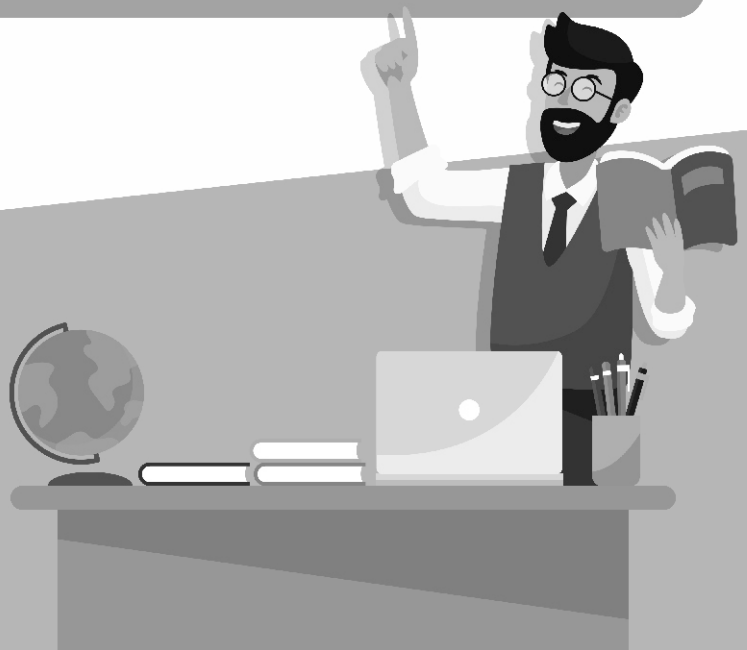


Dr. Hj. Woro Retnaningsih, M.Pd.



Speech Acts In The Teaching Learning Process



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SPEECH ACTS IN THE TEACHING- LEARNING PROCESS

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FOREWORD / ACKNOWLEDGMENT

A lahamdulillahrabbi'l' alamin, all praise be to the writer to the presence of Allah Almighty, for his permission and abundance of grace so that the writing of a book entitled "Speech Acts in The Teaching-Learning Process", can be completed. Prayers and greetings to the lord Rasulullah Muhammad S. A. W., as the leader of the human ummah with a noble character, who always puts His affection first, and for whom we always wait for His intercession. This book was to provide references in the field of Pragmatic Linguistics, with the background of the 2013 curriculum, and in Indonesia famous with K13 has been listed in the scoop of junior high school.

This book is limited to the type of speech acts, between teachers and students in teaching and learning activities with a K13 background. Teaching and learning activities with K13, consist of three main activities, namely opening lessons, core activities, and closing activities. Core activities with a *scientific approach* include observing, questioning, experimenting, associating, and communicating, abbreviated as 5M. The teachers studied were teachers who taught in the field of study or subjects of science and social studies in class VII (first grade) at the state junior school who had followed technical guidance K13, and students were students who attended the teacher's class.

The types of teachers' speech act used in teaching and learning activities at junior school with a K13 background and

the intention of teachers to use these types of speech acts. The objective is to identify the type of speech acts of the teacher and explain why the teacher uses the type of speech acts in teaching and learning activities at junior school with a K13 background. Identifying the type of speech acts students in responding to the teacher's speech act and explaining why students use the type of speech acts in teaching and learning activities at junior school with a K13 background.

The writer realizes that the process of writing this book has involved various parties, both directly and indirectly, individuals and institutions that have contributed to the completion of the preparation of this book. For this reason, on this occasion, the author expresses his highest gratitude and appreciation to several parties who have been involved. The writer hopes that this book can provide a little benefit for observers and researchers in the field of linguistic studies and especially pragmatics in the field of education, especially the use of speech acts in teaching and learning activities.

Aamiin, thank you.

Woro Retnaningsih

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CHAPTER I

INTRODUCTION

A. The Phenomena of the Teaching-Learning Process

Teaching and learning activities are interactive activities between teachers and students to achieve learning objectives. Learning objectives will be achieved if the teacher has the ability to create a learning atmosphere that encourages students to actively participate in it. In such activities, harmonious communication between the two is needed. As Suharto (1995: 22) stated, in teaching and learning activities teachers are required to create communication in order to achieve learning objectives.

One of the indicators of achieving learning objectives can be seen in the positive responses given by students. Therefore, teachers need to develop effective communication patterns in their teaching-learning activities. With the communication skills possessed, the teacher can provoke the active participation of students to express their opinions, and develop their imagination and creativity, so that a reciprocal process occurs that influences each other between the teacher and students. They can understand each other's information, messages, ideas, ideas, thoughts, and even their feelings.

Good communication is communication that occurs from two directions. Well-run communication benefits both the students and the teacher himself. This will cause a pleasant social and emotional situation for both of them. However, if

there is a situation that is the opposite, namely if the teacher acts poorly, it will result in hostility.

The results of a study conducted by White and Kurtz (2006), state that in interaction if the teacher acts in a hostile way, it will have a relationship that is less close and becomes emotional. Resulting in the fact that student participation in teaching and learning activities and students' attitudes became less likely to be silent and less responsive (Berne, 1980; Flanders, 1970). When there is a response from students, it is usually only dominated by students who have the most outstanding intelligence in the classroom (Yamin, 2009:75). Therefore, the interactions that occur in the classroom usually reflect unequal power discourse (Sinclair & Coulthard, 1975; Hatch & Long, 1980; Wubbel et. al., 2005). Such communication patterns are often called one-way communication.

Interaction between teachers and students in teaching and learning activities in schools is an interesting language event to be studied pragmatically because the use of teacher speech acts in teaching and learning activities greatly affects the achievement of student learning outcomes. The initiation of stimulation given by the teacher must get a grateful response from his students. The effect or response given by the student can be in the form of physical actions or speech.

Interaction in class is usually preceded by the initiation of a locution of a teacher, then responded by students with varying perlocutionary (response) effects, some cause physical actions, some speech effects, and then close or end with *feedback* given by the teacher. The effect of the *feedback* provided by the teacher can also have a positive impact as well as a negative impact. The teacher's speech can motivate students to be better, excited, and happy, and some cause-effect of fear, as well as the effect of shame on students (Merrill, 1983).

As the main controller of the course of teaching and learning activities, the teacher must have knowledge about the use of a type of speech acts variations that correspond to the situations and conditions that occur in his classroom so that such information, messages, ideas, thoughts, and feelings can be responded to by students well and gratefully. In achieving these goals, teachers need to choose the right speech strategy in order to move students to do according to their will. This is in line with the opinion of Brown and Levinson (1987) who say that speech expressing speech acts generally describes its delivery strategy.

In communicating in class, the teacher's speech will allegedly be different from the speech that occurs outside the classroom, because the conversation in the classroom is a formal conversation and not a natural conversation. This is because the conversations that occur in the classroom are often designed by the teacher in order to achieve the set learning goals, so the teacher must act out some communicative functions that are far from the ideal communication conditions in general.

Several studies on the use of teacher speech acts have been researched, by Mulyani (2011), with the title of his research on the use of the type of directive used by teachers in teaching and learning activities in High Schools with the background of the Education Unit Level Curriculum. From the results of the study, it can be reported that in teaching and learning activities teachers tend to use types of speech acts directive command, warn, order, reprimand, prohibit, urge, require, ask, plead, urge, invite, hope, encourage, advise, advocate, welcome, offer and suggest (Mulyani, 2011: 436-449). The research conducted by Mulyani is only limited to examining one type of speech act used by teachers, namely the type of speech act a directive, while the type of speech acts used by students in responding to teacher speech act has not been carried out.

Research on the use of student speech act in classroom conversations conducted by Arifin (2008), concluded that students as a speech society, in conversations in the classroom use type of directive speech acts and type of assertive (which are embodied with varied linguistic tools to distinguish their social relationships. Research on student responses to teachers conducted by Georgalidou (2008), states that the forms and functions of directive speech acts used by students, show that, students have an awareness of social rules in speaking by making linguistic choices that are very different from conventional politeness markers applied by adult speakers, namely with the words “please” and “thank you.”

The research conducted by Arifin and Georgalidou mentioned above, is also still limited to researching the use of a type of speech acts carried out by students in teaching and learning activities and has not included the use of a type of speech acts by teachers. Therefore, the words of teachers and students in teaching and learning activities are an interesting study, because the realization of the use or selection of the type of speech acts used by teachers affects the effectiveness of achieving the objectives of teaching and learning activities. the effectiveness of achieving learning objectives can be measured by the accuracy of the use of the type of speech acts of teachers and the type of speech acts of students and also the speech strategies they use. Therefore, the occurrence of harmonious relations between teachers and students depends on the selection of the type of speech acts and the speaking strategies used by teachers and students.

The choice of types of speech acts and speech strategies used by teachers and students in teaching and learning activities are also influenced by the curriculum that applies and is applied to schools. The results of Hartanto’s research (2003) with the background of School-Based Curriculum, stated that teachers behave very dominantly in interactions in the class-

room. This is characterized by teacher conversations that are dominative, not affiliative, and tend to use a variety of work that is oriented towards conveying information easily and clearly. Teachers often ignore the stages in the learning process and do not provide opportunities for students to take an active part in teaching and learning activities.

The purpose of the speech will be achieved effectively if the speech participants also have the same *background knowledge* of something that is spoken (Grice, 1981). Teachers and students have a mutual agreement that, among other things, is an unwritten contract that the matter being discussed is interconnected. Likewise, choosing an inappropriate delivery strategy will get an inappropriate response.

The use of a type of speech acts and teacher speech strategies as mentioned above are also influenced by the stages of activities that occur in the applicable curriculum. In 2013 the government has enacted a new curriculum with so many stages in its teaching and learning activities process. The new curriculum is known as the 2013 Curriculum or often called *Kurtilas* or K13, which is the perfection of the School-Based Curriculum. This can be seen by the addition of graduate competency standards, content standards, core competencies, process standards, and assessment standards.

The difference that stands out between the K13 curriculum and the school-based curriculum is in the teaching and learning activities. In the school-based curriculum teaching and learning activities there are only five learning activities, namely opening lessons; core activities consisting of exploration, elaboration, confirmation (EEC) activities; and closing lesson activities, while in K13 there are at least seven learning steps, namely opening lessons; Core activities with a *scientific approach* include observing, questioning, experimenting, associating, and communicating; and the activity of closing the lesson. Likewise, the

difference in targets from the teaching and learning activities objectives that must be achieved. The purpose of teaching and learning activities in the school-based curriculum is based on the assessment of norms or minimum completion values, while in K13 the objectives of teaching and learning activities can be said to be successful if students achieve learning achievements of 85% for attitudes and 75% for knowledge and skills.

The difference between K13 and other school-based curricula is that the cultivation of attitudes is the first concern before the knowledge and skills that must be mastered by students. Therefore, K13 requires students to have core competencies namely core competencies one is religious attitudes, core competencies two social attitudes, core competencies three knowledge, and core competencies four skills. The school becomes one of the important places for students to learn the educational values and rules of the surrounding community and the wider society (Gordon, 2000). Those values include respecting human rights, equality, democracy, and cultural diversity. One of the most important interactional contexts in schools is the classroom.

The utterances which are the main communication tool in improving the quality of teaching-learning with K13 in conjunction with a scientific approach, in which there is the realization of speech acts is an interesting thing to explore and analyze further. The research in this dissertation is intended to validate the types, strategies, and patterns of interaction among teachers and students in teaching and learning activities in the classroom. From some of the presentations of the results of the language research mentioned above, the speech used by teachers and students in interactions in the classroom has special characteristics. The classroom context has a formal, structured, and controlled tendency, but nevertheless, this context remains dynamic and is influenced by the speaker that is the teacher in teaching and learning activities.

The novelty of this study compared to previous research, namely, teaching and learning activities with school-based curriculum teachers use more lecture methods, so that the choice of type of speech acts teachers become dominant in one type of speech acts, namely governing, while in this study, the context of the core activities of the lesson using a scientific approach. The study is in the scope of junior high school not in high school. This research studied the type of speech acts by teachers and students, speech strategies, and interaction patterns. When this research took place, K13 was only applied at the elementary school level in the first grade and fourth-grade elementary school, as well as a junior high school in the first grade and at the high school level was also only carried out in the first grade.

Junior high school students were chosen because, at this age, which is between the ages of 12, it is a '*period of formal operation*'. At this age, students develop the ability to think symbolically and can understand things meaningfully without the need for concrete objects or even visual objects. Students have understood things of an imaginative nature. The implication is that in learning, students are familiar with the various types of speech acts according to the situation and conditions or the context of their use.

According to Yusuf (2004), at this age stage, their learning motivation is at the maximum level. At this stage of development, there are also seven bits of intelligence (*multiple intelligences*) that students have mastered, namely: (1) linguistic intelligence, namely functional language skills, (2) logical-mathematical intelligence, namely the ability to think in sequence, (3) musical intelligence, namely the ability to capture and create tone and rhythm patterns, (4) spatial intelligence, namely the ability to form mental images of reality, (5) kinesthetic-physical intelligence, namely the ability to produce fine motor movements), (6) intra-personal intelligence, namely the ability to know

oneself and develop a sense of identity, and (7) interpersonal intelligence, namely the ability to understand others.

With the enactment of K13, it is necessary to examine the type of speech acts and the speech strategies used by teachers and students. This is supported by Retnaningsih (2017) who states that the use of speech act in teaching and learning activities needs to be evaluated pragmatically so that it can be known the accuracy of the use of speech act teachers and students of speech act with the context and learning objectives. The delivery of the teacher's speech can be accepted by students if the teacher can choose the right speech strategy at every step of the learning, such as when greetings, instructing, or when testing, so that students can also choose the type of speech acts and certain speaking strategies in responding to the teacher's speech. A good teacher-student relationship allows for effective teaching and learning activities. Effective teaching and learning activities are characterized by providing opportunities for students to be involved and participate in contributing to teaching and learning activities according to their respective abilities.

To support the achievement of the success of learning stages that are different from the learning stages in the previous curriculum, it is expected to require teachers to use more variations of the type of speech acts, speech strategies, and interaction patterns that occur in their teaching and learning activities. Therefore, teachers and students need to have pragmatic knowledge, in a practical sense, about the use of language according to certain situations so that their intentions can be responded to well by their speech opponents (Gunarwan, 2004:22). In teaching Indonesian, for example, this knowledge is important to guide students to be able to use a variety of languages that suit their situation, because, in addition to being correct, the language used must also be good. Thus, to find out the type of speech acts and the speech strategies used by teachers and students as well as the interaction patterns that

occur, it is very important to be studied pragmatically, so that it can be known the characteristics of teacher speech acts and student responses in teaching and learning activities with a K13 background at Junior School.

The teaching and learning activities process in K13 has been adjusted to the characteristics of student competencies, starting with introducing subjects with an integrated theme (*thematic integrative*) in the subjects of Natural Sciences and Social Sciences. The graduate competency standard of the educational program includes three competencies, namely attitudes, knowledge, and skills, so that the holistic human being is produced, which means that the development of one realm cannot be separated from another. With a complete learning process in students, it is hoped that it can give birth to personal qualities that reflect the integrity of mastery of attitudes, knowledge, and skills (*Copy of Attachment Permendikbud RI No. 65, 2013 & No. 103, 201*).

Learning institution is not the main aspect that should be emphasized as in the previous curriculum. The skill aspect is one of the important aspects because with skills students can channel their knowledge so that knowledge does not only become a theory. The skills aspect is a new aspect in this curriculum by emphasizing the ability or skill in expressing opinions, discourse or deliberation, making reports, and presenting. The attitude aspect is an aspect that is rather difficult to assess, but nevertheless, its application can be done by observing the customs of manners in learning, absenteeism, social activities, and religious practices (*Permendikbud No. 23, 2016*).

By looking at the phenomenon above, the speech acts of teachers and students in the classroom are certainly not only limited to aspects related to the linguistic structure but also related to social rules, because the use of language in the classroom is also very determined by context, namely time,

place, events, processes, the state of speech partners (students) and the cultural context of speech participants (Untoro, 2010). Types of speech acts and the teacher's speech strategies in interacting in the classroom are certainly different from one teacher to another. This is in line with the opinion of Bernstein (2002:162), who states that differences in the way of communication language users are often determined by different cultures or ethnicities and family backgrounds. Gudykunst, et., al. (1996), also gives a statement that the cultural context hints that every language user in interacting and communicating is always patterned with the culture he has. Like teachers, in addition to teachers and educators in schools, teachers are also members of the community who live in a certain culture, so that in speaking is suspected to be influenced by their cultural background.

In the teaching and learning activities interaction, as explained above, there is a stimulus-response and *feedback*. The repetitive stimulus-response process will give rise to habits and regularities. This process can be seen in the utterance that serves as the initiation and is followed by the utterance that serves as a response and closes with *feedback*. The initiation can be said to be the opening or trigger of a speech. Meanwhile, the response is the result of initiation. Responses can be divided into two, namely direct and indirect responses (Haliday and Hasan, 1978). Direct responses are utterances that are used directly in answering questions. This form of response is a yes and no answer. Meanwhile, indirect responses are utterances that are used not directly in answering questions. In general, indirect response forms are used to comment on questions, ignore relevance (disclaimers), or responses that provide supporting information, and *feedback* can function as a closing speech. As Davis and Newstrom (1990) state that a response is a reaction to a stimulus that is limited to the attention of per-

ception, knowledge, awareness, and attitude that occurs in the person receiving the stimulus.

Responses, or replies to stimuli (Sarwono, 2000; Marbun, 2003), a person can take the form of good or bad, positive or negative (Azwar, 1988). The response can be three components, namely, the cognition component (knowledge), the affection component (attitude), the psychomotor component (action), and the action can be both pleasant and unpleasant actions (Cook, 2007). If the response is positive then the person concerned tends to like or approach the object, while the negative response tends to stay away from the object. The interaction between several factors from the outside in the form of objects, people, and in the form of attitudes, hearts, and emotions influences the past and some of them finally determine the form of behavior that a person displays.

In this interaction, teachers and students need to maintain the accuracy of the selection of speech strategies, so that the speech act is grateful by not threatening faces or against speech (Brown and Levinson, 1987). Thus, if students are responsive, it will make it easier for teachers to find out the achievement of these learning objectives. However, even though the communication is face-to-face, if the interaction continues in one direction, it will make it difficult for teachers to check students' understanding of the material they are talking about. This book examines the type of speech acts of teachers that occur in teaching and learning activities with a background of K13.

B. About Classroom Research Specification.

This book is limited to the type of speech acts, between teachers and students in teaching and learning activities with a K13 background. Teaching and learning activities with K13, consist of three main activities, namely opening lessons, core activities, and closing activities. Core activities with *a scientific*

approach include observing, questioning, experimenting, associating, and communicating, abbreviated as 5M. The teachers studied were teachers who taught in the field of study or subjects of science and social studies in class VII (first grade) at the state junior school who had followed technical guidance K13, and students were students who attended the teacher's class.

