participant) shouldn't do this again. The form of this datum is imperative since it aims to get the hearer to do something. She uses that form because the context is, she is the main examiner of this thesis examination presentation, and she wants all people to remember the lesson of this.	Forbid	Imperative	T
26/TE/E1/C/DEC	Students attach a lot of photos in chapter 4, then there are some useless blank spaces. according to the examiner, in chapter 4 the most important thing is the way students write to convey the findings	E1: *mbak iki foto gede banget ngebak-ngebaki halaman, teros iki dikosongi akeh banget* (Mbak this photo is so big that it fills the page. then this is empty (pages) a lot) ST: (Smile, listen to the examiner's directions carefully	The type of this datum is a command because the speaker wants the student to delete the picture in chapter four because they are useless. The form of this datum is declarative since it is in the form of a statement. She uses that form because the context is, she is the main examiner of this thesis examination presentation, and she wants the student to revise her thesis.	Command	Declarative	T

		and make notes about the revisions)				
27/TE/E1/C/DEC	The examiner felt that the writings made by the students were very difficult to understand. Even though she had seen the thesis from the front page. according to the examiner, how to convey the findings is very important.	E1: This is wide difficult to understand. ST: (Listen to the examiner's directions carefully and make notes about the revisions)	The type of this datum is a command because the speaker wants the student to revise and make a good description in the findings chapter. The form of this datum is declarative since it is in the form of a statement. She uses that form because the context is, she is the main examiner of this thesis examination presentation, and she wants the student to revise her thesis.	Command	Declarative	T
28/TE/E1/C/INT	The student conveys finding uncoordinatedly. The examiner pays attention to the descriptions that students make about how the teacher starts the class. According to the examiner, the teacher must start by apperception or provoking the material.	E1: *Mosok ngono,* teacher *masuk kelas langsung dibagi menjadi dua kelompok?* (Is it true, the teacher enters the class and is immediately divided into two groups?) ST: *Enggak miss.* (Listen to the examiner's directions carefully and make notes about the revisions) (No miss, student)	The type of this datum is a command because the speaker wants the student to replace the way she describes the beginning of the learning process with the teacher. The form of this datum is interrogative since it is in the form of a question. She uses that form because the context is, she is the main examiner of this thesis examination presentation, and she wants the student to revise the way she conveys the findings.	Command	Interrogative	T
29/TE/E1/F/IMP	The examiner found that there was a wrong sentence. The students	E1: *Jadi jangan* "to make easier", *tapi*	The type of this datum is forbidding because the speaker uses the phrase "**don't use**". She wants the student to not use the word "make easier", and replace	Forbid	Imperative	T

	use "to make it easier" in her thesis. According to the examiner, it is better to use the word "to help".	"to help the student"! (So, **don't use** "to make it easier", but "to help students"!) ST: (Listen to the examiner's directions carefully and make notes about the revisions)	it with "to help". The form of this datum is imperative since it aims to get the hearer to do something. She uses that form because the context is, she is the main examiner of this thesis examination presentation, and she wants the student to revise her thesis.			
30/TE/E1/F/DEC	The examiner found that there were sentences containing more than one idea. According to the examiner, it is better if there is only one idea in one sentence. So, if there is another idea then the rest is put in another sentence	E1: *Satu-satu mbak. Satu kalimat banyak sekali idenya.* (One by one mbak. One sentence has many ideas) ST: yes miss. (Listen to the examiner's directions carefully and make notes about the revisions)	The type of this datum is forbidding because the speaker wants the student to not make a lot of ideas in one sentence. The form of this datum is declarative since it is in the form of a statement. She uses that form because the context is, she is the main examiner of this thesis examination presentation, and she wants the student to revise her thesis.	Forbid	Declarative	T
31/TE/E1/C/IMP	The examiner found that students only focused on what the teacher was doing. According to the examiner, what students do must also be written in their thesis	E1: What did the students do, *itu juga dituliskan* (What did the students do, it must also be written down.) ST: (Listen to the examiner's	The type of this datum is a command because the speaker wants the student to write down the student's activity. The form of this datum is imperative since it aims to get the hearer to do something. She uses that form because the context is, she is the main examiner of this thesis examination presentation, and she wants the student to revise her thesis.	Command	Imperative	

		directions carefully and make notes about the revisions)				
32/TE/E1/C/IMP	Students did not describe in detail her observations. She didn't specify the date. According to the examiner, in describing it, it must be clear, given a date.	E1: Observation one, *tulis tanggal, tahun!* (Observation one, **write** the date, year!) ST: (Listen to the examiner's directions carefully and make notes about the revisions)	The type of this datum is a command because the speaker uses the word "**write**". She wants the student to write down the date when she did the observation in detail. The form of this datum is imperative since it aims to get the hearer to do something. She uses that form because the context is, she is the main examiner of this thesis examination presentation, and she wants the student to revise her thesis.	Command	Imperative	T
33/TE//E1/C/IMP	The students describe observations and interviews regularly. the examiner felt uncomfortable when he saw the explanation from the student in the thesis. According to the examiner, students must finish the discussion on observation first, then start to describe the interview section.	E1: *Selesaikan dulu dengan* observation, *baru* interview! (**Finish** first with observation, then interview) ST: Alright miss. (Listen to the examiner's directions carefully and make notes about the revisions)	The type of this datum is a command because the speaker uses the word "**finish**". She wants the student to write the observation clearly at first, and then describe the interview. The form of this datum is imperative since it aims to get the hearer to do something. She uses that form because the context is, she is the main examiner of this thesis examination presentation, and she wants the student to revise her thesis.	Command	Imperative	T
34/TE/E1/C/DEC	Students attach a photo to the findings, even though it is not important according to the examiner. The photo was presented without a	E1: *Aku rak ngerti opo* students *iki ngantuk opo piye,* because you don't give the caption.	The type of this datum is a command because the speaker uses the phrase "**because you don't give**". She wants the student to write down the caption on her pictures. The form of this datum is declarative since it is in the form of a statement. She uses that form because the context is, she is the main examiner of this	Command	Declarative	T