The types of teachers' speech act used in teaching and learning activities at junior school with a K13 background and the intention of teachers to use these types of speech acts. The objective is to identify the type of speech acts of the teacher and explain why the teacher uses the type of speech acts in teaching and learning activities at junior school with a K13 background. Identifying the type of speech acts students in responding to the teacher's speech act and explaining why students use the type of speech acts in teaching and learning activities at Junior school with a K13 background.

C. The Theoretical and Practical Benefits of This Book

The benefits of this book are, to providing an overview of the difference between the teacher's speech acts and other *styles*, namely that the teacher has greater control than the other participants, namely the students, so it will appear that the teacher's speech is characterized by speech that has a certain function in teaching and learning activities with a K13 background.

Providing thoughts to researchers and linguistic experts about the teacher's speech act model and student responses in teaching and learning activities in the classroom with a K13 background. Providing benefits for the development of pragmatic theory, more specifically on speech acts theory in the context of formal situations, with the type of speech partner (student) who is subordinate (*asymmetric*) familiar, and the type of speaker (teacher) who has power (*power*) needs to be

adequately revealed and found characteristics of the context of the formal situation in the classroom with a K13 background.

A comprehensive description of the topic and teacher speech data in the classroom about the teacher's speech and student responses is a discussion of direct interaction, how the teacher's speech is delivered, and how the teacher's speech is heard and responded to by students according to different situations and social conditions to add studies in the field of pragmatics with a K13 background. Enriching language studies, especially in speech acts in real terms in teaching and learning activities in the classroom with a linguistic approach, especially pragmatics.

The practical benefits that will be got, for teachers, it can be used as a practical solution in teaching and learning activities with a K13 background in junior high schools in achieving learning objectives through a comfortable way of communicating, namely, by providing teachers with the possibility to make the effective choice of types and speaking strategies in every step of their learning and it can be used as a guide in developing communication skills with language politeness rules in teaching and learning activities with a K13 background. This book could be used as a guide to identifying interaction patterns in their teaching and learning activities so as to produce productive interaction patterns, it can be used as inspiration in creating productive interactions in the classroom, and as a guide in developing a habitual routine of speech that can stimulate students to reflect on their hopes so that it can help teachers avoid misunderstanding the meaning of speech between them.

For students, it can be used as a practical solution in teaching and learning activities with a K13 background in Junior School in achieving learning objectives through responding to the teacher's speech acts comfortably, namely, by providing

students with the possibility to make effective choice of types and speech strategies in each step of learning, and students can learn to respond to the teacher's utterances with a grateful response.

CHAPTER II

RESEARCH ABOUT PRAGMATICS, SPEECH ACT, AND TEACHING-LEARNING PROCESS

A. Research About Pragmatics and Speech Act

This review of various previous studies related to pragmatics, type of speech acts, speech strategies, and speech actions of teaching-learning process interaction in the classroom.

1. Pragmatic Research

Pragmatic-based research has been conducted by Carston (2002), and Moeschler (2012), among others. Carston's (2002) research on thoughts and speech utterance in pragmatic communication can be explicitly concluded that the conclusion in interpreting the intent of the speaker can occur in the selection of partial access or be incorrect in providing relevant contextual assumptions, so as to trigger incorrect conclusions. The reason why an interpretive perspective can make some predictions about the speaker is that linguistic subtle cue analysis is a good way to access the intentions and speech attitudes of the speaker. For example, to access the commitment of a speaker requires the power of the illocutionary and the propositional speech attitude of his speech, that is, the explicature at a high level. A propositional gap is a description of a speaker's mental state such as beliefs, intentions, and desires. For each type of speech act, the appropriate propositional as speech act-taking is essential.

Pragmatic research on "What is Pragmatic-Based Speech can be Concluding Speaker Commitment", conducted by

Moeschler (2012), the result is biased. With the reasons put forward, pragmatics is aimed at describing, explaining, and predicting how a speech utterance is understood in its context and from the perspective of the speaker. It is also to answer psycholinguist concerns, about how thoughts are translated into words and sentences. By addressing the problem of interpretation, pragmatics has radically diminished one of the most mysterious facts about language naturally, in which speakers do not explicitly communicate their intentions. Therefore, the speech person has an arduous task to infer the intention of the speaker in the form of both blatant information and some contextual assumptions of confidential information necessary to be able to interpret them correctly and in accordance with the purpose of the speech.

In his conclusion Moeschler posits that: (a) pragmatics is not relatively neutral to meaning, and pragmatics reasoning is focused on the side of interpretation, since one way to access the speaker's perspective is to take into account the set of meanings of the relationships triggering their speech, such as *entailment*, *presumption*, *explicature* and *implicature*. (b) from a pragmatic point of view, linguistic communication is an asymmetrical process, because interpreting linguistic expression and recontextualizing the speech of the speaker is not only a symmetrical process, producing and interpreting a speech is a noisy work This is caused because the speaker can be mistaken in contextualizing his linguistic expression. Moeschler's speech contribution in this study pragmatically is elaborated from the problem of pure interpretation with a pragmatic approach focused on the speaker.

2. Research on Teacher's Speech Act

Research on the use of speech acts in teaching and learning activities that focus on the types of speech acts used

by teachers was conducted by Mulyani in 2011. The research was entitled "Speech Acts of High School Teacher Directives in Teaching and Learning Activities in Ponorogo District High Schools." A result of his research revealed that the presentation of speech acts of high school teachers' directives in teaching and learning activities in the classroom includes initial activities, core activities, and final activities. Mulyani found that the recurrence of the appearance of teacher directive speech acts in teaching and learning activities in the classroom was identified into three categories, namely: (a) orders as much as 37.71%, including the type of speech acts *directive commanding* 8.57%, *warning* 8%, *ordering* 5.71%, *reprimanding* 5.14%, *prohibiting* 4.57%, *urging* 3.42%, and *requiring* 2.28%; (b) requests of 34.85%, including directive speech act type, *request* 12%, *begging* 6.85%, *appealing* 5.14%, *inviting* 4.57%, and *expecting* 6.28%; and (c) suggestions as much as 27.42%, including directive speech act type *pushing* 5.14%, *advising* 4.57%, *advocating* 4.57%, *allowing* 4.57%, *offering* 3.42%, and *suggesting* 5.14% (Mulyani, 2011:436-449).

In the study, Mulyani only focused on the use of speech act by teachers in terms of one of the types of speech act among many other types such as assertive, expressive, commissive, and declarative type of speech act (Austin, 1962; Searle, 1969; Leech, 1983; Kreidler, 1998; Huang, 2007). If the research is carried out with the background school-based curriculum, the learning activities can be detailed into opening lessons, core activities with exploration, elaboration, and confirmation activities ended with closing the lesson. In Mulyani's research, the details of speech acts on each teaching-learning activity have not been carried out.

In this dissertation research, it was not only studied the use of speech acts by teachers but also by students of all possible types of speech acts. In previous studies, researchers have not explicitly explained the curriculum background used by teachers in teaching and learning activities, but in this disser-

tation research, it is explained that the curriculum background used by teachers is K13. The context in the learning study in this study is complete, starting from the activities of teachers and students in opening the lesson, core, and closing activities, with the context of the core activities using a scientific approach from the steps of the activities of observing, questioning, trying, reasoning and communicating. This research study in the middle school environment is not in the high school scope which examines the type of speech act of teachers and students, their speech strategies, and the speech act of interaction that occur between the two.

3. Student Speech Act in Responding to Teacher Speech Acts

The student speech acts in responding to teacher speech have been researched by Arifin (2008) which is entitled "The Use of Student speech acts in Conversations in the Classroom at IKIP Singaraja Laboratory High School". The results of such studies can be explained as follows. (a) High school students as a speech society, in the classroom conversation have directive and assertive forms that are realized with varied linguistic tools to distinguish their social relationships. (b) High school students as a speech society in a conversation in the classroom have varied directive and assertive functions and have linguistic tools with their own variations to express each of the functions of the speech act. (c) High school students as a speech society in the classroom conversation have directive and assertive delivery strategies that are realized with linguistic tools to express their directive and assertive functions in different contextual styles.

Research on student speech act in response to teacher speech conducted by Cutting (2001), entitled "*The Speech Acts of the Students in-group*", explains that student speech act, shows a category model that takes into account who or what is called

self, opponent (speaker) or third party, and the speech act expressed can be neutral, positive and negative. The topic of speech determines the speech act used, students express a negative speech act towards themselves and the situation in the lesson. The study discussed the casual conversation of six students as they became members of the academic discourse community.

This study focuses on the speech act used by students in responding to the teacher's speech act. The results of the study are as follows (a) students take into account who or what is meant by themselves, the interlocutor, or third parties, and the speech act expressed are neutral, positive, and negative, (b) changes in student speech act over time, showing that the oral lexicalization of a positive speech act towards the speaker increases, (c) the negative speech act of the student towards himself and the situation most often occurs in conversations about the lesson, (d) the rules and social norms of the student group and how a particular speech act requires another speech act to be adhered to.

They concluded that some students' speech acts can be used to show solidarity in groups, because of the occurrence of understanding between them, with the passage of time due to the length of meeting, face to face in lessons so that they understand each other's speech styles, both teachers and students. With the same understanding, it will streamline the interaction process in the teaching-learning process so that the lesson objectives will be achieved effectively and efficiently. Neither teachers nor students need to respond to their speech act to understand their meaning.

The difference between this research compared to Arifin's research is that this dissertation research has a more varied context, namely its study on teacher and student activities, not only in opening lessons, cores, and, closing activities but also in

the context of the core activities of the lesson using a scientific approach. The study in the scope of junior high school is not in high school, studied teachers' and students' type of speech act, their speech strategies, and interaction speech act.

Speech act research deals with the form and function of speech act directives used by students in responding to teacher speech, reviewed from the framework of speech act theory and conversational analysis (AP), conducted by Georgalidou (2008), with the title of his research, "*The Contextual Parameters of Linguistic Choice: Greek Children's Preferences for The Formation of Directive Speech Acts.*" Georgalidou gives the conclusion that the language strategies used by students in Greece show that (1) students have an awareness of social rules in speaking and, (2) they make linguistic choices very different from the conventional politeness markers applied by Greek adult speakers to the verbal words, "please" and "thank you", (3) they mark the distance of relationships by using declarative sentences with directive illocutionary power.

The similarity of Georgalidou's research mentioned above, with this dissertation research, lies in the study of speech acts. However, there are some differences, among others, in this dissertation research, the background of the study is the use of all speech acts that are possible to be used by teachers and students by studying the form and function, and strategies, so that it does not only focus on the use of directive speech act used by students.

4. Research on Teacher and Student Speech Acts

Research on "Teacher Directive Speech Act Strategies and Student Affective Color Responses from Pragmatic Studies and Their Implications in Indonesian Learning in Junior High Schools", was conducted by Sumarti (2016). The results showed that the communication function of the teacher directive

speech act consisted of commanding, requesting, prohibiting, suggesting, questioning, and inviting; realizing of teacher directive speech act with direct and indirect strategies; teacher directives that receive a student's affective color response are (a) direct speech, (b) containing elements of praise, (c) using affectionate and name markers, (d) avoiding the use of the words me and you, (e) involving speakers and speech partners in activities, (f) using subtle request markers, (g) containing jokes, (h) considering the wishes of speech partners, (i) seeking agreement, and (j) indirect speech. Meanwhile, the teacher's directive speech act strategy that responds to the affective color of students is speech that (a) does not immediately contain irony, (b) greets with interjections, (c) compares, and (d) contains elements of reproach.

The results of the study showed that, in learning, teachers use directives that function to order, ask, prohibit, advise, question, and invite. The communication function of the directive is realized by direct strategy and indirect strategy. The directive directly uses imperative structures with the functions of ordering, requesting, prohibiting, suggesting, inviting, and interrogative structures with the function of questioning communication. Meanwhile, the directive indirectly uses declarative and interrogative structures with rhetorical question strategies, instructing, elliptic, tautology, satirizing, and comparing. To maintain students' feelings to feel loved and appreciated, teachers need to use teacher directive strategies that can evoke students' affective color responses so that learning takes place conductively and effectively.

The direction and novelty of this study compared to previous research, namely in terms of context, is more varied. This variation has been seen in several activities of teachers and students in teaching-learning process who carry out five steps of activities in the core activities. The teaching-learning process becomes a seven-step activity, starting from the activity

of opening the lesson, the core using a scientific approach with the steps of the activity of observing, questioning, trying, reasoning, and communicating, and finally the activity of closing the lesson. Unlike some previous studies that used school-based curricula, this dissertation research uses the latest curriculum, namely the 2013 Curriculum. The scope of research in junior high schools is not in high school, with studies including teacher and student type of speech act, speech strategies, and interaction speech act.

5. Teacher and Student Interactive in the Teaching-learning Process

The interactions in the teaching-learning process in the class have previously been carried out, among others, by Hartanto (2003), Power (2004), Koike & Pearson (2005), White and Kurtz (2006), Wubbel et al. (2005), Beltran (2010), Untoro (2010), Shepherd (2012), and Wubbel et. al. (2012). They on average examine verbal interactions between teachers and students. The study examined the interaction from the point of view of the use of speech by teachers and students.

Research that focuses on the teacher's oral discourse in interacting with students in the classroom was conducted by Hartanto (2003), on "Teacher Oral Discourse in Teaching and Learning Interaction in the Classroom at SMA Negeri 2 Surakarta", with a focus on the characteristics and forms of teacher oral discourse in teaching-learning process in the classroom. The approach used is the study of discourse analysis. The results of his research showed that the characteristics of teaching, in general, a course, in general, are characterized by the presence of (1) conversations that are dominated, not affiliative, because the status and role of teachers in communication are very dominant, (2) tend to use a variety of work that is oriented towards the delivery of information easily and

clearly, (3) the discourse is characterized by the presence of contexts outside the teacher's speech that are quite influential on the meaning of speech such as: place, time, atmosphere, subject, topic, purpose and tone, and (4) context shows the relationship between discourses as it often appears at the time the teacher delivers the apperception, appearing on the application of the device of cohesion and coherence.

The interaction of teaching-learning processes with the aim of uncovering the influence of verbal interactions of teachers and students in the achievement of learning achievement was carried out by Power (2004), in his research entitled "*Effects of Student Characteristics and Level of Teacher-Student Interaction on Achievement and Speech acts.*" Power discusses the variation in the influence of teacher-student verbal interaction on his learning achievement, ability, anxiety, and speech acts in the exam. As a result, there is a significant major influence on students' learning ability, but it has no effect on the level of interaction with teachers. The high level of interaction found in this study is related to speech acts to interacting.

In interacting in the classroom, it is certainly inseparable from the speech acts of the teacher and students. In the speech acts, speech occurs, which usually begins or the initiation comes from the teacher then the student gives a response, and then the teacher gives feedback or feedback. Koike & Pearson (2005) in his research entitled, "*The Effect of Instruction and Feedback in the Development of Pragmatic Competence*", which examines the effectiveness of pragmatic teaching through the use of explicit or implicit feedback in third-semester English-speaking Spanish students. The results show that students receive instruction (initiation) and *feedback* from the teacher both explicitly and implicitly, the teacher has more options for expressing suggestions and encourages the use of pragmatic instruction in the classroom in developing greater pragmatic competencies.

In communication between teachers and students, there is a speech act of interaction. The research of White and Kurtz (2006), found that hierarchical teacher-student relationships follow a different speech act. In professional teacher interactions, if they act in a hostile way will have a less close relationship with their students and become emotional, therefore they sometimes have to advise, warn or criticize students, when students show disruptive behavior.

In the use of speech acts in the classroom, the teacher's speech is responded to by students with a response that is acceptable or a response that is not acceptable or different from the teacher's desired response, with the number of ratios between the use of speech acts by both. Speech acts research in the classroom conducted by Wubbel et. al. (2005), the result is that in general, the behavior of speech acts teachers is dominant. Wubbels' explanation is supported by exact less speech act in his research such as: "I can't imagine this will happen in this class", or "I won't do this", at the time the teacher gives an explanation and gets a different response from the student. Due to the hierarchical character of the teacher-student relationship, it is difficult for the teacher to lead in the classroom. The fact that teachers actually respond to students with high control, suggests that they consider the possibility of a high student control response anyway. The results of the study showed that the speech acts used by teachers still dominated the teaching-learning process because there were many responses from students who were ungrateful, so teachers seemed to use more words than students.

The interaction speech act built by teachers in the teaching-learning process certainly has a different speech act at each level, such as in Elementary Schools (SD), Yunion Schools (SMP), and Senior High Schools (SMA). Beltran's research (2010), entitled "*Positioning Proficiency: How Students and Teachers (De) Construct Language Proficiency at School*", in the fifth grade

of elementary school. The result is that the way students and teachers work together in interaction and establishing language norms throughout the school year, suggests that teachers can set the learning context, with students who are proficient in the language as a source of linguists in interacting with others.

The speech act of regular speech in teaching learning proses has been researched by Untoro (2010), with the title *Oral Discourse Analysis of Teacher and Student Interaction in the Class of SMA Negeri 3 Sragen*. From the results of his research, it can be concluded that the interaction of teachers and students in the classroom shows a speech act of regular exchanges. Such conversations in the classroom lead to a single goal to achieve the learning objectives. Conversations in the classroom are dominated by the role of the teacher, students speak about what is the opportunity the teacher gives. In addition, it is also characterized by communicative language so that information is conveyed easily and clearly.

The characteristics of oral discourse in the classroom are characterized by the presence of contexts outside the teacher's speech that are quite influential on the meaning of his speech such as: place, time, atmosphere, subject, topic, purpose, and tone. The form of oral discourse of teachers and students in the classroom is also determined by the function of the language used by both teachers and students. It was also found that particles used by both teachers and students when speaking were; reprimand form, a form of reduction in the speed of exchange, opening of the speech, speaker cues, speech partner cues, greeting speech, greetings, calls, receptions, and rejections.

Stepherd's research (2012), entitled "*A Quantitative Discourse Analysis of Student-Initiated Checks of Understanding during Teacher-Fronted Lessons*", shows that students regularly raise their hands in initiating interactions in response to (responding to) teacher explanations, but teachers rarely ignore them and

often use discursive strategies that limit their students' contributions, thus hindering their ability to understand the lesson. Wubbel Research et. al. (2012) examined teachers in their interactions with students in the teaching-learning process in the classroom, and the results show that, for female teachers, students expect a more friendly response than male teachers. Expectations, interactions, climate, and the type of teacher response expected from students affect teacher behavior, which in turn affects teacher-student interaction. Teaching experience and gender do not produce significant differences among students. Female teachers are expected to have a more friendly response than male teachers in ordinary circumstances as well as in hostile circumstances.

In teaching learning processes the response given by the student may differ from the response received by the teacher. Falasi's research (2011), entitled "*Just Say 'Thank You': A Study of Compliment Responses*", shows that female students transfer some pragmatic norms of Arabic into English. They consider that the norms become universal among all languages not just in a particular language. But the result is that norms in Arabic have some perceptions towards norms in English that affect the way they respond to praise.

From the description of the results of several interaction studies in teaching learning processes in the aforementioned classes, it can be concluded that students expect a more friendly female teacher response, the type of student response affects the teacher's behavior, the teaching experience, and gender does not differ significantly, the teacher-student hierarchical follows a different speech act. At the high school level, the interaction of teachers and students in the classroom shows regular speech acts to achieving learning goals. Conversations in the classroom are often dominated by the role of the teacher, the form of oral discourse of the teacher and students in the classroom is determined also by the function of the language

used, namely; reprimand form, a form of reduction in the speed of exciting, opening of the speech, speaker cues, speech partner cues, greeting speech, greetings, calls, receptions, and rejections. Students regularly respond to the teacher's explanations. In the third-semester students, it shows that students receive instruction and feedback (*feedback*) from the teacher either explicitly or implicitly. At the primary school level, teachers organize the context of learning.

The research in this dissertation will validate the types, strategies, and speech acts of interaction between teachers and students in the teaching-learning process in the classroom. From some of the presentations of the results of the linguistic research mentioned above, the speech used by students in interactions in class has special characteristics. The classroom context tends to be formal, structured, and controlled, however, this context remains dynamic and is influenced by speakers, namely teachers in the teaching-learning process.

The direction and novelty of this study are compared to previous research, namely, this study examines not only the teacher's type of speech act but also student responses, teacher and student speech strategies, as well as an interaction speech act that occurs in the teaching-learning process with a K13 background. K13 is the latest curriculum used in Indonesia. The difference between this curriculum and a school-based curriculum is that the cultivation of speech act is the first concern before the knowledge and skills that must be mastered by students.

B. Theoretical Studies

This subchapter, it is described the study of theories that are used as a basis for estimating research data. The theories used in this study are pragmatic theory and speech act theory as support in analyzing teacher and student type of speech act,

speech strategies, teacher and student interaction speech act in teaching-learning processes, and teaching-learning process theory in the 2013 Curriculum.

1. Pragmatic Theory

Pragmatics is a branch of linguistics that is increasingly known today, in the past two decades, this science was rarely or almost never mentioned by linguists. This is based on the increasing awareness of linguists, that speech act to reveal the nature of language will not bring the expected results without being based on an understanding of pragmatics, namely how it is used in communication (Leech, 1993:1).

The term pragmatics, which was originally called pragmatics, became known during the Charles Morris era in 1930. Pragmatics is one of the branches of linguistics, that emerged and became known in linguistics in the United States in the 1970s. In the previous year, particularly in the 1930s, linguistics was still considered to cover only the fields of phonetics, morphology, and phonemics (Rahardi, 2009). The origin of pragmatic linguistics began in the Morris era which based his thinking on the ideas of his predecessor philosophers, namely Charles Sanders Pierce and John Locke, who was much involved in the science of symbols and the science of signs (semiotics).

Morris then divided semiotics into three branches of science, namely (1) *syntactic* or the study of formal relations of signs, (2) semantics or the study of the relationship of signs with their objects, and (3) pragmatics or the study of the relationship between signs and their interpreters. Starting from these ideas and thoughts, pragmatics began to be born and developed. To provide further explanation of the meaning of pragmatics in this study, several expert opinions were also taken including Leech (1983), Dowty (1986), Purwo (1990), Levinson (1991), Mey (1993), Chaer (1995), Huang (2007), and Subroto (2008).

Pragmatics according to Leech (1983), is interpreted as the study of meaning in relation to speech situations. He said pragmatics and semantics both deal with meaning, but the difference lies in the difference in the use of verbs *to mean*. In general, semantics treats meaning as a relationship involving two facets (*dyadic*), the meaning of speech is solely determined by the speaker and the speech partner, while pragmatics treats meaning as a relationship involving three facets (*triadic*), the meaning of speech is determined by the speaker, the speech partner, and the context of speech, even including what is being talked about also determines the meaning of the speech. The two types of relationships by Leech (1983:6) are distinguished by the following two sentences. Sentence (1) for *dyadic* relations and sentences (2) for *triadic* relationships. (1) What does X mean 'what X means', (2) What *do* you mean by X 'What do you mean by X. Thus, pragmatics is the study of language that bases the footing of its analysis on context.

The context referred to by Leech mentioned above is all *background knowledge (background of knowledge)* that is shared by speakers and speech partners and that accompanies and accommodates a speech. A person cannot really understand the nature of language if he does not understand pragmatics, that is, how language is used in communication. This statement shows that pragmatics cannot be separated from the use of language.

Dowty (1986), explains that in fact, pragmatic linguistics is a study of direct or indirect speech, presuppositions, implicatures, entailments, and conversations or convergent activities between speakers and speech partners. One of the prominent areas of pragmatics is a speech act. Pragmatics and speech acts are closely related. This can be seen in his field of study. Broadly speaking, speech act and pragmatics discuss the meaning of speech that is in context. This is also in line with Purwo (1990:16) defining pragmatics as a study of the meaning of speech (*speech*

utterance) using context-bound meanings. Treating language pragmatically is treating language by considering its context, that is, its use in communication events.

Limitations on pragmatics are given by Levinson (1991:1-5), including the following. (1) Pragmatics is the study of the relationship between language and the context that is the basis of the explanation of language comprehension. (2) Pragmatics is the study of *hiss*, implicature, presupposition, speech acts, and aspects of the structure of discourse. (3) Pragmatics is the study of how language is used to communicate, especially the relationship between sentences and the context and the situation in which they are used. Pragmatics is also part of the general condition of a society in terms of the communicative use of language. Therefore, to understand the use of language, we are required to understand the context that accommodates the use of the language.

Furthermore, Levinson (1991) also defines pragmatics as a science that examines the relationship between language and context grammatically/structurally or stored in the structure of a language. Pragmatics examines the relationship between language and context based on a certain amount of language understanding (depending on the context). Pragmatics is a language study that studies the relationship of language to its context.

Pragmatics is the study of those relations between language and context that are grammaticalized, or encoded in the structure of a language. Pragmatics is the study of the relations between language and context that are basic to an account of language understanding (the context-dependent) (Levinson, 1991:9&21).

Levinson argues that pragmatics is the study of linguistics that studies the relationships between language and the context of its speech. The context of the speech utterances in question

has been programmed and codified in such a way, that it cannot be simply detached from its linguistic structure.

Furthermore, Mey (1993:35) states that pragmatics examines the relationship of signs with the interpreter in other words pragmatics is the study of the relationship between signs and interpretation. Mey (1993:42) defines: *Pragmatics is the study of the conditions of human language uses as these are determined by the context of society.* From the above definition, pragmatics is distinguished from the study of grammar which is considered to be the study of the ins and outs of language internally. According to him, grammatical studies do not need to be associated with a context, while pragmatic studies are absolutely associated with the context. Related to that, the study of grammar can be considered a context-free study (*context-independent*). On the contrary, the study of the use of grammar in actual communication is absolutely associated with the context behind and accommodates it. Such language studies can be referred to as context-dependent studies.

The definition of pragmatics as the study of the interpretation of speech based on the will or views of speakers is given by Chaer (1995:47). Therefore, there is a nature of subjectivity and an interpersonal trait. This interpersonal trait in pragmatic studies is seen as more interesting than just conventional interpretation. Interpersonal interpretation is viewed based on the first-person view. The meaning of a conversation in this study can be traced based on the context, so that based on certain assumptions it becomes very *multi-interpretable*.

Pragmatics is in principle a branch of linguistics that focuses its study on the intricacies of how lingual units are communicated to express the *external meaning* behind a speech act. In contrast to the meaning contained in language, the pragmatic 'intent outside the language', precisely exists within the speaker so that it can be called the *speaker's meaning*. Thus, to be able to

identify the pragmatic mode must work based on assumptions which are then called pragmatic assumptions.

It is from this assumption that various problems that are not worked on by semantics can be expressed with the intention of a speech that cannot be described and cannot be foreseen at all. This reason then pushes pragmatic studies into a very interesting discipline. One of the interesting things lies in the intention, implicature, and speech power that is never fixed, very much depending on the situation and the conditions of the context of the situation that accompanies the speech act.

Chaer (1995), also groups speech societies into two, namely competent speakers (*fully fledge speakers*) and participatory speakers (*unfully-fledge speakers*). Competent speakers are speakers who are truly able to use language in various communication actions. So, competent speakers of a language not only have knowledge of vocabulary and language structure, but also understand the meaning, and socio-cultural context, and communicate it precisely. From the above reality, pragmatic studies began to be taken into account. Pragmatic studies seat the speaker's intent as the main component.

Huang (2007:2), defines pragmatics as follows. *Pragmatics is the systematic study of meaning by virtue of, or dependent on, the use of language. The central topics of inquiry of pragmatics include implicature, presupposition, speech acts, and deixis.* Pragmatics systematically examines meaning based on or depending on the use of language. The main topics in pragmatic studies include implicature, presupposition, and speech act.

Subroto (2008:506-507) states that both pragmatics and semantics examine the meaning, that is, the meaning of language (lingual meaning); while pragmatics examines meaning according to speakers (*speaker's meaning or speaker's sense*). The meaning of the language which is the field of semantic studies is the meaning of the words used in a sentence and the meaning

of sentences according to their structure. The lingual meaning does not depend on context and is commonly called a natural meaning (*natural meaning*). The meaning in the field of pragmatic studies is called *non-natural meaning*. The meaning in the sense of intent that is the field of pragmatic study depends largely on the context, namely who the speaker is, to whom the speaker speaks, the relationship of the speaker and the speech partner, what is the motive for speaking, in what framework the speaker speaks, what purpose, where the speech occurs, and so on.

Furthermore, Subroto (2008:507) states that pragmatics examines the meaning contained in speech or speech act minus the conditions of truth. What is meant by truth condition is truth condition semantics or semantics the condition of truth is the principle of using language that expresses facts, gives objects or things that exist, and presents information, which can be true or false. The semantics of truth is more oriented towards the meaning of the word used along with the meaning of the sentence according to its structure in order to express something. The meaning contained in a real speech act, which is the field of pragmatic study, is broader than the semantics of the state of truth. The intent is the interpretation of the speaker's speech based on the will or perspective of the first person.

The difference between the two is that semantics is a *sentence* study, while pragmatics focuses on the study of speech (*speech act*). A sentence is an abstract *entity* as defined in language theory, while a speech act is a sentence's speech act in its actual context. Thus, semantics focuses on the meaning of a word or clause but a *context-independent* meaning, a stable meaning. Meanwhile, pragmatics focuses on context-dependent meanings. So that the essence of pragmatic studies is (a) the study of the use of language, (b) the study of language from a functional perspective, and (c) the explanation of aspects

of language with reference to non-language influences and causes. Grouping the scope of pragmatic studies objects are: his, presuppositions, speech acts, conversational implicatures, and conversational structures.

Based on the above opinions, it can be concluded that what is meant by pragmatics is a study of the ability of language users to connect and synchronize sentences and contexts. Context influences speech participants in interpreting speech or studying meaning in relation to speech situations, but is also connected with situations or contexts outside the language and is seen as a means of interaction or communication within society. Language and language users are not observed individually but are always associated with activities in society. Language is not only seen as an individual symptom but also a social symptom. Pragmatics is the study of linguistics bound by a language context. Context has a strong role in determining the intent of speakers in interacting with their speech partners.

The context in question is all *background knowledge* that is jointly owned by speakers and speech partners and that accompanies and accommodates a speech. As Leech's (1983:1) opinion states, one cannot understand the true nature of language if one does not understand pragmatics, that is, how language is used in communication.

2. Speech Act Theory

Speech acts are theories that try to examine the meaning of language based on the relationship of speech to the actions performed by its speakers (Searle, 1969). The study of speech acts is based on an understanding that speech activity is not only limited to the narration of something, but also to doing something on the basis of that speech (Austin, 1962). According to Austin, all speech utterances are performative in the sense that all speech utterances are a form of action and not just saying

something about the world. This opinion is supported by Searle (1969), who stated that the smallest unit of communication is not a sentence, but rather a specific action, such as making statements, questions, orders, and requests.

Leech (1983:5-6), also states that speech acts are a central entity within pragmatics and also the basis for the analysis of other topics in this field such as presupposition, perlocution, conversational implicature, the principle of cooperation, and the principle of civility. As Huang (2007:2) stated, the main topics in pragmatic studies include speech acts. Pragmatics and speech acts are closely related. This can be seen in his field of study which is broadly between speech act and pragmatics discussing the meaning of speech that is in context. In this study, the type of speech act that was used as a foothold was the speech act theory developed by Austin (1962), Searle (1969), Leech (1983), Kreidler (1998), and Huang (2007).

The term and theory regarding speech act were originally introduced by J. L. Austin, a professor at Harvard University, in 1959 (Chaer and Leoni, 2010:50). The theory derived from the lecture material was later recorded by J. O. Urmson (1965) under the title *How to do Thing with Word?* but the theory only became famous in linguistic studies after Searle (1969) published a book entitled *Speech Act and Essay in The Philosophy of Language*.

According to Austin (1962), a speech act is an utterance in which there is an action. When a speaker says something, the speaker also does something. By saying a speech, the speaker has a goal to be achieved by his speech partner. As Austin put it, "*In which to say something is to do something or in which by saying or in saying something we are doing something, (Austin, 1962:12)*", that in saying something, we are also doing something. So, in conveying something, the speaker also takes action through the speech he conveys.

Austin further stated that all speech is a form of action and not just something about the world of speech acts (*speech act*) is the function of language as a means of action. All sentences or utterances or utterances spoken or spoken by the speaker actually contain a certain communicative function. Based on this opinion, it can be said that saying something can be called an act or an action. This is possible because each speech has a certain intention that affects others.

In relation to the theory of the speech acts, Austin (1962) also put forward two terminologies, namely constative speech (*constative*) and performative speech (*performative*). Constative utterances are utterances whose speech is only used to express something (1962:4-6). Performative speech is speech whose speech is used to do something (1962:4-11). The speech acts, which were performative by Austin (1962:100-102), were formulated into three actions, namely:

a. Locutionary act

A locution act is a speech act intended to express something in the sense of "saying" or a speech act in the form of a meaningful and understandable sentence. This speech act is referred to as the act of saying something. Searle (1969) calls this speech act a prepositional act because this speech act is only related to meaning.

a. Illocutionary act

The illocutionary act is the act of doing something. It's different from locution, an illocutionary act is a speech act that contains the intent and function or power of speech.

b. Perlocutionary act

An utterance was spoken by a speaker often has a *perlocutionary force*. The effect produced by saying something is what Austin (162:101) calls perlocution. The effect or power of speech can be caused by the speaker intentionally, or unintentionally.

Still according to Austin (1962), a speaker in speech not only puts forward speech but also performs an action. It may be apologizing, congratulatory speech, condolence speech, commanding, advising, criticizing, denouncing, accusing, promising, and so on. The three kinds of speech act, namely locution, illocution, and perlocution occur simultaneously. The locution associates a topic with a caption in an expression (subject-predicate). Illocution is the act of uttering a statement, offer, question, and so on. Perlocution is the result or effect caused by the expression of the speaker according to the situation and conditions of speech disclosure. In the flow of conversation, speech that is charged with the implicature of the conversation slides alongside others in the form of direct speech.

Austin (1962), divides illocutionary acts into five subtypes, namely:

a. Verdictives

Speech acts are characterized by the existence of decisions related to right and wrong, for example, "Jon was accused of being a hate speech mastermind."

b. Exercitives

Speech act which is the result of power, rights, or influence, for example, "I asked you to come to the office early in the morning," Zacky told his students.

c. Commissives

Speech acts marked by agreements or actions that cause speakers to do something, for example, "Universitas Negeri Sebelas Maret Surakarta will sign a cooperation with *Universitas Kebangsaan Malaysia* in publishing scientific journals," said the Dean in front of the leadership meeting.

d. Behavitives

Speech acts that reflect social concern or sympathy, such as "The Indonesian government is concerned about Rohingya who is subjected to torture in their country."

e. Expositives

Speech acts are used in simplifying the meaning or definition, for example, “*bailout*” is like someone who owes someone a debt paid by someone else he doesn’t know.”

Searle (1969), states that in the practice of using language there are three kinds of speech acts. The speech acts in question are (1) *locutionary acts*, (2) *illocutionary acts*, and (3) *perlocutionary acts*. A locutionary act is an act of speaking with words, phrases, and sentences according to the meanings conceived by that word, phrase, and sentence. This speech act can be referred to as *the act of saying something*. In this speech acts, there is no question of the intent and function of the speech delivered by the speaker. The illocutionary type is distinguished by the illocutionary type of intent, that is, the desired illocutionary effect, because the illocutionary intent is fulfilled if the speech partner knows the attitude expressed by the speaker, then the type of illocutionary intent corresponds to the type expressed. Perlocutionary acts are the act of cultivating influence on a person (speech partner). This speech act can be called *the act of affecting someone*. The utterances of *my heart aching*, for example, can be used to cultivate the influence of hatred on speech partners.

Searle further grouped the illocutionary speech act into five forms of speech, each of which had the function of communicative speech. The five forms of speech are as follows.

a. Assertive

Forms of speech that bind speakers to the truth of the propositions expressed, such as stating, suggesting, boasting, complaining, and claiming.

b. Directive

A form of speech intended by speakers to make an influence so that speech partners take action, such as ordering,

commanding, requesting, advising, and recommending.

c. Expressive

A form of speech that serves to express or show the psychological attitude of the speaker towards a state, for example thanking, congratulating, pardoning, blaming, praising, and condolence.

d. Commissive.

A form of speech that serves to express a promise or offer, for example promising, vowing, and offering.

e. Declarative

A form of speech that states the content of the utterance according to its reality, for example, resigning, dismissing, christening, naming, appointing, excommunicating, and sentencing.

Searle also suggests that a speech act supports three kinds of acts that occur simultaneously, namely (1) the act of saying words, morphemes, and sentences (*speech utterance act*); (2) referencing and predicting so-called *propositional acts*; and (3) statements, orders, promises, and so on called *illocutionary acts*. Of the three types of acts, illocutionary acts play an important role in pragmatic studies. The determinant of the form, function, and meaning of an utterance is an illocutionary act in an utterance situation.

Leech (2011), divides each of the illocutionary categories of the Searle based on syntactic characteristics in the verbal form it has.

- a. Assertive verbs usually appear in the construction of 'S verb (...) that X' (S = subject (which refers to the speaker) and that X refers to a proposition); e.g.: affirming (vindicating, strengthening, strengthening, confirming), saying (suspecting loudly, declaring without evidence), affirming, foreseeing, announcing, prosecuting (charging).