	caption so that the examiner felt that the viewer could describe it as he pleased. According to the examiner, the photo must be presented with a caption so as not to misunderstand when viewing photo.	(I don't know if the student is sleepy or what, **because you don't give** the caption) ST: Yes miss. (Smile, listen to the examiner's directions carefully, and make notes about the revisions)	thesis examination presentation, and she wants the student to revise her thesis.			
35/TE/E2/S/IMP	Because this is academic writing, students must follow the writing rules. The student included some special people in his life in acknowledgment. According to the examiner, it should be moved to the dedication page.	E2: **You should** put move to the dedication page. ST: (Listen to the examiner's directions carefully and make notes about the revisions)	The type of this datum is a suggestion because the speaker uses the phrase "**you should**". He wants the student to move the special person mentioned on the acknowledgment page into the dedication page. The form of this datum is imperative since it aims to get the hearer to do something. She uses that form because the context is, she is the main examiner of this thesis examination presentation, and she wants the student to revise her thesis.	Suggestion	Imperative	T
36/TE/E2/F/IMP	The student wrote some of the names of his friends on the acknowledgment page. According to the examiner, his friend's name shouldn't be on this sheet, so it should be enough for the teacher or supervisor	E2: *Berarti cukup sampai guru atau dosen pembimbing, selesai. Jangan kamu masukin teman-teman, dst.* (It means that it is enough until the teacher or supervisor is finished. **Don't**	The type of this datum is forbidding because the speaker uses the phrase "**don't write down**". He wants the student not to write her friend's name on her acknowledgment page. The form of this datum is imperative since it aims to get the hearer to do something. He uses that form because the context is, he is the examiner of this thesis examination presentation, and he wants the student to revise her thesis.	Forbid	Imperative	T

		write down your friends etc.!) ST: Oke sir. (Listen to the examiner's directions carefully and make notes about the revisions)				
37/TP/E2/C/DEC	The student uses the word final project in his thesis. According to the examiner, the word should be replaced because maybe after this the student will face another project. This is because the use of the word last project is not suitable for use in this thesis.	E2: This final project (read the text), *ini projek terakhir, saya ngga tau ini habis ini mau kemana.* (This final projek (read the text), this is the last project, I don't know where it ends) ST: (Smile, listen to the examiner directions carefully and make notes about the revisions)	The type of this datum is command because the speaker wants the student replace the word "final project" because maybe this isn't the last project for the student. The form of this datum is declarative since it is on the form of statement. He uses that form because the context is, she is the examiner of this thesis proposal presentation, and he wants the student revise her thesis.	Command	Declarative	T
38/TE/E2/C/IMP	The student wrote down the abbreviation RT in his thesis, whereas previously there was no notification about what the abbreviation was RT. According to the examiner, the reader will	E2: Tulis situ! Everyone doesn't recognize the construction of RT. (**Write it!** Everyone doesn't recognize the construction of RT)	The type of this datum is a command because the speaker uses the phrase "**Write it!**". He wants the student to write down the meaning of RT because everyone doesn't know the construction. The form of this datum is imperative since it aims to get the hearer to do something. He uses that form because the context is, he is the examiner of this thesis	Command	Imperative	T

	not know if the student does not explain the meaning from the beginning.	ST: All right sir (Listen to the examiner's directions carefully and make notes about the revisions)	examination presentation, and he wants the student to revise her thesis.			
39/TE/E2/F/IMP	The student use abbreviations in referring to senior high school. According to the examiner, it should not be abbreviated because SHS is not understood by everyone and is unknown.	E2: *SHS pun kalau kamu cari di kamus tidak ada. Jangan pakai SHS ya!* (Even if you look for SHS in the dictionary, it's not there. **Don't use** SHS ok!) ST: *nggih sir.* (Listen to the examiner's directions carefully and make notes about the revisions) (yes sir)	The type of this datum is forbidding because the speaker uses the phrase "**Don't use**". He wants the student to write down the full name of Senior High School and don't use abbreviations again on it. The form of this datum is imperative since it aims to get the hearer to do something. He uses that form because the context is, he is the main examiner of this thesis examination presentation, and he wants the student to revise her thesis.	Forbid	Imperative	T
40/TE/E2/R/IMP	The examiner found that in the problem statement there was only one, while there are so many problems related it the title but the student just focused at once.	E2: **Please** add more to the problem based on your title! ST: (Listen to the examiner's directions carefully and make notes about the revisions)	The type of this datum is request because the speaker uses the phrase "**please**". He uses that type because he asks the students to write more than one problem. The form of this datum is imperative since it aims to get the hearer to do something. He uses that form because the context is, he is the examiner of this thesis examination presentation, and he wants the student to revise her thesis.	Request	Imperative	T

41/TE/E2/F/IMP	The student only has one problem statement and objective of the study, but he writes it by number. According to the examiner, the numbering should not be used if there is only one statement.	E2: But because there is only one, **don't put** a number here! ST: (Listen to the examiner's directions carefully and make notes about the revisions)	The type of this datum is forbidding because the speaker uses the phrase "**don't put**". He uses that type because she wants the student not to write numbering, just describe it. The form of this datum is imperative since it aims to get the hearer to do something. He uses that form because the context is, he is the examiner of this thesis examination presentation, and he wants the student to revise her thesis.	Forbid	Imperative	T
42/TE/E2/S/IMP	In the definition of key terms, the student does not include a definition of reciprocal teaching. According to the examiner, students must include things that need to be defined. Reciprocal teaching is also included in the things that must be defined as well.	E2: **You should** give information to the reader about the definition of Reciprocal teaching. ST: Yes sir. (Listen to the examiner's directions carefully and make notes about the revisions)	The type of this datum is a suggestion because the speaker uses the phrase "**you should**". He uses that type because he wants the student to include reciprocal teaching in the definition of key terms. The form of this datum is imperative since it aims to get the hearer to do something. She uses that form because the context is, she is the main examiner of this thesis examination presentation, and she wants the student to revise her thesis.	Suggestion	Imperative	T
43/TE/E2/S/IMP	In chapter two, students write down the theory about reading in number five. According to the examiner, students should move reading theory to the beginning.	E2: In chapter 2, **you should** begin from the primary theory (reading). ST: (Listen to the examiner's directions carefully and make notes about the revisions)	The type of this datum is a suggestion because the speaker uses the phrase "**you should**". He uses that type because he wants the student to move her reading topic into the first theory she describes. The form of this datum is declarative since it is in the form of a statement. She uses that form because the context is, he is the examiner of this thesis examination presentation, and she wants the student to revise her thesis.	Suggestion	Imperative	T