- b. Directive verbs usually appear in the construction of 'S verb (O) that X' or 'S verb o to Y (S and O refer to the subject and object (which refer to the speaker and listener, respectively), 'that X' = the clause that is non-indicative; and 'to Y' = infinitive clause); examples: asking, begging, bidding, ordering, requiring, forbidding, advising, advising, advocating, praising kindness, begging. In contrast to the clause that follows assertive verbs, the clause that these non-indicative ones contain a subjunctive or modal as they should, as long as they refer to order and not to a proposition; e.g. We ask that the price of the book (should) be lowered.
- c. The commissive verb usually appears in the construct "S verb that X (where the clause that is non-indicative) or 'S verb to Y' (where to Y' is an infinitive construct); examples: offer, promise, swear, volunteer. Relative commissive verbs form a small class, resembling or similar to directive verbs in that they have non-indicative complexes (that-indicative clauses and infinitive clauses), needing to have a reference to the next time (a time reference more later than the time of the main verb).
- d. Expressive verbs usually appear in the construction 'S verb (preposition) (O) (preposition) Xn (where '(preposition)' is a facultative preposition, and Xn is an abstract nominal phrase or gerund if phrase), examples: apologizing, sympathizing, saying congratulations, forgiving, forgiving, saying thank you.
- e. Rogative verbs are verbs that cannot be included in any of the four categories above; examples: naming, classifying, categorizing, limiting, defining, identifying, relating, and linking.

Searle's fifth category of speech acts, declarations have no illocutionary power as originally thought. A declaration is

a conventional act of speech that derives its power from its role in ritual activity. After all, most of the verbs that have to do with declarations, such as delaying, imposing punishment, and baptizing, are essentially social acts, not speech acts (Leech, 2011: 29).

Leech (1983:356-359) further divided the speech act based on Searle's speech act into six. The six speech acts are, (1) assertive, (2) directive, (3) commissive, (4) expressive, (5) declarative, and (6) rogative. Of the six speech acts, they have been grouped again into sub-speech acts, including certified, speech act directive, speech act commissive, speech act expressive, speech act declarative, rogative. What is different from the speech act proposed by Leech with Searle is the speech act, which is a form of speech act that is stated by speakers to ask if it is directly motivated or to question if it is motivated by doubt, for example, the sub speech act asks, questions, and doubts.

Kreidler (1998:183-194), divided the act type of speech into seven. The five of the seven of them have similarities to those proposed by Searle and Leech. The differences found between the two experts are in the use of verdictive and fatigue.

The typology developed by Searle was adapted also by Huang (2007:106-107). Huang gives an overview of the speech act by grouping it into four parts and five types as follows.

Speech acts are universally grouped into five types along four dimensions: (i) illocutionary points or speech act type, (ii) direction of fit or relationship between words and world, (iii) expressed psychological state, and (iv) proportional content. The five types of speech are further explained: (i) representative or assertive, (ii) directive, (iii) commissive, (iv) expressive, and (v) declarative.

Based on this statement, in general speech acts are grouped into four parts and five types. The four parts are (1) illocutionary power, (2) a suitable action or relationship between the word

and the world, (3) a visible psychiatric expression, and (4) proportional content. The five types of speech acts are (1) representative/assertive, (2) directive, (3) commissive, (4) expressive, and (5) declarative.

From the various descriptions above it can be known that a speaker in speech not only puts forward speech but also performs an action. It may be apologizing, congratulatory speech, condolence speech, commanding, advising, criticizing, denouncing, accusing, promising, and so on. So that the type of speech act can be formulated the existence of a speech act is representative/assertive, directive, commissive, expressive, and declarative. The description of some speech act theories by some of the above experts can be shown in the table as follows.

Table 2.3 Types of Speech Acts from Some Experts

Type of Speech Act	EXPERT NAME				
	Austin (1962)	Searle (1969)	Leech (1983)	Kreidler (1998)	Huang (2007)
Verdictive	√				
Excersitive	√				
Behavitive	√				
Exspositive	√				
Asertive		√	√	√	√
Directive		√	√	√	√
Exspresive		√	√	√	√
Comisive	√	√	√	√	√
Declarative		√	√		√
Rogative			√		
Performative				√	
Verdictive				√	
Fatic				√	

In this dissertation research, the type of speech act was chosen according to the typology of Searle (1969) because the speech act was supported by Huang (2017), who stated that speech act is a universal act of speaking in view of the dimensions of (a) illocutionary points or type of speech act, (b) the direction of the match or relationship between the words and the world, (c) may express a psychological state, and (d) proportionate content. Based on the above opinion, it can be concluded that a speech act is an activity of saying something. Speech act which has a specific purpose is inseparable from the concept of speech situations. The concept makes it clear that a speech act is an action that produces speech as a product of a speech act. Speech act also studies the intent of speech, which is what it is uttered for; asks what a person means by his speech act; associating the meaning with whom to speak to whom, where, and how the strategy of speaking it so that the utterance reaches the speaker.

3. Theory Context in Pragmatics

In pragmatic studies, speech acts cannot be properly understood by the speaker if the context of the utterance is not known. The context in question is all *background knowledge* (*background of knowledge*) that is jointly owned by speakers and speech partners and that accompanies and accommodates a speech. As leech (1983:1) argues, which states that one cannot understand the true nature of language if one does not understand pragmatics, that is, how language is used in communication.

According to Leech (1983), pragmatics is the study of meaning in relation to the situation of speech. A prerequisite necessary to conduct a pragmatic analysis of speech, including speech that is charged with the conversation, is an utterance situation that supports the existence of an utterance in a

conversation. The utterance situation includes the following elements: (1) the speaker and the hearer; (2) context; (3) purpose; (4) speech acts or verbal acts; (5) speech (T) as a product of verbal acts; (6) time; and (7) places.

Brown and Yule (1985:99), state that the context in pragmatics consists of:

a. Context Linguistic or co-text

The co-text of a word is a group of other words used in the same phrase or sentence. Co-texts have a strong influence on the interpretation of the meaning of the spoken word. For example, the word 'can' as a homonym, in the sentences '*The serpent has a can*' and '*The child can do the problem*' has different meanings. The way of *knowing* the meaning contained in it is usually based on a linguistic context.

b. Physical context.

A physical context that involves the traits possessed by humans, objects, animals physically or external features that concern belonging. If a snake handler is holding a snake and pulling something out of the *snake's mouth saying "It can be no longer dangerous"*, the meaning of the word 'can' can be interpreted from the context.

c. The situation said.

Context related to speech *situations* and speech events. Speech situations include who the speakers and speech partners are, the context of speech, and the purpose of speech. Suparno (1998:12), mentions that speech events include: conversations, speeches, letters, prayers, and so on. In speech events, there is a language act, which is what the speaker is doing when he speaks in a particular language event.

Context is a dynamic concept. It is stated by Mey (1993:38) that, context is a dynamic concept not static. The context

concerns everything that is around it or its environment that allows the participants to speak in the process of communication, and interaction, which allows the linguistic expression in that interaction to be understood. As is Huang's (2007) statement which states that, context refers to a dynamic environment. Huang's statement is more complete as follows. *Context may in a broader sense be defined as referring to any relevant features of the dynamic speech acting or environment in which a linguistic unit is systematically used* (Huang, 2007:13-14). Context refers to the relevance of dynamic environmental differences in systematically used linguistic units. Furthermore, he stated that contexts can be formed through three different sources, namely *physical context, linguistic context, and the general knowledge context.*

Speech acting (2002:3), provides an explanation of the three types of context as follows.

There are three shorts of context (1) the situational context, what speakers know about what they can see around them, (2) the background knowledge context, what they know about each other and the world, and (3) the contextual context, what they know about what they have been saying.

Based on that type of context, it can be explained that first, the situational context is what the speaker knows about what they can see around him, and the situation at the time of the course of the conversation. The second is the context of the background of knowledge, which is about what is knowledge, both cultural knowledge in general and interpersonal knowledge or knowledge specifically that speakers and speech partners have. The third is the context of the text itself which is what they (speech-speakers) say about what they say. This third type refers to the concept of grammatical and lexical relationships.

Jumanto (2008:30-31), describes context as follows: (a) Context is a dynamic, not static, concept that must be understood as an environment or set of ever-changing world realities, in a broad sense and known together by the participants (any background knowledge), which allows those participants to interact in the communication process, and the linguistic expressions used in their interactions can be well understood accordingly with a certain sociocultural background. (b) Context includes both textual references and situational references. Situational references occur first than textual references; and (c) Context is used to understand all the factors that play a role in producing and understanding speech and are user-oriented, so that their use may vary between users, between user groups, and even between user languages. Context includes all elements of a communicative context. The range covers the physical environment of the surrounding situation, to the social relationship between speakers and speech partners and aspects of the mental state of the speech participants. The context is really a dynamic concept.

Subroto (2008:511), gives the following definition of context in pragmatics. (a) The context is something dynamic, not something static. (b) That context concerns the objects and matters contained in which and when the utterance occurred. (c) That context relates to the interaction between speakers and speech partners regarding variables of power, social status, social distancing, age, and gender. (d) The context also relates to the psychological condition of the speaker and speech partner during the course of the interaction process and the motives of the speech. (e) Context also concerns presuppositions, background knowledge, schemata, and implicatures (relating to the explicature). (f) Included in the context of a physical nature is the color of the voice and tone of voice of the participants of the speech.

Leech (1983), Wijana (199), and Rahadi (2009), argue that pragmatics cannot be understood without context. The precise intent of speech can only be understood in contextual relationships. The context in question is dramatized and codified so that it cannot be separated from the structure of the language. The context in question is all *background knowledge* that is jointly owned by speakers and speech partners and that accompanies and accommodates a speech. Such a context can be called the context of the *speech situational context*, which includes aspects of:

- a. Speakers and speech opponents.

Speech speakers and opponents are commonly denoted by S (*speaker*) which means 'speaker or speakers' and H (*hearer*) which can be interpreted as 'speaker or speech partner'. Symbols of S and H in pragmatic coverage can be both spoken and written language varieties (Leech, 1983: 13).

- b. Context of speech

The context of speech includes aspects of speech that are relevant both physically and non-physically. Context can also be interpreted as all background knowledge that is assumed to be equally shared by speakers and speech partners and that supports speech partners' interpretation of what the speaker intends in the process of speaking.

- c. Purpose of speech

The purpose of speech is closely related to the form of speech of a person. Speech will be able to be realized because there is a background by the intention and purpose of the speech that is clear and certain in nature. Pragmatically one form of speech can have various purposes and objectives.

- d. Speech as a form of action or activity.

Pragmatics studies verbal acts contained in certain speech situations. This means that what is talked about in

pragmatics is concrete because it is clear who the existence of participants of the speech is, where is the place of speech, when is the time of the speech, and what the context of the speech situation is as a look like.

d. Speech as a product of verbal acts.

Because basically, the speech in a speech is the result of the verbal actions of the speech participants with all considerations of the context that surrounds and accommodates it (Wijana, 1996; Rahadi, 2009).

According to Rahardi (2009), linguistic entities that use such pragmatic design are called contextual analyses. Therefore, in pragmatic studies, linguistic data must be really studied and interpreted by involving and taking into account contexts that are spatial in nature related to place and temporal with regard to time.

Wijana (1996:10-11), states that context is the basis of analysis in pragmatic studies. Pragmatics is a linguistics science that studies the conditions of use of human language that are largely determined by context. It is stated by Kuntjara (2003: 49) that, pragmatics is a linguistic science that studies the conditions of use of human language that are largely determined by the context that accommodates and underlies the language. The context in question includes two things, namely the *social* context and the socio-societal context.

A social *context* is a context that is caused as a result of the emergence of interaction between community members in a certain socio-cultural society. The social *context* is a context whose determining factor is the position (*rank*) of community members in social institutions that exist in certain societies and cultures. The emergence of the socio-cultural context is due to power, while the basis of the social context is solidarity.

Based on the description of the context in the pragmatics mentioned above, it is concluded that in fact the utterance is always embodied in a certain context. Therefore, context plays an important role in interpreting the meaning of speech because the meaning of speech can vary in different contexts. In other words, an utterance can mean something different altogether than what the speaker intended because of the difference in the context in which the utterance takes place. The ability to interpret the meaning of the utterance in many ways depends on the ability of the speech partner to relate the utterance to the context that surrounds it.

In everyday life in the context of the relationship between one human being and another, it is absolutely impossible for people not to communicate. The study of entities by applying such pragmatic designations is more based on the context of speech that is *Spatio-temporal* in nature (Leech, 1983, Wijana, 2004, Rahardi, 2009). Pragmatic designations do not fully involve and take into account the social and cultural dimensions of the language. The context that is more taken into account in pragmatic studies is more characterized by the context of the speech situation, that is, which indicates its location and time, not in its social and cultural entities, even if in certain respects the involvement of the social context and cultural context is inevitable in pragmatic analysis.

The dimensions of the place and time for the emergence of a linguistic entity are closely related to the intent of the speaker in speaking a particular linguistic entity. Such is the very nature of the context in pragmatics. A linguistic entity must always be seen, observed, and interpreted its meaning by paying attention to, considering, and taking into account the context that surrounds and accommodates it, so that the researcher really gets and can interpret the speaker's intentions as precisely as possible.

1. Theory of Interaction Patterns in Teaching-learning process

KBM is basically an interaction between educators and learners, to achieve learning objectives, which takes place within a certain environment called the classroom. The environment is regulated and supervised so that teaching-learning process is directed in accordance with educational objectives. According to Roestilah (1994: 35), interaction is a two-way process that contains the actions or actions of the communicator (speaker) or communicant (speaker)". Interaction can occur if the parties involved give each other actions and reactions so that there is a process of taking on each other's roles.

Interaction according to Zahra (1996:91), is a reciprocal activity. Interaction is a relationship between humans whose nature of the relationship is dynamic, meaning that the relationship is not static, always experiencing dynamics (Setiadi, 2011). The relationship between one human being and another is called interaction. According to Sardiman (1986:8), interaction is a relationship between individuals, groups, whereby the existence of that relationship can influence each other, changing the good from the bad to the better or vice versa. According to Soetomo (1993), teaching and learning interaction is a reciprocal relationship between teachers (teachers) and children (students) which must show the existence of an educational (educational) relationship, namely a change in the behavior of students towards maturity.

In the dictionary Indonesian (2008), pattern means "*image, pattern, model, system, way of working, shape, and structure*. If patterns are connected with interactions become forms in the process of occurrence of interactions. In the interaction at the first level, it will appear that the teacher is trying to master his class so that the interaction process takes place in a balanced manner, and there are mutual influences between the two

parties. It can be concluded that interaction patterns are a way, model, and form of interaction that influence and influence each other with the existence of a backlash between teachers and students in achieving learning objectives.

The teacher as a teacher has an important role to able to regulate the course of teaching-learning proses through the pattern of teacher interaction acting as an action giver (initiation) through teaching and can also be a recipient of action through questions (responses) asked by students. On the other hand, students also have the same role as teachers who can be givers of action through the questions they ask and become recipients of actions through listening activities. This interaction process is carried out to convey messages in the form of subject matter. New interactions can occur if there are two parties who are equally active in conveying their messages (Djamarah, 200).

Learning interactions focus more on the reciprocal process between teachers and students. To find the pattern of interaction that occurs between the teacher and the student, it is necessary to look at the traffic of the use of speech between the two. Traffic patterns in interaction in the classroom usually start with the initiation of the teacher as the controller of the teaching-learning process then responded to by the students and followed up by the teacher.

To analyze the natural conversation traffic that occurs is carried out by recording the use of speech acts by teachers and students in the teaching-learning process and transcribing it. Transcribing conversations is a technique to help identify ways people build 'traffic rules' in speaking using language devices (Mey, 1993:138). This means that with transcription techniques, the rules that make up the structure and organization of the conversation can be identified. These rules are important to learn because by understanding these rules, it is hoped that the

verbal production process of conversation participants can run smoothly or not experience obstacles.

In interacting there is a stimulus, response, and *feedback*. The repetitive stimulus-response process will give rise to habits and regularities. This process can be seen in the utterance that serves as the initiation and is followed by the utterance that serves as the response. The initiation can be said to be the opening or trigger of a speech. Meanwhile, the response is the result of initiation. Responses can be divided into two, namely direct and indirect responses (Haliday and Hasan, 1978). Direct responses are utterances that are used directly in answering questions. This form of response is a yes and no answer. Meanwhile, indirect responses are utterances that are used not directly in answering questions. In general, indirect response forms are used to comment on questions, ignore relevance (disclaimers), or responses that provide supporting information. *Feedback* can be used as a speech cover.

In KBBI (1993), the response can be interpreted as a response, reaction and answer. Eilers (1995), states that in communicating with the outside world, people use all five of their senses to receive signs and messages. The way people accept the senses and the responses generated vary because the responses (perceptions, attitudes, and behaviors) are shaped by culture. Response according to Gulo (1996), is a reaction or answer that depends on the stimulus or is the result of the stimulus. The human individual participates as the controller between the stimulus and the response so that what determines the form of the individual's response to the stimulus is the stimulus and the individual factor itself. As Davis and Newstrom (1989) state that a response is a reaction to a stimulus that is limited to the attention of perception, knowledge, awareness, and attitude that occurs in the person receiving the stimulus.

A person's response can take the form of good or bad, positive or negative (Azwar, 1988). If the response is positive

then the person concerned tends to like or approach the object, while the negative response tends to stay away from the object. The interaction between several factors from the outside in the form of objects, people, and in the form of attitudes, hearts, and emotions influences the past and some of them finally determine the form of behavior that a person displays. So that the response is essentially a response or recompense to a stimulus or stimulus (Sarwono, 2000). This is in line with Marbun (2003), which states that responses are responses, reactions, and answers, while reactions are activities in the form of actions, protests, and so on, arising from a symptom or event and responses or responses to an action.

The response consists of three components, namely the cognition component (knowledge), the affection component (attitude), and the psychomotor component (action). Knowledge relates to how a person gains an understanding of himself and his environment and how with that awareness he reacts to his environment. Any conscious behavior carried out by man is preceded by a process of knowledge that gives direction to behavior. After someone gets knowledge, what happens is that someone will determine the attitude. Attitude is a person's tendency to act, operate, think and feel in the face of objects, ideas, situations, and values. A person's attitude arises from the existence of experiences that are not carried from birth but are the result of a person's learning of objects or the surrounding environment. Attitudes are evaluative that contain pleasant or unpleasant values.

Cook (2007), distinguishes response speech into two types, namely pleasant and unpleasant utterances. For example, request utterances can be responded to with utterances that indicate obfuscation or repulsion. Moon shifting is a pleasant response while repellent is an unpleasant response. Pleasant responses are expected responses and conversely unpleasant responses are answers that speakers do not expect, for example

in cursed and swearing speech acts. Therefore, the close couple has a dichotomy of being grateful and ungrateful.

The interaction patterns of teacher-student interaction in KBM can be analyzed using the pattern of taking turns to speak introduced by Sinclair & Coulthard (1975). The pattern is formulated with *Initiation-Response,-Feedback* or I-R-F which means, in every conversation when one of the people starts speaking it can be called initiating (I), and the other party listens to it and waits for the turn to respond and interpret the intention of the speech partner to give a response (R), then the speaker can give feedback (F) to answer the conversation. The concept used in this study in relation to the speech act sequence is the concept of motion (*move*) used to characterize the speech act function by distinguishing between initiating, responding / reacting, and continuing the speaker's action (*continuing*) or *feedback* (Sack, Schegloff, Jefferson, 1974).

From the above presentation, it can be explained that the study of initiation-response and *feedback* can be seen in the behavior of individuals or groups. Behavior is a state of the soul or thinking and so on of a person to give a response or response to situations outside the subject. There are two types of responses, namely active responses that are accompanied by individual actions due to the presence of stimuli, second is passive responses that are stimuli that are not accompanied by actions. From some of these definitions, it can be concluded that a response is a reaction to a stimulus that occurs in interacting between speakers by getting stimuli from behavior that triggers a speaker or group to behave, be it with action or without action.

6. Theory Teaching Learning Proses in the 2013 Curriculum

The 2013 curriculum or K13 is a curriculum formed to prepare for the birth of the golden generation of the Indonesian

nation with a more active student learning system in teaching learning proses. The aspects to be achieved in K13 are aspects of knowledge, skills, and attitudes. This aspect of knowledge in K13 is the same as in previous curricula, namely the emphasis on the level of understanding of students in the lesson. The value of the knowledge aspect can be obtained from daily tests, midterm/end of semester exams, and grade increase exams, however, in K13, knowledge is not the main aspect as in previous curricula.

The skills aspect is a new aspect of the curriculum in Indonesia. Skills are an emphasis on *skills* or abilities/skills, for example, the ability to express opinions, have consultations, make reports, and present. The skill aspect is one of the important aspects because with skills students can channel their knowledge so that knowledge does not only become a theory.

The attitude aspect is a rather difficult aspect to judge. Attitudes include manners in learning, absenteeism, social, and religion. Good cooperation between parents, subject teachers, homeroom teachers, and counselor teachers is needed so that the assessment of this aspect is more optimal. In order for the attitude assessment to be applied every face-to-face, the teacher must prepare an attitude assessment observation sheet.

The learning model developed has a broader meaning than a strategy, method, and technique. The term “strategy” was originally known in the military world mainly related to war or the world of sports, however, this meaning extended not only to the military or sports world but also to the economic, social, and educational fields. According to Ruseffendi (1988), the terms strategy, method, approach, and technique are defined as a select amount of wisdom, which has been associated with factors that determine the color or strategy, namely: (a) selection of subject matter, (b) presenter of the subject matter (individual or group, or self-study), (c) way of presenting the

subject matter (inductive or deductive, analytical or synthesis, formal or non-formal), (d) the target recipients of the subject matter (group, individual, heterogeneous, or homogeneous).

The learning approach is the path or direction taken by the teacher or student in achieving the learning objectives seen in how the material is presented. For example, understanding a principle with an inductive or deductive approach. To achieve their learning goals, teachers need learning methods. The definition of learning methods according to Hamalik (2001) is a way of teaching in general that can be applied to all subjects, for example teaching with lectures, expository, question, and answer, guided discovery, and so on.

In teaching, learning methods are needed whose application is adjusted to the abilities and habits of the teacher, the availability of learning media, and student readiness. A learning model is a design that envisions the process of detailing and creating environmental situations that allow students to interact so that changes or developments occur in students.

There are several learning methods used in K13, including the inquiry method. The inquiry method is a learning method where students are required to be more active in the discovery process, placement students learning more on their own, and develop activeness in solving problems. The inquiry process is a special process to expand knowledge through research. The method is called the scientific method.

The method is a method of learning on its own initiative, which can be implemented individually or in small groups. The method is a teaching method that seeks to lay the groundwork and develop a scientific way of thinking. In the application of this method, students are required to learn more on their own and try to develop creativity in the development of the problems they face on their own. The teaching method will create effective and effective learning conditions, as well as facilitate and facilitate

teaching and learning activities (Sudjana, 2004:154). The main purpose of using the inquiry method is to assist students in developing scientific discovery skills.

a. Teaching Learning Processes in the 2013 Curriculum

Teaching learning process according to *Permendikbud RI No 65, 2013; No. 81a, 2013; dan No. 103, 2014*), is an educational process that provides opportunities for students to develop their potential into abilities that are increasingly increasing in attitudes, knowledge, and skills necessary for themselves to live and to society, nation, and contribute to the welfare of human life. Therefore, learning activities are directed to empower all potential learners into the expected competencies. Learning strategies should be directed to facilitate the achievement of competencies that have been designed in curriculum documents so that each individual is able to become an independent learner throughout life and which in turn they become an important component to realize a learning society.

The qualities developed by the curriculum and must be realized in the learning process include creativity, independence, cooperation, solidarity, leadership, empathy, tolerance and life skills of students in order to form dispositions and improve civilization and national dignity. To achieve the qualities that have been designed in the curriculum document, learning activities need to use principles that: (1) are student-centered, (2) develop student creativity, (3) create pleasant and challenging conditions, (4) are value-charged, ethical, aesthetic, logical, and kinesthetic, and (5) provide a diverse learning experience through the application of various fun, contextual, effective, efficient, efficient learning strategies and methods. and meaningful. In the teaching-learning process, students are encouraged to discover for themselves and transform complex information, check new information with those already in their memory, and develop it into information or abilities that

are appropriate to the environment and era of the place and time they live (*Permendikbud No. 65, 2013; No. 81a, 2013 dan No. 103, 2014*).

K13 adheres to the basic view that knowledge cannot be simply transferred from teacher to student. Students are subjects who have the ability to actively seek, cultivate, construct and use knowledge. For this reason, learning must be related to the opportunity given to the student to construct knowledge in his cognitive processes. The student needs to be encouraged to work on solving problems, find everything for himself, and strive to realize his ideas so that they truly understand and can apply his knowledge.

Teachers make it easy to teach learning the process by developing a learning atmosphere that gives students the opportunity to discover, apply their own ideas, become aware, and consciously use their own strategies to learn. Teachers develop learning opportunities for students to climb the stairs that bring them higher understanding, which was originally done with the help of teachers but is becoming more and more independent. For students, learning should shift from “being notified” to “actively figuring out”. Thus, the student constructs knowledge for himself. For the student, the knowledge he possesses is dynamic, evolving from simple to complex, from the scope of himself and around him to a wider scope, and from a concrete to an abstract one.

The learning process occurs internally in students. The process is possible as a result of the external stimulus provided by the teacher, friend, and environment. The process may also occur as a result of a stimulus in the learner which is mainly caused by curiosity. The learning process can also occur as a combination of an outer and inner stimulus. In the learning process, the teacher needs to develop both stimuli in each student.

In learning, students are facilitated to be actively involved in developing their potential into competencies. Teachers provide a learning experience for students to carry out various activities that allow them to develop their potential into the competencies set out in the curriculum document or more. The learning experience is increasingly becoming a habit of independent learning and constant as one of the basics for lifelong learning.

In a learning activity, there can be the development of attitudes, knowledge, and skills in varied combinations and emphasizes. Each learning activity has a different combination and emphasis than other learning activities depending on the nature of the content learned. Despite this, knowledge has always been a driving element for the development of other capabilities.

K13 develops two modes of the learning process, namely the direct learning process and the indirect learning process. The direct learning process is an educational process in which students develop knowledge, thinking abilities, and psychomotor skills through direct interaction with learning resources designed in the syllabus and lesson plan in the form of learning activities. In direct learning, students carry out learning activities to observe, question, collect information, associate or analyze, and communicate what they have found in analysis activities. The direct learning process produces direct knowledge and skills or what is called the *instructional effect*.

Indirect learning is an educational process that occurs during the direct learning process but is not designed in a specific activity. Indirect learning is concerned with the development of values and attitudes. In contrast to the knowledge of values and attitudes carried out in the process of direct learning by a particular subject, the development of attitudes as a process of moral and behavioral development is carried out by the

whole subject and in any activity that occurs in the classroom, school, and society. Therefore, in the learning process of K13, all activities that occur during learning at school and outside in co-curricular and extracurricular activities occur learning processes to develop morals and behaviors related to attitudes.

Both direct and indirect learning occurs in an integrated and non-separate manner. Direct learning is concerned with learning related to KD developed from KI-3 and KI-4. Both are developed simultaneously in a learning process and become a vehicle for developing KD in KI-1 and KI-2. Indirect learning is concerned with learning related to KD developed from KI-1 and KI-2.

The principle of learning in K13 is a change from learners who are notified to students who find out; from the teacher as the only source of learning to learning based on various learning resources; from a textual approach to a process as a reinforcement of the use of a scientific approach; from content-based learning to competency-based learning; from partial learning to integrated learning; from learning that emphasizes a single answer to learning with answers whose truth is multi-dimensional; from the learning of verbalism to applicative skills. Learning in K13 also demands an improvement and balance between physical skills (*hard skills*) and mental skills (*soft skills*). Learning prioritizes the cultivation and empowerment of students as lifelong learners. In addition, learning also applies the exemplary values of a teacher (*ing ngarsa sung tuladha*), the willingness of the teacher to build the willingness of students to learn (*ing madya mangun karsa*), the willingness of the teacher to build the willingness of students to learn (*tut wuri handayani*).

Learning in K13 can take place at home, at school, and in the community. The learning applies the principle that anyone is a teacher, anyone is a student, and anywhere is a class. The

learning process can utilize information and communication technology to improve the efficiency and effectiveness of the learning process. K13 as the latest curriculum emphasizes that in the teaching-learning process there must be recognition of individual differences and cultural backgrounds of students. Related to the principles above, in K13, process standards are developed that include planning the learning process, implementing the learning process, assessing learning outcomes, and supervising the learning process.

In accordance with the graduation standards in K13, learning objectives include the development of the realm of attitudes, knowledge, and skills elaborated for each educational unit. The three realms of competence have different trajectories of acquisition and psychological processes. Attitudes are obtained through the activities of receiving, exercising, appreciating, living, and practicing. Knowledge is gained through the activities of remembering, understanding, applying, analyzing, evaluating, and creating. Skills are acquired through the activities of observing, questioning, trying, reasoning, testing, and creating. The characteristics of competence along with differences in the trajectory of acquisition also affect the characteristics of the teaching-learning process. The characteristics of the teaching-learning process are adjusted to the characteristics of the competencies to be achieved, namely by applying an integrated thematic learning model as at the *SMP/MTs/SMPLB/Package B* levels are also adjusted to the level of development of students. The learning process in the schools mentioned above is adjusted to the characteristics of competencies that begin to introduce subjects by maintaining an integrated thematic, namely in science and social studies subjects. The standards of the educational program must include three competencies, namely attitudes, knowledge, and skills so that what is produced is a holistic human being, which means that the development of one realm

cannot be separated from the other. The learning process as a whole gives birth to personal qualities that reflect the integrity of mastery of attitudes, knowledge, and skills (Copy of Attachment of the Minister of Education and Culture of the Republic of Indonesia No. 65, 2013 & No. 103, 2014 on Primary and Secondary Education Process Standards).

Education should ideally be a lifelong process, then graduates or outputs of a certain educational process must be ensured to have the necessary competencies to continue their education independently so that the essence of educational goals can be achieved. In an effort to create good planning, implementation, and control system, the long process is divided into several levels, based on the development and needs of students. Each level is designed to have a process according to the development and needs of learners so that the imbalance between the inputs given and the processing capacity can be minimized.

In management theory, as a good learning planning system, the curriculum should include four things. *First*, the final educational results must be achieved by students (output) and formulated as graduate competencies. *Second*, the content of the material must be taught to and learned by students, in an effort to form the desired graduate competencies. *Third*, the implementation of learning (including learning methodology as part of the SP), so that the three desired competencies are formed in students. *Fourth*, assess the suitability of the process and the achievement of learning objectives as early as possible to ensure that the inputs, processes, and outputs are in accordance with the plan.

Through core competence as a step leading the vertical integration between basic competencies can be guaranteed, and an increase in the ability of participants from class to class can be planned. As a step toward multidimensional graduate

competencies, Core competence also has multi-dimensional. For operational convenience, graduate competencies in the realm of attitudes are broken into two, namely spiritual attitudes related to the goal of forming students who have faith and piety, and social attitude competencies related to the goal of forming students who have a noble, independent, democratic, and responsible character. IP is not to be taught, but rather to be formed through learning relevant subjects.

Each subject in K13 must be subject to the core competence that has been formulated. In other words, all subjects taught and studied in such classes should contribute to the formation of a cumulative score. Likewise, core competence is a binder of competencies that must be produced by studying each subject. Core competence acts as a horizontal integrator between subjects. In this sense, core competence is free of subjects because it does not represent a particular subject. Core competence is the competency needs of students, while subjects are the supply of basic competencies that will be absorbed by students through the right learning process, becoming core competencies if the understanding of core competence has been well understood. For example, for core competence Indonesian there are no competencies that reflect Indonesian competencies because there is indeed no such thing as core competencies Indonesian (*Lampiran Permendikbud No. 68/2013*).

In supporting the achievement of performance index, the achievement of learning outcomes in each subject is broken down into basic competencies that are grouped into four. This is in accordance with the formulation of the performance index that it supports, namely in the competency group of spiritual attitudes, social attitude competencies, knowledge competencies, and skill competencies. This detailed of based competencies is to ensure that learning outcomes do not stop with knowledge alone, but must continue into skills, and boil down to attitudes. Based competencies in the core competence

group attitude is not for students, because this competence is not taught, not memorized, not tested, but as a handle for educators, that in teaching these subjects, there are social and spiritual messages contained in the material.

K13 also requires students to have religious attitudes, social attitudes, knowledge, and skills. The school becomes one of the important places for students to learn the educational values and rules of the surrounding community and the wider society (Gordon, 2000). Those values include respecting human rights, equality, democracy, and cultural diversity. One of the most important interactional contexts in schools is the classroom. In the context of the classroom, the teacher is a key figure who brings the educational process to life (Surakhmad, 1980). In the process of education, it is demanding that teachers have a dual role, namely as teachers and at the same time as educators.

As a teacher, the teacher is obliged to provide knowledge and skills to students, so that students become intelligent and skilled human beings. As an educator, teachers are obliged to give and teach good moral values and ethics to their students. Therefore, in carrying out their duties, teachers are not only required to perform the function of transferring knowledge and skills but also to provide good values or attitudes and ethics. In transferring such values or attitudes, the teacher cannot break away from the normative aspects prevailing in society. This means that the teacher will interact and communicate with students guided by norms or values that the teacher believes are good things (Zamzani, 2007).

b. Learning Process in the 2013 Curriculum

The learning process in K13 according to the Minister of Education and Culture No. 65, 2013 and No. 81a, 2013, is the implementation of learning which includes preliminary activities, core activities, and closing activities. In developing

learning activities, the things that must be considered are as follows. (1) Learning activities are prepared to provide assistance to students, especially teachers, in order to carry out the learning process professionally. (2) Learning activities contain a series of managerial activities carried out by the teacher so that students can carry out activities such as in the syllabus. (3) The learning activities for each meeting are scenarios of the teacher's steps in making students actively learn.

This activity is organized into activities: preliminary, core, and concluding. The core activities are further elaborated into details of exploration, elaboration, and confirmation activities, namely: observing, questioning, trying, reasoning, and communicating. For learning aimed at mastering the procedure for doing something, learning activities can be modeling and or demonstration by teachers or experts, impersonation by students, checking and giving feedback by teachers, and advanced training.

1) Introductory Activities or Opening Lesson Activities

In preliminary activities or opening lessons, the things that teachers do include: (a) preparing students psychically and physically to follow the learning process; (b) asking questions about the material already studied and related to the material to be studied; (c) lead learners to a problem or task to be performed to study material and explain the learning objectives or core competence to be achieved, and (d) convey an outline of the scope of the material and an explanation of the activities that the learner will carry out to solve the problem or task.

2) Core Activities

The core activity is a learning process to achieve goals, which is carried out interactively, inspiringly, fun, challenging, motivating students to actively become information seekers, and providing sufficient space for the initiative, creativity, and

independence in accordance with the talents, interests and physical and psychological development of students. The core activities use methods tailored to the characteristics of learners and subjects, which include the process of observation, questioning, collecting information, associations, and communication. For learning related to basic competence which is a procedure for doing something, the teacher facilitates that students can observe modeling/demonstrations by teachers or experts, students imitate, then the teacher checks and gives feedback, and further exercises to students.

In any activity, the teacher must pay attention to competencies related to attitudes such as honesty, conscientiousness, cooperation, tolerance, discipline, obeying the rules, and respecting the opinions of others listed in the syllabus and lesson plan. The way data is collected wherever possible is relevant to the type of data explored, for example in laboratories, studios, fields, libraries, museums, and so on. Before using it learners must know and be trained followed by applying it. The next is an example of the application of the five *learning activities (learning events)* which are often abbreviated as 5M because they consist of activities of observing, questioning, trying, reasoning, and communicating, described as follows.

a) Observing

In observing activities, teachers open wide and varied opportunities for students to make observations through activities: seeing, listening, hearing, and reading. The teacher facilitates learners to make observations and trains them to pay attention to (see, read, hear) the important thing of objects.

b) Questioning

In observing activities, teachers open wide opportunities for students to ask questions about what has been seen, listened to, read, or seen. The teacher needs to guide the

learner to be able to ask questions: questions about which are the results of the observation of concrete objects to the abstract with regard to facts, concepts, procedures, or other more abstract things. Questions that are factual come down to questions that are hypothetical. From the situations where learners are trained to use questions from the teacher, it still requires the help of the teacher to ask questions to the level where learners are able to ask questions independently. From the second activity, a number of questions were generated. Through questioning activities, students' curiosity is developed. The more trained you are in asking questions, the more curiosity can be developed. The question becomes the basis for seeking further and varied information from teacher-determined sources to learners', from single sources to diverse sources.

c) Experimenting (Trying, Gathering Information, Experiments)

In the activity, students try to experiment by reading other sources besides textbooks, observing objects/events, and conducting interview activities with resource persons. Develop a conscientious, honest, polite attitude, respect the opinions of others, the ability to communicate, apply the ability to collect information through various learned means, and develop lifelong habits of study and study.

d) Associating (Reasoning, Processing Information)

Students process information that has been collected both limited from the results of collecting/experimental activities and the results of observing activities and information gathering activities. The processing of information is collected from the nature of adding breadth and depth to the processing of information that is in the nature of seeking solutions from various sources that have different opinions to the contrary. Develop an attitude of honesty,

meticulousness, discipline, obeying rules, hard work, the ability to apply procedures, and the ability to think inductively and deductively in concluding.

e) Communicating

Students submit observations, and conclusions based on the results of the analysis orally, in writing, or in other media. Develop an attitude of honesty, meticulousness, tolerance, the ability to think systematically, express opinions concisely and clearly, and develop good and correct language skills. In communicating the results students can write down or tell what is found in the activity of searching for information, associating, and finding patterns. These results are presented in class and assessed by the teacher as the learning outcomes of the student or group of students. The learning steps can be seen in the following chart image.