44/TE/E2/F/IMP	In chapter two, students write down the theory about reading in number five. According to the examiner, students should move reading theory to the beginning.	E2: *Jangan sampai reading malah urutan ke lima!* (**Don't let** reading even be in fifth order!) ST: (Listen to the examiner's directions carefully and make notes about the revisions)	The type of this datum is forbidding because the speaker uses the phrase "**don't let**". He uses that type because he wants the student not to put her reading topic in the fifth theory she describes. The form of this datum is imperative since it aims to get the hearer to do something. He uses that form because the context is, he is the examiner of this thesis examination presentation, and he wants the student to revise her thesis	Forbid	Imperative	T
45/TE/E2/C/IMP	In chapter two, students write down the theory about reading in number five. According to the examiner, students should move reading theory to the beginning.	E2: *Pindah paling depan!* (**Move forward!**) ST: (Listen to the examiner's directions carefully and make notes about the revisions)	The type of this datum is a command because the speaker uses the phrase "move forward!". He uses that type because he wants the student to move her reading topic into the first theory she describes. The form of this datum is imperative since it aims to get the hearer to do something. He uses that form because the context is, he is the examiner of this thesis examination presentation, and he wants the student to revise her thesis.	Command	Imperative	T
46/TE/E2/R/IMP	At the end of chapter 2, the student did not describe the difference between his research and the previous study. According to the examiner, compared, then the similarities and differences should be given.	E2: **Please** make about the differences and similarities for each study. ST: Alright sir. (Listen to the examiner's directions carefully and make notes about the revisions)	The type of this datum is request because the speaker uses the phrase "**please**". He uses that type because he wants the student to describe her research gaps related to her previous study. The form of this datum is imperative since it aims to get the hearer to do something. She uses that form because the context is, she is the main examiner of this thesis examination presentation, and she wants the student to revise her thesis.	Request	Imperative	T

47/TE/E2/S/DEC	In chapter 3, students do not use coding to represent the teacher's name. he wrote only initials and stars. According to the examiner, chapter 3 is still allowed if you want to be called full name, it's just that later you might need coding.	E2: *nama guru boleh kok dikoding nantinya* (the name of the teacher can be made **if you want** to coding it) ST: *Iya sir.* (Listen to the examiner's directions carefully and make notes about the revisions) (Yes sir)	The type of this datum is a suggestion because the speaker uses the phrase "**if you want**". He uses that type because he wants the student to make code to the teacher's name. The form of this datum is declarative since it is in the form of a statement. He uses that form because the context is, he is the examiner of this thesis examination presentation, and he wants the student to revise her thesis.	Suggestion	Declarative	T
48/TE/E2/C/DEC	Student conducts research in 2021, whereas now it is 2022. According to the examiner, the year has passed, so the thesis must be changed because it is 2022.	E2: *ini tahunmu sudah kadaluarsa* (your year has expired) ST: *Ya sir* (Little smile, listen to the examiner's directions carefully and make notes about the revisions) (Yes sir)	The type of this datum is a command because the speaker wants the student to replace her year in her thesis because now 2022, but her thesis is still entitled 2021. The form of this datum is declarative since it is in the form of a statement. He uses that form because the context is, he is the examiner of this thesis examination presentation, and he wants the student to revise her thesis.	Command	Declarative	T
49/TE/E2/C/IMP	The examiner did not find the source of data in the student's thesis. The student didn't describe her data dan the source of data in the thesis. According to the examiner, the source of	E2: *Kemudian tuliskan di* data source! (Then **write down** your data in the data source!)	The type of this datum is a command because the speaker uses the phrase "**write down**". He uses that type because he wants the student to describe her data and data source clearly. The form of this datum is imperative since it aims to get the hearer to do something. He uses that form because the context is, he is the examiner of this thesis examination	Command	Imperative	T

96

	data should be mentioned clearly in the thesis.	ST: (Listen to the examiner directions carefully and make notes about the revisions)	presentation, and he wants the student to revise her thesis.			
50/TE/E2/R/IMP	The examiner would like to enter the discussion of chapter 4 in his thesis. The examiner gives an inducement about the procedures that have been carried out by the students. The examiner wants to give directions so that the writing in chapter 4 will be interesting and clear.	E2: *Saya ingin tahu mbak, prosedurnya yang reciprocal teaching.* (I want to know mbak, the procedure of reciprocal teaching.) ST: *memprediksi, menanya, mengklarifikasi, menyimpulkan* (predict, ask, clarify, conclude)	The type of this datum is requested because the speaker wants the student to describe the procedure of her reciprocal teaching. The form of this datum is imperative since it aims to get the hearer to do something. She uses that form because the context is, she is the main examiner of this thesis examination presentation, and she wants the student to describe her steps.	Request	Imperative	T
51/TE/E2/C/DEC	The student writes chapter 4 in a disorganized manner. According to the examiner, it should be sorted according to the procedure previously explained by the student.	E2: *Ketika findingmu terkait dengan itu, maka sebaiknya paparkan secara urut sesuai itu.* (When your finding is related to it, then it's best to present it in that order) ST: *Nggih* (Listen to the examiner's directions carefully	The type of this datum is a command because the speaker wants the student to revise the way she writes chapter four. The form of this datum is declarative since it is in the form of a statement. He uses that form because the context is, he is the examiner of this thesis examination presentation, and he wants the student describes her steps.	Command	Declarative	T

		and make notes about the revisions) (Yes)				
52/TE/E2/C/DEC	The student suddenly wrote coding in chapter4, whereas previously in chapter 3 there was none. According to the examiner, it should also be given in chapter three.	E2: *Kok ini tiba-tiba ada* coding, *padahal di bab tiga tidak ada* (How come this suddenly has coding, even though in chapter three it's not there) ST: (Listen to the examiner's directions carefully and make notes about the revisions, including coding to chapter three)	The type of this datum is a command because the speaker wants the student to add coding into chapter three also. The form of this datum is declarative since it is in the form of a statement. He uses that form because the context is, he is the examiner of this thesis examination presentation, and he wants the student describes her steps.	Command	Declarative	T
53/TE/E2/C/IMP	The student suddenly wrote coding in chapter4, whereas previously in chapter 3 there was none. According to the examiner, it should also be given in chapter three.	E2: *Itu ditambahkan* coding *di bab tiga mbak, memang harus muncul disitu!* (It was added to the coding in chapter three mbak, it should appear there!) ST: (Listen to the examiner's directions carefully and make notes about the revisions)	The type of this datum is a command because the speaker wants the student to add coding into chapter three also. The form of this datum is imperative since it aims to get the hearer to do something. He uses that form because the context is, he is the examiner of this thesis examination presentation, and he wants the student to revise her thesis.	Command	Imperative	T

54/TE/E2/C/DEC	From some of the inputs in chapter 4, the examiner concludes that the way students present their findings in chapter 4 is not beautiful.	E2: *Pokoknya di bab 4, cara memaparkanmu kurang manis.* (Anyway, in chapter four, the way you describe you is not cute) ST: (Laugh, listen to the examiner's directions carefully and make notes about the revisions))	The type of this datum is a command because the speaker wants the student to make her chapter four better. The form of this datum is declarative since it is in the form of a statement. He uses that form because the context is, he is the examiner of this thesis examination presentation, and he wants the student to revise her thesis.	Command	Declarative	T
55/TE/E2/F/IMP	The examiner explains how to write chapter 4 well. Because student writing still needs a lot of revision.	E2: *Jangan diowah-owah ben koyok ngono* (**don't change** it!) ST: Yes sir. (Listen to the examiner's directions carefully and make notes about the revisions)	The type of this datum is forbidding because the speaker uses the phrase "**don't change**". He uses that type because she wants the student not to change the interview with the teacher. The form of this datum is imperative since it aims to get the hearer to do something. He uses that form because the context is, he is the examiner of this thesis examination presentation, and he wants the student to revise her thesis.	Forbid	Imperative	T
56/TE/E2/C/DEC	The examiner found that the discussion section of the thesis did not concern the things in the findings. According to the examiner, it should be replaced so that it concerns finding	E2: *Ini diskusinya engga menyangkut finding sama sekali ini.* (This discussion is not about finding at all.)	The type of this datum is a command because the speaker wants the student to revise her discussion in chapter four. The form of this datum is declarative since it is in the form of a statement. He uses that form because the context is, he is the examiner of this thesis examination presentation, and he wants the student to revise her thesis.	Command	Declarative	T

		ST: (Listen to the examiner's directions carefully and make notes about the revisions)				
57/TE/E2/C/INT	The examiner found that the findings are in appendices. According to the examiner, it should be moved into chapter four.	E2: *iki kok malah didekek kene di* appendices*, proses dan* findingnya. (Why is this even placed in the appendix, the process, and finding?) ST: (Listen to the examiner's directions carefully and make notes about the revisions to move them from appendices)	The type of this datum is a command because the speaker wants the student to move the finding at appendices into chapter four. The form of this datum is interrogative since it is in the form of a question. He uses that form because the context is, he is the examiner of this thesis examination presentation, and he wants the student to revise her thesis.	Command	Interrogative	T
58/TE/E2/C/IMP	Students include some photos in chapter four. According to the examiner, photos in chapter four are unimportant.	E2: *Kemudian hilangkan foto-foto di bab empat, nggak penting banget!* (Then **remove** the photos in chapter four, not important!) ST: (Listen to the examiner's directions carefully and make notes	The type of this datum is a command because the speaker uses the word "remove". He uses that type because he wants the student to remove all photos in chapter four. The form of this datum is imperative since it aims to get the hearer to do something. He uses that form because the context is, he is the examiner of this thesis examination presentation, and he wants the student to revise her thesis.	Command	Imperative	T

		about the revisions to remove the pictures)				
59/TE/E2/C/DEC	Students include some photos in chapter four. According to the examiner, all photos should move into appendices.	E2: *Foto ini biar mapan di appendix saja* (**Let** this photo be established in the appendix) ST: (Listen to the examiner's directions carefully and make notes about the revisions to move the pictures)	The type of this datum is a command because the speaker uses the word "Let". He uses that type because he wants the student to move all photos into appendices. The form of this datum is declarative since it is in the form of a statement. He uses that form because the context is, he is the examiner of this thesis examination presentation, and he wants the student to revise her thesis.	Command	Declarative	T
60/TE/E2/C/IMP	The student attaches the photo without a caption so that the examiner felt that the viewer could describe it as he pleased. According to the examiner, the photo must be presented with a caption so as not to misunderstand when viewing photo.	E2: *Terus diberi* caption! (Then **put the caption**!) ST: (Listen to the examiner's directions carefully and make notes about the revisions to make caption)	The type of this datum is a command because the speaker uses the phrase "**put the caption**". He wants the student to write down the caption on her pictures. The form of this datum is imperative since it aims to get the hearer to do something. He uses that form because the context is, he is the examiner of this thesis examination presentation, and he wants the student to revise her thesis.	Command	Imperative	T
61/TE/E3/R/INT	The examiner asked the student about the research procedures carried out. previously asked about how many students were	E3: Nine students from three classes, **and then? After that?**	The type of this datum is request because the speaker uses the phrase "**and then? after that?**". He wants the student to explain what the researcher did. The form of this datum is interrogative since it is in the form of a question. He uses that form because the context is, he is the main examiner of this thesis	Request	Interrogative	T