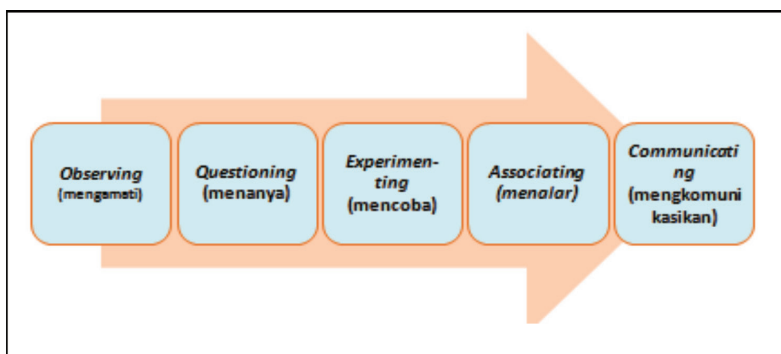


Figure 2.1 Chart of Scientific Approaches in K13 Learning

The core activity activities in KBM with a scientific approach (5M) on K13 can be arranged in the table as follows.

Table 2.4 Learning Activities with a Scientific Approach in K13

ACTIVITIES	LEARNING ACTIVITIES
<i>Observing</i>	<ul style="list-style-type: none"> • Seeing, observing, reading, listening, listening, (without or with tools)
<i>Questioning</i>	<ul style="list-style-type: none"> • Asking questions from factual to hypothetical • Starting with the guidance of the teacher until it is independent (becomes a habit)
<i>Experimenting</i>	<ul style="list-style-type: none"> • Determining the necessary data for the question asked • Collecting, and determining data sources (objects, documents, books, experiments)
<i>Associating</i>	<ul style="list-style-type: none"> • Estimating data in the form of categories determines the relationship between category data • Inferring from the results of data analysis starting from the <i>unstructured-unstructured-multi structure-complicated structure</i>
<i>Communicating</i>	<ul style="list-style-type: none"> • Conveying the results of conceptualization in the form of oral, writing diagrams, charts, drawings, or other media.

3) Closing Activity or Lesson Closing Activity

In closing activities or closing activities, the teacher together with students and/or themselves makes summary/conclusions of lessons, conducts assessments and/or reflections on activities that have been carried out consistently and programmatically, and provides feedback on learning processes and results, plan follow-up activities in the form of remedy learning, enrichment programs, counseling services and/or provide tasks both tasks individuals and groups according to the learning outcomes of the learners, and submit the lesson plan at the next meeting.

Learning is an activity that involves a person in an effort to acquire knowledge, skills, and positive values by utilizing various resources for learning. Learning can involve two parties, namely students as learners and teachers as facilitators. The most important thing in learning activities is the occurrence of a learning process because something is said to be the result of learning if it meets several characteristics as follows. *First*, Learning is realized, in this case, the student feels that he is learning, and there arises in himself motivations to have the expected knowledge so that the stages in learning until the knowledge is permanently possessed (retention) are fully realized.

Secondly, learning outcomes are obtained in the presence of processes, in which case knowledge is obtained not spontaneously, instantly, but gradually (*sequentially*). A child can read certainly not obtained only in a moment but a long process, the ability to read begins with the ability to spell, and recognize letters, words, and sentences. A person who suddenly has skills such as running at high speed due to the consequences of doping is not the result of learning activities, but the effects of the drugs or chemicals he consumes. (3) Learning requires interaction, especially interactions that are human in nature. Students will have knowledge faster because of the help of teachers, coaches, or instructors. In this case, two-way communication between the student and the teacher occurs. Two-way communication between the teacher and the student will occur as there is a stimulus and response.

C. Classroom Research in a Pragmatic Approach

This research uses a pragmatic approach applied to conversational data in the teaching-learning process at a junior school with a K13 background. The focus of the speech act study in this conversation implies the intention of speakers realized

through the speech act function so that the conversation study unit in the teaching-learning process at junior school with a background of K13, displays the speech act formulation as an illustration of the information extracting process. This descriptive research is a representation of the use of speech acts by teachers and students in the teaching-learning process with a K13 background in formal situations. In the teaching-learning process, teachers have types and speech strategies that direct students in achieving learning objectives. The achievement of the teaching-learning process's objectives can be measured by the responses students give to type speech act and the speech strategies they use.

The object of research, which is in the form of speech act in the teaching-learning process, reflects the process of conveying and extracting information carried out by teachers to students. The data in the study is from the teaching-learning process class in junior school. The research comes from the speech act which is used by teachers and students in opening lessons, core and closing lessons, and their context in teaching-learning process events in science and social studies lessons with a K13 background. The main data are taken and classified based on the speech which includes, the type of speech act teachers and students, teacher and student speech strategies, and interaction patterns that occur between the two.

The *simak* method with the basic technique of tapping technique, and the advanced technique of free listening technique, recording technique, and note-taking technique are used to listen to information and speech events of teachers and students in the teaching-learning process in class. The data analysis technique used in this study is contextual analysis (extra lingual equivalents), namely by associating the collected data by basing and relating to the context. Data analysis and interpretation of type speech act were carried out with *heuristic* analysis from Leech (1983). Data analysis techniques

and strategy interpretation speak using means-end analysis from Leech (1983). The analysis of these methods represents the speech act carried out by speakers to achieve the desired goal, the strategy is identified by taking into account the politeness strategy of Brown and Levinson (1987:69).

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This analysis of ways-goals and *heuristics* is applied using a contextual approach that refers to the concept of speech forms containing the type of speech act and speech strategies. The situation and context must be considered in determining the intent of the speaker. This method of contextual analysis can be aligned with the extra lingual match analyst method, which is a method that uses pragmatics with the determinant tools of speech partners.

CHAPTER III

TEACHING-LEARNING RESEARCH METHODOLOGY

A. An Approach to Study in Teaching-Learning

This book exposed the descriptive nature, descriptive research in the field of language is carried out solely based on existing facts and phenomena that empirically live in the speakers so that what is produced is a language that has the nature of exposure as it is. Meanwhile, the goal is to reveal qualitative information so that it emphasizes more on the problem of process and meaning by describing a problem that aims to understand and expose cultural phenomena that are hidden or not yet known by people (Blaxter et al., 2006; Moleong, 1989; Strauss & Corbin, 2003; Santosa, 2017, Sudaryanto 1988: 62, Sutopo, 2002: 38); and Lindolf, 1994:21).

The approach used in this study is a pragmatic approach. According to Subroto (2007:65), a pragmatic approach is an approach that bases itself on the reactions or responses of speeches or speech partners/speech opponents. In this study, a pragmatic approach was used to answer problems and identify the meaning of speech from the type of speech act speech strategies, and interaction speech acts that occur in the teaching and learning process were analyzed by considering the contextual factors of the speech situation. Therefore, data analysis and interpretation of the results of this study have been carried out since the same time as data collection which focuses on describing aspects of the process and meaning of

various characteristics of speech act teachers and students in the teaching-learning process at the state junior high school with a K13 background.

The characteristics of the speech act are seen from the type of speech strategies, and speech acts of interaction that occur between teachers and students. Meanwhile, the teaching-learning process with a K13 background is observed at the stage where the teacher carries out activities to open lessons; core activities with a *scientific approach*, which consists of observing, questioning, trying, reasoning, and communicating; as well as in the activity of closing the lesson.

This book was written about the phenomena that happen at the state junior school which has implemented K13. There are 27 junior high schools and there are three junior high schools that have carried them out (data from the group of teachers in 2013 & interviews with teachers and principals of junior schools 1, 4, and 12). The three junior high schools are, *firstly* junior school 1 with the characteristics of (a) a school ranked high according to the results of the national final examination, (b) one of the pioneers of an international standard school, (c) a favorite school (d) has used K13 (interview with Teacher of junior school, on January 23, 2014). *Second*, junior school 4, which is a medium-ranked junior high school, according to the ranking and has implemented K13. *Third*, junior school 12 with a low school ranking according to the ranking of national examination results and has used K13.

C. Object and Subjects of Study

The object of study is basically research data (Blaxter et. al., 2006; Santosa, 2017). The object of this study is the teacher's speech act and the student's speech act in the teaching-learning process with K13 background. This speech act study is to explore information by

focusing on the type of speech act, speech strategies, and interaction speech acts of teachers and grade VII students at junior schools 12, 4, and 1 in Indonesia.

The subjects of this study were all individuals who served as teachers who taught in the fields of science and social studies, as well as students who took part in the teaching-learning process in that class. The number of teachers who were the subjects of this study was as many as six teachers from three junior high schools in , namely junior schools 12, 4, and 1. The teachers who are the subjects of the study are teachers of science and social studies subjects who teach in class VII and have followed the K13 upgrading. Teachers are chosen in science and social studies subjects because in the two subjects there is a base of integrated concepts from various disciplines to achieve educational goals. In accordance with the mandate of K13 that in essence science and social studies are developed as subjects in the form of *integrated sciences* and *integrated social studies*.

Science content comes from the disciplines of biology, physics, and chemistry, while social studies content comes from history, economics, geography, and sociology. The subjects were applied-oriented educational programs to develop students' ability to think, learn, be curious, and develop a caring and responsible aspect attitude towards the social and natural environment.

Social studies subjects were chosen because the material in these subjects was presented in an integrated manner, not separated into the Geography, History, Economics, and Sociology groups. Geography is used as a study platform with consideration of all events and activities with the location. Meanwhile, the purpose of social studies education emphasizes understanding of the nation, national spirit, patriotism, and community activities in the economic field in the space or

space area of the Unitary State of the Republic of Indonesia (NKRI), by emphasizing the importance of space connectivity in strengthening the Republic of Indonesia. Historical, Sociological, Cultural, and Economic Studies are presented to support the establishment of stronger connectivity. These subjects are taught by one teacher who provides integrated insights so that students can understand the importance of integration between these subjects before exploring them separately and more deeply at the next level.

Science subjects were chosen, because the material was taught integrated, not separated into Physics, Chemistry and Biology. Biology is used as a platform for study by considering all-natural events and phenomena related to objects and the interactions between these objects. The goal is to emphasize the importance of biological, physical, and chemical interaction and its combination in forming stable bonds, as well as enriched with earth and space science materials in accordance with international standards. The material is enriched with the needs of students to think critically and analytically in accordance with international standards. The field of study is taught by one teacher who provides integrated insights between the subjects of the study so that students can understand the importance of integration between the subjects of the study before exploring it separately and more deeply at the next level.

The consideration of selecting students as research subjects are because students automatically follow the teaching-learning process that is supported by these teachers. The class chosen as the research background is class VII of a junior school in Indonesia, which is currently participating in teaching-learning process science and social studies. The selection of class VII junior high schools in accordance with government regulations in the 2013/2014 school year was only class VII junior high school that was used as a *pilot project* for the implementation

of K13, and only the three junior high schools were appointed by the government as pilot projects area.

D. Data and Research Data Sources

The main data in this study is the speech act used by the teacher and the student's response to the teacher's speech acts orally and directly and reasonably, in the activity of opening the lesson, the core activity, and the activity of closing the lesson in the teaching-learning process event and its context in the lesson of natural sciences and social sciences with a K13 background in class VII of junior school. The main data are taken and classified based on the speech including the type of speech act of teachers and students, teacher and student speech strategies, and speech acts of interaction that occurs between the two according to Moleong (1996) and Sutopo (2006), data sources in qualitative research include the words and actions of sources or informants, events, activities, behaviors, documents, and archives. In this study, the source of the data was the dialogue between teachers and students in the teaching-learning process K13 subject natural sciences and social sciences in class junior school.

E. The Determination Sampling Techniques

This sampling technique comes from research design with a quantitative paradigm, while *sampling* is the process of determining samples in a study (Santosa, 2017). In the quantitative paradigm, a sample is a number of data whose number and type represent the population of the study under study. This term population is also found only in the paradigm of quantitative research.

According to Santosa (2017: 54), in the name of a common convention in a research design, qualitative research is also desired to have a sampling procedure. In the design of this

study, *sampling* was carried out not to obtain representative data for the purpose of generalizing a certain population, but rather so that the samples obtained could lead researchers to achieve research goals. Data or information should be traced as widely as possible according to the existing circumstances. Only then, the researcher is able to describe the phenomenon under study as a whole (Bungin, 2012: 53). Therefore, the *sampling* technique used in this study is based on the objectives of the study, or in the paradigm of quantitative research is often referred to as the *purposive sampling* technique (Rubin, 2005). In line with this understanding, Bungin (2012: 53), also stated in the sampling procedure that the most important thing is how to determine *the key informant (key informant)* or certain social situations that are full of information. Selecting a sample, in this case, a key informant or social situation is more appropriately done, intentionally or purposefully, that is, by *purposive sampling*.

Sugiyono (2011) also stated that, in qualitative research, the sampling techniques that are more often used are *purposive sampling* and *snowball sampling*. Purposive sampling is a technique of sampling data sources with certain considerations, for example, the person is considered to know best about what we expect. *Snowball sampling* is a sampling technique of data sources that are initially small in number, over time they become large. In this study, a *purposive sampling* technique was chosen considering that the teacher who was the source of the data was the teacher who had implemented K13 training so the teacher was the one who knew the most about what was expected in this study.

The side technique or technique for determining the data source of this study is also determined by a *criterion-based selection* technique, namely the determination of the data source is carried out with the aim of selecting informants who are

considered to know the information and problems in-depth and can be trusted to become a steady and complete data source (Goetz & Le Compte, 1984). Based on this understanding, the researcher technically determines the source of the data by going through several stages. *First*, classify the number of junior high schools in the city government area. *The second* chooses schools that have already implemented K13. *Third*, choosing teachers and students as the main informants based on predetermined criteria, namely teachers in the field of science and social studies who have implemented K13 training and students who take the class. The fourth set a face-to-face schedule with teachers in the teaching-learning process in the classroom.

F. Data Collection Methods and Techniques

1. Data Collection Methods

According to Blaxter (2006), the method is the way to go. While the technique according to (Santosa, 2017:46) is a more detailed and surgical way used to do something in the research steps. Meanwhile, according to Sudaryanto (1993: 9), the method is the method that must be used, while the technique is how to implement the method.

The data collection method in this study was carried out by the listening method or observation method (observation) in the social sciences (Sudaryanto, 2015). The listening method in this study was carried out by listening seriously to the speech used in the communication process between the speaker (teacher) and his speech partner (student). In order to obtain data through listening, researchers wiretap the use of language in the form of speech spoken by teachers and students.

This method of tapping in the listening process is called the tapping technique. The application of the listening method with

the tapping technique is carried out by means of, researchers listening to speech in the form of a dialogue between speakers (teachers) and speech partners (students) through tapping them. The listening method with this tapping technique has a more special way, namely by referring to and using the term Sudaryanto (1993) the method in question is called “advanced technique” while the previous technique was called “basic technique”. Advanced techniques as operational techniques are:

2. Techniques

a. The Free Listening Technique

With this technique, in Indonesia famous for *simak bebas libat cakap* (SBLC) the researcher is not at all involved in the conversation that is the focus of the study. In the implementation of this technique, researchers really only listen and intercept the speech used by teachers and students. Tuberculosis is carried out by wiretapping the use of speech acts of teachers and students, the researcher only acts as an observer, so there is no interaction between the researcher and *the informant*. Researchers distorted all the speech acts teachers when communicating to students from the time they entered the classroom until the end of their teaching-learning process.

The technique of collecting data is carried out by means of researchers directly participating in entering the teaching-learning process in the class without having to hide. In each teaching-learning process, researchers enter the class following the teaching-learning process. like students in general, speech act on the back bench, if there is an empty bench, and researchers, must stand if there is no empty bench because all students are present. The researcher in this case serves as a research instrument. The teacher’s words that are listened to and recorded are only speech acts to communicate with students excluding speech acts about the subject.

Researchers recorded using observation tables in the column of the order of the teacher's speech and student responses in accordance with the scientific approach or *scientific approach* which consists of five activities, namely opening lessons, observing, questioning, trying, reasoning, and communicating and closing lessons. The data is listened to and speech act by the researcher in the form of pencils and papers, but for the purposes of data validation, the activities in the teaching-learning process.

Are also used recording techniques. This SBLC technique is applied operationally with record techniques, note-taking techniques, and interpretation techniques.

b. Record Technique

The recording technique is a technique in language research that is carried out by recording the language that is being used by speakers and their speech partners. By recording, the data needed can be stored for a long time so that it helps and makes it easier for researchers when transcribe. In addition, in this way, the data will be clearer and more accurate because researchers can repeat the recording results if they still get doubts to be processed and analyzed.

With record and record techniques, researchers record the teaching-learning process. The recording technique as an advanced technique of the tapping technique (Sudaryanto, 1993), was chosen because it is authentic and natural. Recording techniques using electronic *video recorders* are used to document the use of teacher speech acts and student responses in the teaching-learning process in the classroom. Furthermore, the speech data in each teaching-learning process.

is described orthographically in the form of Latin writing into HVS paper by following the applicable spelling rules of Indonesian so that the data is easier to read, record, and group.

Data that has been in the form of respect action lingual units are classified into tables and grouped based on the importance of analysis, namely teacher type of speech act, student type of speech act, teacher and student speech strategies, and interaction speech acts that occur between the two.

c. Note-taking Technique

This technique is used in research by recording various important things found in the study. Through this technique, the researcher directly gives signs and performs transcriptions on the object of study and the focus of his study. The recording is carried out on a prepared data card. The note-taking technique is carried out to collect data related to the identification of speech act types, speech strategies, and interaction speech acts used by teachers and students in the teaching-learning process. Interpretation techniques are carried out to explain the use of speech act and teacher and student speech strategies and the interaction speech acts that occur along with the reasons for the use of types, strategies, and interaction speech acts in their teaching and learning process, are also carried out to record the verbal and non-verbal behavior of the research subject which is useful for clarifying the picture of how non-verbal behavior accompanies the verbal behavior of the speaker.

This data is recorded using stationery in the form of field notes that are then presented together in a table of descriptive notes. Information data on conversational situations, especially those relating to the same physical and social situations are recorded at once. Physical and social situations are not always displayed in every field record

The data that has been collected is then classified and analyzed based on the speech which includes, the type of speech act of teachers, the type of speech act students in responding to the teacher speech act, teacher and student speech

strategies, and the structure of interaction speech acts that occur in teaching and learning process. type of speech act is classified according to Searle types, namely assertive, directive, expressive, commissive, and declarative, the speech strategy used as a reference is the speech strategy of Brown-Levinson, the interaction speech act by Sinclair & Coulthard (1975). Thus, a description of the type of speech act is obtained, the speech strategies used by teachers and students, their interaction speech acts, and why such types, strategies, and interaction speech acts occur.

Furthermore, to facilitate the work of recording the results of observations researchers roll back and match with the data from the video recording. The recording is carried out immediately after each observation activity and data collection with recordings. The recording is carried out by filling in the columns in accordance with the research problem, namely the type of speech act of teachers and students, and the strategy of speaking between teachers and students, followed by observing data on interaction speech acts in the teaching-learning process. The worksheet model is in the table as follows.

Table 3.3 Type of Speech Act Conformity Worksheet Model, Teachers and Students in Teaching-learning process with K13

CONTEXT	SPEAKERS	UTTERANCES	TYPE OF SPEECH ACT	DATA NUMBER

Researchers at the time of observation equipped themselves with stationery and learning program plans made by the teacher and were assisted by a *Handycam*. Writing

stationery is used to record important things encountered in the field, especially those related to the non-verbal behavior of the study subject. Audio-visual tools are used to capture all participants' verbal behaviors when interacting. Their role in creating a truly natural teaching-learning process is indispensable. For this reason, researchers try to join the teaching-learning process as often as possible so that a truly rapport relationship can be achieved among researchers, teachers, and students.

The data collection process can be displayed in the chart image as follows:

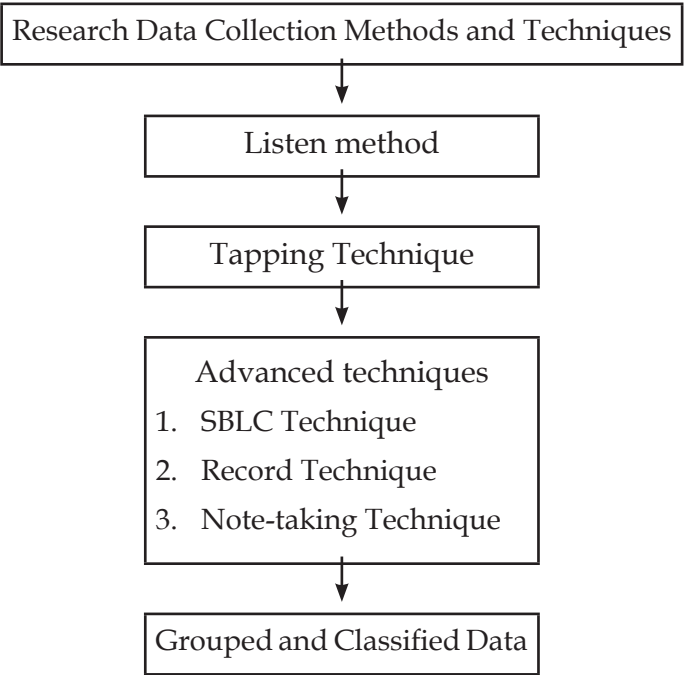


Figure 3.1 Chart of Research Data Collection Methods and Techniques

I. Data Validity Checking Techniques

The technique of checking the validity of data to obtain data validity is a habit in quantitative research design (Santosa, 2017). Checking the validity of data is important to gain data trust or *trustworthiness*. In this study, data checking was carried out by comparing data from the SBLC listening record with data from *video shooting* recordings. Researchers played the recording results from the teaching-learning process *audio-video* data source and matched the transcription data and data from the listening result record from the SBLC technique.

Triangulation of data sources was not carried out with in-depth interviews with teachers or students, because this study focused on pragmatic studies, to obtain the validity of data in the form of language use was not checked with the speakers, but checked with data sources that were extracted from the results of eavesdropping with the SBLC technique with a recording of language usage events. Researchers played back teaching-learning's *audio-visual (video)* recordings and matched the transcription results with the recordings, and the SBLC defects.

Peer examinations, as also conducted by Zamzani (2007), were carried out in the form of discussions. These discussions with peers are conducted in a simple form that is not formal in nature. The selection of this discussion model is based on mere practical considerations, because in this way researchers do not need to gather peers by inviting them specifically by looking for a place and time and everything necessary for the organization of the discussion. The researcher did not state bluntly that the discussions being conducted were intended as triangulation.

In its implementation, the researcher conveys information on the results of the study or temporary findings. Furthermore, colleagues were asked to comment on the findings.

The comments provided include an interpretation of possible errors in categorizing the type of speech act and its functions. It turns out that peers gave reinforcement of the findings and thus this study has really been able to end.

On the last occasion, the researcher enlisted the help of colleagues to read and correct the entire research report. Researchers requested that peers not hesitate to cross out and or make comments as necessary. After that, the researcher corrected the report according to the advice of the peer so that it became the final report. Thus, the final report of this study has gone through improvements many times.

J. Data Analysis Techniques

The technique according to Sudaryanto (2015), is a method that is determined by the tools used to analyze data. The data analysis technique used in this study is contextual analysis, namely by relating the collected data by basing and relating to the context. The context itself is actually the environment in which the entity is used. The environment in question may include both the physical environment and the nonphysical environment (Rahardi, 2009:36). Verhar (2006), calls this technique an extensional analysis technique, that is, a pragmatic analysis of meaning in which meaning is determined according to things that are outside the language that depends on the context. Contextual analysis is a way of analysis that is applied to data by basing and associating with context.

This contextual analysis method, according to Sudaryanto (1993), can be aligned with the intralingual match analyst method, which is a method that uses pragmatics with the determinant tools of speech partners. This is in line with the opinion of Subroto (1991:155), who states that the method of matching analysis can be used to study or determine the identity

of certain lingual units by using determinants that are outside the language. Thus, its determining tool is outside, detached, and does not become part of the language in question. More specifically, the method used is pragmatic with speech partner determinants (Sudaryanto, 1993). As in pragmatic studies, problem-solving can be seen from two points of view, namely the speaker's point of view and the speaker's point of view.

1. Pragmatic Analysis Procedures from the Speaker's Point of View

Judging from the speaker's point of view, there are things that need to be considered by speakers in using speech, namely making speech planning. "If the speaker wants to change or maintain the mental state of the speech partner, what should be said for the speaker to succeed?" Problem-solving strategies by speakers can be seen as a form of *means-end* analysis (Leech, 1993). From the speaker's point of view, an analysis of ways-goals that describe the initial state as a problem, the middle state, and the final state as the speaker's goal to overcome the problem through a way that lies within the interrelated set of problems and goals.

Speakers are tasked with using the most appropriate way so that their speech act goals can be achieved properly. In this context, *the goal and* intention imply a conscious and deliberate meaning. However, this technique does not want to give the impression that the speech act seems to be planned consciously and deliberately because more specific goals can be achieved without having to be fully aware of these goals.

Technical data analysts for teacher and student speech strategies in this study, refer to the analysis using the *means-end* analysis of leech mentioned above. The analysis of these ways represents the speech act carried out by the speaker to achieve the desired goal. An illustration of the analysis of such

methods is as follows. On a holiday night in an inn, the speaker feels cold, he wants to convey the intention of feeling warm. To achieve this goal he used means, there was another individual who lit the furnace of the fireplace. In this study, teacher and student speech strategies were identified by paying attention to the speech strategies of Brown and Levinson (1987:69).

2. Pragmatic Analysis Procedure from the Point of View of Speech Partners

The problem facing speech partners in a speech event is a speech act of interpretation. "If the speaker speaks a certain speech act, what is the most reasonable reason for the speaker to say the speech act?" (Rusminto, 2013:97). Problem-solving in this study can be seen from the speakers because the problems in this study are the problem of interpreting speech based on the meaning of speech, information about the background context and basic assumptions, and the speaker making hypotheses about certain goals of the interpretation of the speech.

In a pragmatic analysis from the point of view of speech partners, Leech (1983) offers the use of *heuristic* analysis to interpret a speech. In this *heuristic* analysis, the analysis begins with a problem, complemented by propositions, background information of context, and basic assumptions that the speaker adheres to pragmatic principles, then the speech partner formulates the hypothesis of the purpose of the speech. Based on the available data, the hypothesis is tested for correctness. When the hypothesis corresponds to the available contextual evidence, it means that the test was successful, the hypothesis was accepted for its correctness and produced a standard interpretation indicating that the speech act contains pragmatic units. If the test fails because the hypothesis does not match the available evidence, the speech partner needs to create a new hypothesis to be retested with the available data. This

testing process can take place repeatedly until an acceptable hypothesis is obtained.

To analyze the data and interpret the type of speech act, teachers and students in this study referred to the *heuristic* analysis of leech mentioned above. This *heuristic* analysis is directed to identify the pragmatic power of a speech by formulating presuppositions, then testing them based on available data. The illustration of the *heuristic analysis* is the following. The speaker (n) says the proposition (P) to the speaker (Mt), Pn's intention is for Mt to know about P. Until here can be formulated a hypothesis, that Pn states a speech act that serves to give commands (according to Searle it is called a directive verb). To answer the research questions relating to the type of speech act teachers and students are analyzed according to a typology from Searle (1969) consisting of assertive, directive, expressive, commissive, and declarative.

The findings of the teacher's and student speech acts were confirmed, on average, censored, *short* using the *Microsoft excel short* program. Based on the results of the data analysis, conclusions and verification were drawn to the data which included (1) type of speech act teachers and students, (2) teacher and student speech strategies, and (3) teacher and student interaction speech acts in the teaching-learning process. Thus, a characteristic of the use of teacher speech act and student responses in the teaching-learning process with a K13 background at junior school was obtained.

K. Research Implementation Procedures

The procedure for implementing this research is carried out in the stages of preparation, data collection and provision, data analysis, and preparation of reports. Each of the stages can be described as follows. The preparatory stage, which is

the first stage of this study, includes activities (a) managing permits to schools as data providers, (b) determining research data sources based on teacher characteristics, and (c) compiling and developing guidelines for providing data with record and record techniques and passively involved observations. At this stage, activities are carried out (a) observing, listening, recording, recording, drafting, describing, and analyzing the type of speech act, speech act strategies, interaction speech acts of teachers and teaching-learning process, and (b) conducting reviews and discussions of various data that have been collected, (c) organizing data into groups for analysis purposes.

Data analysis is carried out from the time the data collection process as well as after the data provision is completed. In the initial stage of data analysis, the researcher performs data arrangement, with the following steps: (1) numbering pages according to the data type and stages of data acquisition, (2) listing categories with coding, and (3) designing the numbering of data units, (4) making copies of data, and (5) creating data tables. Furthermore, a data analysis process was carried out with three main activities, namely (1) reducing data, (2) presenting data, and (3) drawing conclusions and verifying the type of speech act, speech strategies, and interaction speech acts that occurred.

Data reduction is carried out by selecting, simplifying, and abstracting data from field records that already exist in the data table such as the data table model that has been presented above. Data reduction is carried out through the establishment of a conceptual framework, selection of research objects, preparation of questions and determination of how to collect data, identification of diversity of forms, and realization of speech act functions and intentions used by junior high school teachers based on formal speakers and context markers, so that data that is really appropriate and relevant to the needs in the

study is obtained, namely type of speech act, speech strategies, and interaction speech act that occur between them.

At the stage of presenting the data, it is made in the form of a table based on the type of speech act, speech strategies, and interaction speech acts that occur between them, and continued with verification and conclusion making with the following steps: (a) transcribe the results of the teacher's recorded speech when implementing teaching-learning process; (b) sort out the teacher's speech in teaching-learning process in the classroom; (c) determine and sort out the type of speech act, the teacher and student speech strategies by category and the interaction speech acts that occur; and (d) the inference of empirical data on teacher and student type of speech act, teacher and student speech strategies, and interaction speech acts that occur between teachers and students.

The data analyzed in this study are in the form of several kinds of transcripts of verbal behavior that occur during the teaching-learning process in the classroom. Each transcript contains one topic of conversation in the classroom conducted by teachers and students on a subject. The collected data is categorized into several items that are strictly correct (a) teacher type of speech act, (b) student type of speech act, (c) teacher and student speech strategies, and (d) interaction speech acts that occur. To provide more detailed information regarding teacher of speech act characteristics and student responses, researchers draw conclusions and verify against the teacher and student type of speech act, teacher and student speech strategies, and interaction speech acts during teaching learning Proses. Thus, a characteristic of the use of the teacher of speech act and student responses in the teaching-learning process with K13 at junior school were obtained.

CHAPTER IV

THE SPEECH ACT USED BY TEACHERS IN TEACHING-LEARNING PROCESS

In line with the framework and approach developed in this study, data analysis techniques and data interpretation have been carried out since and in conjunction with the process of collecting and providing data in the field. This step is then continued by analyzing the data and interpreting the results of the research until the time of preparation of the report. Thus, this stage of research has been started with the listening technique, tapping technique, recording, and recording technique, which is related to the realization of teachers' and Student responses in the teaching-learning process with a K13 background at the junior school, studied and discussed with a pragmatic approach from a pragmatic, *means-end* or way-goal and *heuristic angle*.

In accordance with the formulation of the problems stated in the initial part of this study, the results of the research and discussion will be presented in chapter IV which is the result of findings, discussion, and interpretations of objective data in the field related to (a) types of teacher speech act and (b) types of Student speech act in analysis with *heuristic* analysis namely the interpretation of the intention of a speech or speech act from the view of the speaker or speech partner (Mt), at junior school with a K13 background.

In presenting the results of this study, teachers were coded with, G1 teachers for social studies subject teaching teachers at junior school 12, G2 teachers for science subject teachers at

junior school 12; G3 teachers for science subject teachers at junior school 4, and G4 teachers for social studies subject teachers at junior school 4; G5 teachers for science subject teachers at junior school 1 and G6 teachers for social studies subject teachers at junior school 4 and G6 teachers for social studies subject teachers at junior school 4 at junior school 1.

The following is sequentially described the results of the study starting from the description of the results of the process of research data on the type of teacher's speech act, the type of Student speech act, the teacher's speech strategy, the Student's speech strategy, and the interaction speech act of teachers and Students. The results of speech act data analysis are described based on each activity in the teaching-learning process at the junior school with a background of K13.

The presentation of the research results started from the teaching-learning process of the first teacher to the sixth teacher from three state junior schools, namely junior school 12, junior school 4, and junior school 1. Description of research results from teachers one to six consisting of the type of speech acts used by the teacher. The structure of the presentation of the teacher's and Students' speech act in the teaching-learning process with the K13 background at junior school in this book is generally divided into three parts. The three parts are (1) opening, (2) core which consists of observing, questioning, experimenting, associating communicating, and (3) closing the lesson. The total is seven kinds of activities if sorted according to K13, namely (1) opening lessons (2) observing, (3) questioning, (4) experimenting, (5) associating, (6) communicating, and (7) closing the lesson.

A. Introduction

The following describes the results of research on speech acts used by teachers and Students in each activity in the

teaching-learning process. The description starts from the type of teacher's speech act, the type of Student speech act, the teacher and Student speech strategies, and their interaction in each teaching-learning process activity from the first teacher (G1) to the sixth teacher (G6) of the three junior high schools, namely junior school 12, junior school 4 and junior school.

Teaching-learning process teacher G1 at junior school 12 during social studies lessons with the subject of Human and Environmental Interaction. The teacher teaches in class VII F on Tuesday, from 07.00 - 08.20 AM. The number of Students who took part in this lesson was 28 people. Teaching-learning process teacher G2 of junior school 12 a during the science lesson with the subject acter of Chapter 9, namely Human and Environmental Interaction. The teacher teaches in class VII H on Tuesday, from 08.20-09.40 AM. The number of Students who took part in the class was 28 Students.

Teaching-learning process teacher G3 at junior school 4 during science lessons with the subject of Chapter 7, namely Temperature and Change in class VIIG on Thursday, during the seventh to eighth class hours at 11.30-12.50. The number of Students who took part in this lesson was 34 Students. Teaching-learning process of teacher G4 at junior school 4 during social studies lessons on the subject of Chapter 9, namely Human and Environmental Interaction in class VIIG on Thursday, at 09.15-10.35 AM. The number of Students who took part in this lesson was 34 Students.

Teaching-learning process of G5 teachers of junior school 1 during the lesson during the science lesson on temperature material from a compound or another solution in class VII E on Tuesday, the first hour at 07.00 - 08.20. The number of Students who took part in the lesson was 32 Students. Teaching-learning process of teacher G6 at junior school 1 during social studies lessons material on Contact with Other Countries. The teacher

teaches in class VII F on Thursday from the third hour until the fourth hour from 09.00 – 10.35. The number of Students who took part in this lesson was 32 Students.

The schedule of the teaching-learning process of teachers and Students in each school can be seen in the table as follows.

Table 4.1 Teaching-Learning Process Schedule for Teachers of Junior School

Teacher	Class Hours	School	Class	Subject	Theme	Number of Students
G1	07.00-08.20	Junior School 12	VII F	IPS	<i>Interaksi Manusia dan Lingkungan</i>	28
G2	08.20-09.40	Junior School 12	VII H	IPA	<i>Interaksi Manusia dan Lingkungan</i>	28
G3	11.30-12.50	Junior School 4	VII G	IPA	<i>Suhu dan Perubahan</i>	34
G4	09.15-10.35	Junior School 4	VII G	IPS	<i>Interaksi Manusia dan Lingkungan</i>	34
G5	07.00-08.20	Junior School 1	VII E	IPA	<i>Suhu dari Suatu Senyawa atau Larutan Lain</i>	32
G6	09.00-10.35	Junior School 1	VII F	IPS	<i>Kontak dengan Negara Lain</i>	

From the research on the use of teachers’ and Students’ speech acts in the teaching-learning process mentioned above, it can be concluded, that in junior school 12 there are 388 speech acts by teachers and Students. G1 used 85 speech acts consisting of 42 teachers’ speech acts (3.11%) and Students’ speech acts (3.16%). G2 used 303 speech acts consisting of 164 speech acts (12.2%) for teachers and 139 speech acts for Students (10.31%). In junior school 4, there are 583 speech acts by teachers and Students 398 speech acts consisting of 232 speech acts by teachers (13.9%) and 166 speech acts by Students (10.16%). G4 had 185

speech acts consisting of 126 teachers' speech acts (9.34%) and 59 Students' speech acts (34.37%). In junior school 1, there are 382 speech acts consisting in the teaching-learning process of G5 there are 290 speech acts, 181 speech acts teachers (13.42%) and Students 109 speech acts (8.08%), and in G6 there are 92 speech acts consisting of 54 teachers' speech acts (4.0%) and 38 Students speech acts (2.81%). As seen in the table below.