101

	interviewed. then the examiner asked to continue the student's explanation of what he did.	ST: I share the questioner with them. (The student explains the way she did with her questioner)	examination presentation, and he wants the student explains her thesis.			
62/TE/E3/R/INT	Previously, the examiner asked about how many indicators. Then the student answered there were four. Examiner wants an explanation, what are the four indicators.	E3: What are they? ST: Instrument that I used is from questioner, observation, and list of interviews.	The type of this datum is request because the speaker uses the phrase "**what are they**?". He wants the student to explain what are the four indicators. The form of this datum is interrogative since it is in the form of a question. He uses that form because the context is, he is the main examiner of this thesis examination presentation, and he wants the student explains her thesis.	Request	Interrogative	T
63/TE/E3/S/IMP	The examiner is in the discussion session about the student's thesis. Previously, the student saw the thesis on pages other than 47. The examiner wanted to discuss page 47, so he ordered them to open that page.	E3: **You can look** the paper at page forty-seven. ST: (The student opens the page)	The type of this datum is a suggestion because the speaker wants the student to open her thesis on page 47. The phrase "**You can look**" is showed that this is suggestion. The form of this datum is imperative since it aims to get the hearer to do something. She uses that form because the context is, she is the main examiner of this thesis examination presentation, and she wants the student to open her thesis.	Suggestion	Imperative	T
64/TE/E3/R/INT	Previously, the examiner asked about how many factors. Then the student answered there were four. Examiner wants an explanation, what are the four factors.	E3: What are they? ST: Teacher, success, method of teaching, physical condition	The type of this datum is request because the speaker uses the phrase "**what are they**?". He wants the student to explain what are the four factors. The form of this datum is interrogative since it is on the form of question. He uses that form because the context is, he is the main examiner of this thesis examination presentation, and he wants the student explain about her thesis.	Request	Interrogative	T

65/TE/E3/R/INT	Previously, the examiner asked about what are the four factors? Then the student mentioned four things, and one of them is teacher. Examiner wants an explanation, what the student means by teacher here.	E3: So, **what do you mean** by a teacher here? ST: Teacher personalities.	The type of this datum is request because the speaker uses the phrase "**what do you mean**?". He wants the student to explain about a teacher that she mentioned before. The form of this datum is interrogative since it is in the form of a question. He uses that form because the context is, he is the main examiner of this thesis examination presentation, and he wants the student to explain her thesis.	Request	Interrogative	T
66/TE/E3/R/INT	Previously, the examiner asked about what affects the student's motivation. Then the student mentioned three things, and one of them is a success. Examiner wants an explanation, of what the student means by success here.	E3: **What do you mean** by success? ST: Success I mean is the perception for the student to success	The type of this datum is request because the speaker uses the phrase "**what do you mean**?". He wants the student to explain about success that she mentioned before. The form of this datum is interrogative since it is in the form of a question. He uses that form because the context is, he is the main examiner of this thesis examination presentation, and he wants the student to explain her thesis.	Request	Interrogative	T
67/TE/E3/R/INT	Previously, the examiner asked about what affects the student's motivation. Then the student mentioned three things, and one of them is a method of teaching. Examiner wants an explanation, of what the student means by the method of teaching here.	E3: **What do you mean**? ST: The teacher's method of conveying the learning by interacting with students	The type of this datum is request because the speaker uses the phrase "**what do you mean?**". He wants the student to explain the method of teaching. The form of this datum is interrogative since it is in the form of a question. He uses that form because the context is, he is the main examiner of this thesis examination presentation, and he wants the student explains her thesis.	Request	Interrogative	T
68/TE/E3/R/INT	The examiner saw that there was an interview item in the thesis. He wants the student to	E3: **Could you** give me an example related to the	The type of this datum is request because the speaker uses the phrase "**Could you?**". He wants the student to explain the example related to the interview. The form of this datum is interrogative since it is in the	Request	Interrogative	T

	explain the example related to the interview.	interview item by method teaching? ST: The method of teaching used by teachers in SMKN Karanganyar is just *ceramah* and also boards to explain the materials.	form of a question. He uses that form because the context is, he is the main examiner of this thesis examination presentation, and he wants the student to explain her thesis.			
69/TE/E3/R/INT	The examiner saw that now is the beginning of offline studying. But the examiner wants to know whether the research is conducted offline or online learning. So, the student should explain it.	E3: That is **offline?** ST: Can online and offline, there are many changes.	The type of this datum is request because the speaker wants the student to explain her research conduct. The form of this datum is interrogative since it is in the form of a question. He uses that form because the context is, he is the main examiner of this thesis examination presentation, and he wants the student to explain her thesis.	Request	Interrogative	T
70/TE/E3/R/INT	The examiner wants to explore more about the student's comprehension of success in her thesis.	E3: **Could you describe** the success? ST: The success that I mean in this research is the student can solve the problem	The type of this datum is request because the speaker uses the phrase "**Could you describe**". He wants the student to explain more about success in her thesis. The form of this datum is interrogative since it is on the form of question. He uses that form because the context is, he is the main examiner of this thesis examination presentation, and he wants the student explain her thesis.	Request	Interrogative	T
71/TE/E3/R/INT	The student serves twenty interview items (question). The examiner wants to know about the student's comprehension of her research. The examiner asks the student	E3: *Contoh item interviewnya mana? Dari 1-20 nomor berapa?* (**What number** of examples about the	The type of this datum is request because the speaker uses the phrase "**What number**". He wants the student to mention the number of interview items about success in her thesis. The form of this datum is interrogative since it is in the form of a question. He uses that form because the context is, he is the main	Request	Interrogative	T

	to mention the example of an interview item about success in her thesis.	interview item? Number 1 until 20?) ST: *Duapuluh* (Twenty)	examiner of this thesis examination presentation, and he wants the student to explain her thesis.			
72/TE/E4/S/IMP	The examiner is just about to start a discussion session, and he wants the discussion to start from page 40. So, he wants the student to turn to page 40	E4: **You may take** a look at your paper on page forty ST: (Open the page)	The type of this datum is suggestion because the speaker used the phrase "**You may take**" wants the student to open the page on number forty in her thesis. The form of this datum is imperative since it aims to get the hearer to do something. She uses that form because the context is, she is the main examiner of this thesis examination presentation, and she wants to give suggestion.	Suggestion	Imperative	T
73/TE/E4/C/IMP	The examiner found that in the time of research section, the student used double space. according to the examiner, it should only use single space	E4: **It should be** a single space ya mbak, not a double space! ST: (Listen and make a note about the revision of her thesis)	The type of this datum is command because the speaker used the phrase "**It should be**". He wants the student to use single space in the part the time of research. The form of this datum is imperative since it aims to get the hearer to do something. He uses that form because the context is, he is the examiner of this thesis examination presentation, and he wants the student to revise her thesis	Command	Imperative	T
74/TE/E4/S/IMP	The examiner is just about to give the second revision in discussion session, and he wants the discussion to page 47. So, he wants the student to turn to page 47	E4: **You may take** a look at your paper on page forty-seven ST: (Open the page)	The type of this datum is suggestion because the speaker wants the student to open the page on number forty-seven in her thesis. The form of this datum is imperative since it aims to get the hearer to do something. She uses that form because the context is, she is the main examiner of this thesis examination presentation, and she wants the student to revise her thesis.	Suggestion	Imperative	T
75/TE/E4/R/IMP	The examiner found that on page 47, students were inconsistent in using the layout. according to the	E4: **Please** consent to the layout from your paper!	The type of this datum is request because the speaker uses the phrase "**please**". He uses that type because he asks the students to consent in her layout. The form of this datum is imperative since it aims to get the hearer	Request	Imperative	T

	examiner, should be consistent in writing.	ST: (Listen to the examiner's directions carefully and make notes about the revisions)	to do something. She uses that form because the context is, she is the main examiner of this thesis examination presentation, and he wants the student to revise her thesis.			
76/TE/E4/F/IMP	The examiner found that on page 47, students were inconsistent in using the layout. according to the examiner, should be consistent in writing.	E4: **Jangan** nggandul seperti itu nantinya! (**Don't** depend like that later!) ST: (Listen to the examiner's directions carefully and make notes about the revisions)	The type of this datum is Forbid because the speaker uses the phrase "**don't**". He uses that type because he forbids the students to consent in her layout. The form of this datum is imperative since it aims to get the hearer to do something. He uses that form because the context is, he is the main examiner of this thesis examination presentation, and he wants the student to revise her thesis.	Forbid	Imperative	T
77/TE/E4/C/DEC	The examiner found that on page 48has the same case like page 47. students were inconsistent in using the layout. according to the examiner, should be consistent in writing.	E4: And then forty-eight ya, it has the same case with the previous page. ST: (Listen to the examiner's directions carefully and make notes about the revisions)	The type of this datum is command because the speaker want the students to make the page number 48 to be revise like 47. The form of this datum is declarative since it is in the form of declaration. He uses that form because the context is, he is the main examiner of this thesis examination presentation, and he wants the student to revise her thesis.	Command	Declarative	T
78/TE/E4/R/INT	The examiner wants to start the discussion in part of finding and result. He wants to know the student comprehension about her thesis	E4: What is your problem statement? ST: What are the learning style references……	The type of this datum is request because the speaker uses the phrase "**what is your**?". He wants the student to explain her problem statement. The form of this datum is interrogative since it is in the form of a question. He uses that form because the context is, he is the main examiner of this thesis examination	Request	Interrogative	T

106

			presentation, and he wants the student explains her thesis.			
79/TE/E4/R/INT	The examiner wants to start the discussion in part of finding and result. He wants to know the student comprehension about her thesis	E4: So, what is your result? ST: (Explain her results)	The type of this datum is request because the speaker uses the phrase "**what is your**?". He wants the student to explain her results. The form of this datum is interrogative since it is in the form of a question. He uses that form because the context is, he is the main examiner of this thesis examination presentation, and he wants the student explains her thesis.	Request	Interrogative	T
80/TE/E4/R/INT	The researcher found that in the result, the student put PLS. The examiner wants to know why she did it.	E4: Why do you put this PLS on your paper (result)? ST: (Explain her results)	The type of this datum is request because the speaker uses the phrase "**why do you**?". He wants the student to explain her results. The form of this datum is interrogative since it is in the form of a question. He uses that form because the context is, he is the main examiner of this thesis examination presentation, and he wants the student explains her thesis.	Request	Interrogative	T
81/TE/E4/R/INT	The examiner wants to discuss the part of finding and result. He wants to know the student comprehension about her thesis	E4: What are the types of the learning style that issues by the students? ST: (Explain her results)	The type of this datum is request because the speaker uses the phrase "**what are**?". He wants the student to explain her results. The form of this datum is interrogative since it is in the form of a question. He uses that form because the context is, he is the main examiner of this thesis examination presentation, and he wants the student explains her thesis.	Request	Interrogative	T
82/TE/E4/R/INT	After the student explain about the types learning style. The examiner didn't find the answer. So, he asks to the student.	E4: What is the answer? ST: Students have "the mean" yang tertinggi	The type of this datum is request because the speaker uses the phrase "**what is**?". He wants the student to explain her results. The form of this datum is interrogative since it is in the form of a question. He uses that form because the context is, he is the main examiner of this thesis examination presentation, and he wants the student explains her thesis.	Request	Interrogative	T
83/TE/E4/C/INT	After the student explains about the answer, the examiner didn't find the answer in the paper	E4: Okay. **have you written** in your paper here?	The type of this datum is command because the speaker uses the phrase "**Have you written**?". He wants the student to write the answer on her paper. The form of this datum is interrogative since it is in	Command	Interrogative	T

		ST: page 55 (The student writes only the first answer here)	the form of a question. He uses that form because the context is, he is the main examiner of this thesis examination presentation, and he wants the student explains her thesis.			
84/TE/E4/S/DEC	The examiner found that in the thesis has no the second answer which relevance to the formulation of problem. So, the examiner explains what it should be.	E4: When you want to describe about the learning style of the student, **it should be** relevance to the formulation of the problem. ST: (Listen and make a note about the revision of her thesis)	The type of this datum is suggestion because the speaker uses the phrase "**It should be**". He wants the student to write the relevance answer on her paper. The form of this datum is declarative since it is in the form of a declaration. He uses that form because the context is, he is the main examiner of this thesis examination presentation, and he wants the student explains her thesis.	Suggestion	Declarative	T
85/TE/E4/C/IMP	The examiner found that in the thesis has no the second answer which relevance to the formulation of problem. So, the examiner commands the student.	E4: **You should** write down the answer of the formulation here! ST: (Listen to the examiner) ST: (Listen and make a note about the revision of her thesis)	The type of this datum is command because the speaker uses the phrase "**You should**". He wants the student to write the relevance answer on her paper. The form of this datum is imperative since it aims to get the hearer to do something. He uses that form because the context is, he is the main examiner of this thesis examination presentation, and he wants the student to revise her thesis.	Command	Imperative	T
86/TE/E4/C/IMP	The examiner found that in the thesis has no the second answer which relevance to the formulation of problem. So, the examiner commands the student.	E4: *Itu harus muncul di* research findings! (It must be written here in research findings!)	The type of this datum is command because the speaker uses the phrase "**It must be**". He wants the student to write the relevance answer on her findings. The form of this datum is imperative since it aims to get the hearer to do something. He uses that form because the context is, he is the main examiner of this	Command	Imperative	T

		ST: (Listen and make a note about the revision of her thesis)	thesis examination presentation, and he wants the student to revise her thesis.			
87/TE/E4/S/DEC	The examiner explains what should the student do after write the answer of the formulation problem	E4: *Setelah kamu munculkan ini, barulah kamu deskripsikan dengan* supporting interview (After you write the answer, **you can describe** it with the supporting interview) ST: (Listen and make a note about the revision of her thesis)	The type of this datum is suggestion because the speaker uses the phrase "**You can describe**". He wants the student to write the description after answer the formulation of problem. The form of this datum is declarative since it is in the form of a declaration. He uses that form because the context is, he is the main examiner of this thesis examination presentation, and he wants the student explains her thesis.	Suggestion	Declarative	T
88/TE/E4/C/DEC	The examiner found that the answer in the result is not relevance with the formulation of the problem.	E4: Because your research findings here, is different from the formulation of problem. ST: (Listen and make a note about the revision of her thesis)	The type of this datum is command because the speaker wants the student to write the answer of the formulation problem. The form of this datum is declarative since it is in the form of a declaration. He uses that form because the context is, he is the main examiner of this thesis examination presentation, and he wants the student explains her thesis.	Command	Declarative	T
89/TE/E4/C/DEC	The student writes the answer in the result in a wrong way. The	E4: *Sehingga nanti* the readers	The type of this datum is command because the speaker wants the student to write the answer of the formulation problem. The form of this datum is	Command	Declarative	T

	examiner explains if the student didn't revise it.	confused, what are the answer. (So later, the readers confused, what are the answer.) ST: (Listen and make a note about the revision of her thesis)	declarative since it is in the form of a declaration. He uses that form because the context is, he is the main examiner of this thesis examination presentation, and he wants the student explains her thesis.			
90/TE/E4/C/IMP	The student writes the answer in the result in a wrong way. The examiner explains if the student didn't revise it.	E4: Then you describe, you elaborate about this answer ST: (Listen and make a note about the revision of her thesis)	The type of this datum is command because the speaker wants the student to write the findings correctly. The form of this datum is imperative since it aims to get the hearer to do something. She uses that form because the context is, she is the main examiner of this thesis examination presentation, and she wants the student to revise her thesis.	Command	Imperative	
91/TE/E4/S/IMP	The student writes the answer in the result in a wrong way. The examiner explains if the student didn't revise it.	E4: Then **you may** start to take the data from questionnaire and interview to support your statement. ST: (Listen and make a note about the revision of her thesis)	The type of this datum is suggestion because the speaker wants the student to write the data and questionnaire after answer the problem statement. The form of this datum is imperative since it aims to get the hearer to do something. She uses that form because the context is, she is the main examiner of this thesis examination presentation, and she wants the student to revise her thesis.	Suggestion	Imperative	T
92/TE/E4/R/INT	The examiner starts the discussion in her part of discussion in chapter four. The examiner wants	E4: *Yang kamu tuliskan di discussion sama ngga dengan yang*	The type of this datum is request because the speaker wants the student to explains about the discussion. The form of this datum is interrogative since it is in the form of a question. He uses that form because the	Request	Interrogative	T

	to know about the student's comprehension.	*ada di* problem statement? (What you wrote in the discussion is the same as what is in the problem statement?) ST: Sama pak (Same sir)	context is, he is the main examiner of this thesis examination presentation, and he wants the student explains her thesis.			
93/TE/E4/C/IMP	The examiner checks the problem statement, but the student still explains the question. So, the examiner use command to stop it.	E4: Sek, **wait wait!** ST: (Be quite after want to explain)	The type of this datum is command because the speaker used the word "**wait**". He wants the student to stop explain first. The form of this datum is imperative since it aims to get the hearer to do something. He uses that form because the context is, he is the main examiner of this thesis examination presentation, and he wants the student to revise her thesis.	Command	Imperative	T
94/TE/E4/S/DEC	The student wrote point by point in the part of discussion. According to the examiner, it should be in the form of description. It because point by point is used in the part of research findings.	E4: But **this better for** you to make them paragraph. ST: Yes, sir.	The type of this datum is suggestion because the speaker used the word "**this better for you**". He wants the student to make the part of discussion in the form of description. The form of this datum is declarative since it is in the form of a declaration. He uses that form because the context is, he is the main examiner of this thesis examination presentation, and he wants the student explains her thesis.	Suggestion	Declarative	T
95/TE/E4/F/IMP	The student wrote point by point in the part of discussion. According to the examiner, it should be in the form of description. It because point by point is used in	E4: *Jangan poin-poin, karena poin-poin sudah digunakan pada* research findingsmu!	The type of this datum is forbidding because the speaker used the word "**don't make**". He wants the student to make the part of discussion in the form of description. The form of this datum is imperative since it aims to get the hearer to do something. He uses that form because the context is, he is the main	Forbid	Imperative	T

	the part of research findings.	(**Don't make** bullet points, because the points have been used in your research findings!) ST: Yes sir	examiner of this thesis examination presentation, and he wants the student to revise her thesis.			
96/TE/E4/S/IMP	The examiner explains again about the revision to make the student more understands.	E4: **You should** answer related the formulation of the problem in the chapter one! ST: (Listen and make a note about the revision of her thesis)	The type of this datum is a suggestion because the speaker uses the phrase "**you should**". He wants the student to answer the problem statement in chapter four. T The form of this datum is imperative since it aims to get the hearer to do something. He uses that form because the context is, he is the main examiner of this thesis examination presentation, and he wants the student to revise her thesis.	Suggestion	Imperative	T
97/TE/E4/I/DEC	The examiner finished his discussion session. So, he invites the second examiner to take the time	E4: That's enough for me bu Nuning.	The type of this datum is an invite because the speaker wants the second examiner to take the time. The form of this datum is declarative since it is in the form of a statement. She uses that form because the context is, he is the examiner of this thesis examination presentation.	Invite	Declarative	T
98/TE/E3/R/IMP	In the beginning of examination should be start from read Quran. So, the examiner asks the student to read.	E3: **Please** read surat al Imron 1-3! ST: (Read Al-Quran)	The type of this datum is a request because the speaker uses the phrase "**please**". He wants the student to read Quran. The form of this datum is imperative since it aims to get the hearer to do something. He uses that form because the context is, he is the main examiner of this thesis examination presentation.	Request	Imperative	T
99/TE/E3/I/DEC	The student read Al-Quran well. So, the time is back to the second examiner.	E3: It's enough. Bu Nuning.	The type of this datum is an invite because the speaker wants the second examiner to take the time. The form of this datum is declarative since it is in the form of a statement. She uses that form because the context is,	Invite	Declarative	T

			he is the examiner of this thesis examination presentation.			
100/TE/E3/I/IMP	The examiner finished his discussion session. So, he invites the second examiner to take the time	E3: Monggo bu Nuning! (Please, miss Nuning!)	The type of this datum is an invite because the speaker wants the second examiner to take the time. The form of this datum is imperative since it aims to get the hearer to do something. He uses that form because the context is, he is the main examiner of this thesis examination presentation.	Invite	Imperative	T
101/TE/E2/I/IMP	To start the discussion session, the examiner invites the main examiner to take the time first.	E2: **I would like to invite** our main examiner, miss Budiasih please!	The type of this datum is an invite because the speaker wants the main examiner to take the time. The form of this datum is imperative since it aims to get the hearer to do something. He uses that form because the context is, he is the main examiner of this thesis examination presentation	Invite	Imperative	T
102/TE/E1/I/DEC	The examiner finished his discussion session. So, he invites the second examiner to take the time	E1: Okay thank you very much, I take too long.	The type of this datum is an invite because the speaker wants the second examiner to take the time. The form of this datum is declarative since it is in the form of a statement. She uses that form because the context is, he is the main examiner of this thesis examination presentation	Invite	Declarative	T
103/TE/E2/I/DEC	The examiner finished his discussion session. So, he invites the advisor to take the time	E2: Okay for the last turn, I would like to invite your adviser.	The type of this datum is an invite because the speaker wants the advisor to take the time. The form of this datum is declarative since it is in the form of a statement. He uses that form because the context is, he is the second examiner of this thesis examination presentation	Invite	Declarative	T
104/TE/E1/R/IMP	In the beginning of examination should be start from read Quran. So, the examiner asks the student to read.	E3: **Please** read surat Al- Baqoroh 20-25! ST: (Read Al-Quran)	The type of this datum is a request because the speaker uses the phrase "**please**". He wants the student to read Quran. The form of this datum is imperative since it aims to get the hearer to do something. She uses that form because the context is, she is the main examiner of this thesis examination presentation.	Request	Imperative	T

105/TE/E1/I/DEC	The student read Al-Quran well. So, the time is back to the second examiner.	E1: Okay good. I think it's enough pak Sabar.	The type of this datum is an invite because the speaker wants the second examiner to take the time. The form of this datum is declarative since it is in the form of a statement. She uses that form because the context is, he is the examiner of this thesis examination presentation.	Invite	Declarative	T
106/TE/E4/R/IMP	In the beginning of examination should be start from read Quran. So, the examiner asks the student to read.	E3: **You may** read surat An- Nisa' 1-5! ST: (Read Al-Quran)	The type of this datum is a request because the speaker uses the phrase "**please**". He wants the student to read Quran. The form of this datum is imperative since it aims to get the hearer to do something. He uses that form because the context is, he is the main examiner of this thesis examination presentation.	Request	Imperative	T
107/TE/E4/I/DEC	The student read Al-Quran well. So, the time is back to the second examiner.	E1: That's good, *bu* Nuning.	The type of this datum is an invite because the speaker wants the second examiner to take the time. The form of this datum is declarative since it is in the form of a statement. He uses that form because the context is, he is the examiner of this thesis examination presentation.	Invite	Declarative	T