Table 4.2 Number of Teachers and Students' Speech Acts in Teaching-Learning Process at Junior School

School	Teacher M/F	Subject	Total speech acts	Students	Total Speech Acts	Total	%
Junior School 12	G1 (F)	IPS	42	G1	43	85	6,13
	G2 (M)	IPA	164	G2	139	303	22,40
Junior School 4	G3 (F)	IPA	232	G3	166	398	29,41
	G4 (F)	IPS	126	G4	59	185	13,67
Junior School 1	G5 (F)	IPA	181	G5	109	290	21,43
	G6 (M)	IPS	54	G6	38	92	6,80
Sum			799		544	1353	
			59,05%		40,95%		100

From the picture above, it can be seen that the widest speech acts used in the aching-learning process of teachers (1) G3, (2) G2, (3) G5, (4) G4, (5) G6, and finally (6) G1. The order of use of speech act by teachers who use speech act the most is G3 teachers, G5 teachers, G2 teachers, G4 teachers, G6 teachers, and G1 teachers. Most Students who used speech acts are G3, G2, G5, G4, G1, and G6.

teacher s and Students used speech acts as many as 1353 utterances teacher used 799 (59.05%) and Students used 554 (40.95%) utterances. The order of use of speech acts from the most widely used by teachers and Students based on schools,

the first order is junior school 4 used 583 utterances, junior school 12 as many as 388 utterances, and junior school 1 used 382 utterances. The use utterances for teachers and Students from science and social studies subjects, it was found that science classes were more utterances used than social studies classes.

Among the seven activities in K13, there are some teachers who do not explicitly carry out all stages of 5M activities. The teacher, namely the G1 teacher, did not carry out questioning activities, the G2 teacher did not carry out communicating activities, and the G6 teacher did not carry out specific Associating activities, but was inserted in the activities of six other activities. In accordance with the standard process in K13, in *Permendibud No 85A 2013*, and *No 103 of 2014* this is allowed, so it is not a problem. The activities of 5M teachers and Students can be seen in the table below.

Table 4.3 Teachers and Students Activities with 5M

Context	School											
	Junior School 12				Junior School 4				Junior School 1			
	G1	SG1	G2	SG2	G3	SG3	G4	SG4	G5	SG5	G6	SG6
Opening	v	v	v	v	v	v	v	v	v	v	v	v
Observing	v	v	v	v	v	v	v	v	v	v	v	v
Questioning	-	-	v	v	v	v	v	v	v	v	v	v
Experimenting	v	v	v	v	v	v	v	v	v	v	v	v
Associating	v	v	v	v	v	v	v	v	v	v	-	-
Communicating	v	v	-	-	v	v	v	v	v	v	v	v
Closing	v	v	v	v	v	v	v	v	v	v	v	v

The most speech acts used by teachers and Students in consecutive activities were the speech act of (1) Associating 601 (44.40%), (2) communicating 246 (18.18%), (3) Experimenting 200 (14.70%), (4) questioning 134 (9.90%), (5) opening lessons

103 (7.61 %), (6) observing 40 (2.95%), (7) closed the lesson 28 (2.06%), as shown in the following table.

Table 4.4 Speech Acts Used by Teachers and Students in 5M Activities

Context	teacher		Student		Sum		%
	sum	%	sum	%			
Opening a Lesson	61	4,50	42	3,10	103	7,61	
Observing	23	1,69	18	1,33	40	2,95	
Questioning	79	5,80	55	4,06	134	9,90	
Experimenting	116	8,57	84	6,20	200	14,70	
Associating	361	26,68	240	18,00	601	44,40	
Communicating	151	11,16	95	7,02	246	18,18	
Closing	18	1,33	10	0,70	28	2,06	
Total	809	59,79	544	40,21	1353	100	

The results of the study start from the description of the results of the processed research data on the type of speech act of the teacher, the type of Students' speech acts, the teacher's strategy of speaking, the Students' strategy of speaking, and the speech act of interaction between the two. Section B described the results of data analysis from the first teacher (G1) to the sixth teacher (G6) from three junior high schools, namely junior school 12, junior school 4, and junior school 1. The results of the study started from a description of the results of the processed data on the type of teacher's speech acts.

B. The Speech Acts Used by The Teacher

1. Types of Teacher Speech Acts at Junior School 12

types of teacher s' speech act at Junior School 12 during social studies lessons with the subject of Human and Environmental Interaction in class VII F. They are 28 Students who took part in

the lesson. In detail, the results of data analysis are described from the activities of opening the lesson, observing, questioning, Experimenting, Associating, communicating, and closing the lesson.

a. Types of Teachers' Speech Acts in Opening Lessons

In the opening lesson teachers used three types of *expressive*, namely: *greeting* once (*act a1*), *sympathetic* once (*act a5*), and, directive *asking* once (*act a3*), as in the following speech act.

1) Expressive Greeting.

The expressive type of *greeting* is used by the G1 teacher in opening the lesson on *act a1*, as follows.

Teacher G1 : *Assalamualaikum Warohmatulahi Wabarakatu*
(*act a1*)

Student G1 : *Waalaikumsalam Warohmatulahi Wabarakatu*
(*act a2*)

The expressive type of greetings used by the teachers since the speech is intended to express or show the psychological of the G1 teacher towards his Students so that in this learning activity, he is always in a safe state and gets grace and blessings from God.

2) Expressive Sympathetic

The teacher used *expressive sympathy* in opening the lesson once, namely in *act a5*, as in the following speech act.

Teacher G1 : *O Kalina masih sakit* (*act a5*)

Student G1 : *Diam (ikut prihatin)* (*act a6*)

The type of expressive giving sympathy used by the teacher to the state of the Students who are still sick.

b. Types of Teacher's Speech Act in Observing Activities

The teacher used two types of speech acts they are *directive ordered* three times (*act a7, a11, a13*), and *expressive thanked* once

time (act a9). The use of the teacher's speech in the observing activity is as follows.

1) Directive Order

The teacher to use *directive order* in observing activities three times (act a7, a11, a13), as in the following act a7.

Teacher G1 : *Fety pimpin teman-temanmu* (act a7)

Student G1 : *Diam (Memimpin teman menyanyikan lagu)*
(act a8)

The teacher used *directives to order*, so that the speech partner, the Students, performed the act of leading his friend to sing a song.

2) Expressive Grateful

The teacher used *expressive one-time* in observing activities (act a9), as in the following speech utterance

Teacher G1 : *Iya, terima kasih (sambil bertepuk tangan diikuti Student)*
(act a9)

Student G1 : *Diam (Mengerti)* (act a10)

The teacher used the *expressive of grateful* because he/she intended to express or show gratitude (*thanking*).

c. Types of Teacher S' Speech Acts (G1) in Questioning Activities

The questioning activity is not carried out by the G1 teacher because the nature of the material is clear at the time of the observing activity, so there is no need for specific questioning activities.

d. Types of Teacher S G1 Speech Act in Experimenting Activities

The questioning activity is not carried out by the G1 teacher because the nature of the material is clear at the time of the observing activity, so there is no need for specific questioning activities.

Teacher G1 : Untuk hari ini materi IPS dengan tema kita adalah Interaksi Manusia dan Lingkungan ya yang akan kita pelajari hari ini (act a19)

Teacher G1 used the *assertive* type because the teacher explained that the material studied on that day was social studies with the theme of Human and Environmental Interaction.

1) Directive Order

The type of speech act *directive* is used by the G1 teacher in one-time Experimenting activities as in the following act a15 speech utterance.

Teacher G1 : Buat kelompok... (act a15)

Student G1 : Diam membuat kelompok (act a16)

The teacher used directives *to the* Students to take any action, creating a group.

2) Directive Governing

The teacher used *directive governing* in experimenting activity at the speech utterance.

Teacher G1 : Enam kelompok ya... (act a17)

Student G1 : Diam (mengerti) (act a18)

Teacher G1 uses the type of *commanding directive* so that the speech partner (G1 Student) performs the action of making a group of six groups.

3) Directive Checking

The teacher uses *directive checking* in the experimenting activity once time, as in the following speech.

*Teacher G1 : Yang ke dua menunjukkan perilaku santun...
jelas? (act a21)*

Student G1: Jelas (act a22)

The type of speech act used by G1 teachers is included in the type of speech act *checking directive*, intended to check Students' clarity about the second basic competence.

4) Directive Asking

Types of speech act questioning used by the G1 teacher in Experimenting activities as in the following act *a23* speech utterances

Teacher G1 : *Ada yang sudah selesai (Setelah beberapa lama)*
(act *a23*)

Student G1 : *Ada* (act *a24*)

The type of speech act used by the G1 teacher is included in the type of *directive asking*, whether there are Students who have finished doing assignments or not.

e. Types of Speech Act Teacher G1 in Associating Activities

The associating activities teacher G1 used three types of speech acts used namely type speech acts *assertively* (act *a69, a73*), *directive offer* one time (act *a59*), *directive test* five times (act *a61, a63, a65, a67, and a71*), *directive rule* once (act *77*) and *the commission promised* one-time (act *a75*). The type of speech acts teacher G1 in the Associating activity is as follows.

1) Assertive Asserts

The assertive speech acts type *confirms that* it is used by teacher G1 in Associating activities twice (acts *a69, a73*). The use of such speech act is as in *the following act a73*.

Teacher G1 : *Itu kita simpulkan dari hasil pelajaran kemarin*
(act *a73*)

Student G1: *Diam (mengerti)* (act *a74*)

The type of speech acts used by teacher G1 is included in the type of assertive speech acts confirming that the information is the conclusion of yesterday's lesson.

2) Directive Offers

he speech act type of *directive offers to* be used by teacher G1 in one-time Associating activities as in the following act *a59* utterances.

Teacher G1 : Kita simpulkan, pengertian lingkungan dulu,
siapa yang mau menjawab? (act a59)

Student G1 : Diam (Menunggu di tunjuk) (act a60)

The type of speech act used by teacher G1 has included in the type of speech acts *the directive offers* because the teacher offers Students who want to conclude, understanding the environment.

3) Directive Testing

The type of speech act *test directive* is sed by teacher G1 in Associating activities five times (*acts* a61, a63, a65, a67 and a71), as in *act* 61 below.

Teacher G1 : Komponen lingkungan itu apa saja? (act a61)

Student G1 : Lingkungan biotik, abiotik, sosial, budaya
(act a62)

The type of speech act used by teacher G1 is because the teacher wants to know if the Student already knows which components of the environment are included.

4) Directives govern

The commanding *directive* speech act type is used by teacher G1 in Associating activities once (*act* a77). As for the utterance, it is as follows.

Teacher G1 : Tolong dipelajari Bab 5 untuk minggu depan
untuk menghadapi semesteran (act a77)

Student G1 : Diam (mengerti) (act a78)

The type of speech act that teacher G1 uses to instruct Students to have them study Chapter 5 to be discussed next week because the material is for semester exam materials.

5) Commissive Promises

The type of *commissive speech act promises* to be used by teacher G1 in one-time Associating activities (*act* a75), as follows.

Teacher G1 : Hasil diskusi untuk pelajaran hari ini dan kemarin, ibu aka memberikan tugas (act a75)

Student G1 : Diam (mengerti) (act a76)

The type of speech act was used by the teacher because the teacher promised to give assignments based on the results of today's and yesterday's lesson discussions.

f. Teacher G1 Types of Speech Act in Communicating Activities

In communicating teacher G1 activities using three types of speech act used, namely the assertive speech act type *stated* once (*act a53*); speech act *directive allows* four times (*act a25, a27, a29, a31*), *directive instructs* four times (*act a33, a35, a41, a49*), *directive tests* once (*act a37*), *directive checks* once (*act a55*), *directive reminds* once (*act a45*), *directive reminds once* (*act a45*), *directive one-time offer* (*act a47*); speech act *expressively agrees* once (*act a39a*), *expressive praises* four times (*act a39b, a43, a51, a57*). The use of the speech act type is as follows.

1) Assertive States

The assertive type of speech act *states that it* is used by teacher G1 in communicating activities once as in the following speech *act a53*.

Teacher G1 : Karena ini ada anggota yang sakit jadi hanya tiga orang (act a53)

Student G1 : Diam (mengerti) (act a54)

The type of speech act used by the G1 teacher is included in the type of *assertive* speech act *stating* that in the day's lesson there was one Student who did not enter due to illness so that one of the six groups there were only three people.

2) Directives Welcome

The directive speech act type *allows it to* be used by the G1 teacher in communicating activities four times (*acts a25,*

a27, a29, a31). The use of this type of speech act is as in *the following act a25*.

Teacher G1 : *Kelompok yang sudah selesai silahkan maju*
(act a54)

Student G1: *Diam (menunggu ditunjuk)* (act a53)

The type of speech act used by the G1 teacher is to *invite* Students who have finished discussing to come forward to present the results.

3) Directives Instruct

The directive speech act type *is* used by the G1 teacher in communicating activities four times (*acts a33, a35, a41, a49*). As for the following utterance of *Act A33*.

Teacher G1 : *Oke, beri tepuk tangan* (act a33)

Student G1: *Diam (tepu tangan)* (act a34)

The type of speech act used by the G1 teacher is included in the type of speech act *directive telling* Students to applaud the group that has come forward to make presentations.

4) Test Directive

The type of speech act test *directive* is used by the G1 teacher in communicating activities once as in *the following act a37*.

Teacher G1 : *Yang masuk lingkungan sosial budaya apa saja?*
(act a37)

Student G1 : *Pasar* (act a38)

The type of speech act used by the G1 teacher is included in the type of speech act *directive to test* the Student's understanding of what is included in the socio-cultural environment.

5) Checking Directive

The type of speech act *checking directive* is used by teacher G1 in communicating activities once as in *the following act a55*.

Teacher G1 : Apakah masih ada yang salah? (act a55)

Student G1 : Diam (tidak ada yang salah) (act a56)

The type of speech act used by teacher G1 is included in the type of speech act directive to *check* whether the Student's work is still wrong or not.

6) Directive Reminds

The type of speech act *directive reminds* of being used by teacher G1 in communicating activities once as in *the following act a45*.

Teacher G1 : Masih ada dua kelompok lagi (act a45)

Student G1 : Diam (Presentasi kelompok) (act a46)

This type of speech act is included in the type of speech act *directive reminding* that there are still two groups that have not made a presentation.

7) Directive Offers

The directive speech act type *offers use* by teacher G1 in communicating activities once as in *the following act a47*.

Teacher G1 : Ada yang bisa menanggapi mungkin kelompok lain? (act a47)

Student G1 : Gambar kelompok abiotik ada yang salah. (act a48)

The type of speech act used by teacher G1 is included in the type of speech act *directive offered* to other groups to respond to the presentation of the group that is making the presentation.

8) Expressive Agree

The *expressive* type of speech act agrees to be used by teacher G1 in communicating activities once as in *act a39a* below.

Teacher G1 : Yang masuk lingkungan sosial budaya apa saja? (act a37)

Student G1 : Pasar (act a38)

Teacher G1 : Ya pasar (act a39a)

Jenis speech act yang digunakan teacher G1 tersebut termasuk kedalam jenis speech act *eskpresif setuju* karena teacher menyatakan setuju terhadap jawaban Studentnya.

9) Expressive Praise

The *expressive* speech act type is used by G1 teachers in communicating activities four times (*acts* a39b, a43, a51 and a57), as follows.

Teacher G1 : Untuk kelompok lima, ya kita beri applause
(act a51)

Student G1 : Action (semua Student bertepuk tangan)
(act a52)

Jenis speech act yang digunakan teacher G1 tersebut termasuk kedalam jenis speech act *eskpresif memuji* karena teacher menunjukkan sikap kagumnya pada presentasi yang dilakukan oleh kelompok lima dengan meminta kelas memberikan *applause*.

g. Types of Teacher G1 Speech Acts in Closing Lesson Activities

In closing the lesson, teacher G1 used two types of speech acts used, namely the type of speech act *directive* invited once (*act* 79) and *expressive greetings* once (*act* 81). The use of the G1 teacher's speech act type in the closing activity of the lesson is as follows.

1) Directive Invite

The type of speech act used by teacher G1 in closing the lesson is the speech act *directive* invites once as in *act* a79 below.

Teacher G1 : Yuk kita akhiri bersama dengan ucapan hamdallah
(act a79)

Student G1 : Alhamdulillah (act a80a)

This type of speech act is used by teacher G1 to invite students to say *ahamdulillah* because the lesson has been completed as a manifestation of spiritual attitudes in KI1.

2) Expressive Greeting

The type of speech act used by teacher G1 in closing the lesson is a *one-time speech* act as in *the following act a81*.

Teacher G1 : Wassalamualaikum waroh matullahi wabarokatu (act a81)

Student G1 : Waalaikum salam waroh matullahi wabarakatu. (act a82)

The type of speech act used by teacher G1 is included in the type of speech act *expressive greeting* because the teacher expressed or shows a psychological attitude by congratulating the Student.

G1 teachers used 41 speech acts (75.90), overall teachers still dominated the use of speech acts in their classrooms. The dominant type of speech act used by G1 teachers in the highest order is the type of directive speech act ordered 8 times (14.8%), testing 6 (11.1%), inviting and approving the type of speech act praise 4 times each (7.40); the type of assertive speech act confirms, explains, the type of directive speech act asks, checks, commands, and the type of expressive speech act greetings 2 times each (15.7%); directive speech act type offers, invites, reminds, types of expressive speech acts sympathize, thank, agree, types of commissive speech acts promise 1 time each (1.85%). The dominant type of speech act used by G1 Students to respond to the type of speech act of the G1 teacher in the highest order, namely the type of assertive speech act, was emphasized 10 times (18.5%).

There is no type of speech act in the questioning activity because the teacher does not explicitly do the activity, with

the reason that the Student has done singing and making *yel yel* activities so that if there are still questioning activities that serve to stimulate or help prepare students to go deeper into the meter, it will feel boring because with the singing and *yel-yel* done by the Students already represents the growth of their enthusiasm for learning.

2. Types of Speech Act Teacher G2 In Junior School 12

Based on the analysis of data in appendix 2, the following describes the results of research by TEACHING AND LEARNING PROCESS teacher G2 junior school 12 during science lessons with the subject matter of Chapter 9, namely Human and Environmental Interaction in class VII H on Tuesday, the fourth to a fifth hour. The number of Students who took part in the lesson in the class was 28 Students, as follows.

a. Types of Teacher G2 Speech Acts in Opening Lessons

In the activity of opening the lesson, the G2 teacher used two types of speech acts used, namely, the type of speech act directive *ordered* once (*act b1*), *the directive checked* once (*act b7*), *expressive greetings* twice (*act b3, b5*). The use of G2 teacher's speech in the opening of the lesson is as follows.

1) Directives Instruct

The directive speech act type *is* used by the G2 teacher in opening the lesson once, namely in *act b1*, as in the following speech.

Teacher G2 : *Sekarang kita buka bukunya yaitu mengenai Bab 9, ya* (*act b1*)

Student G2 : *Diam (membuka buku)* (*act b2*)

This type of speech act belongs to the directive speech act type because the utterance is intended by the speaker (teacher G2) to make influence so that Student G2 opens his book in chapter nine.

2) Directive Checking

The type of speech act *checking directive* is used by the teacher G2 in opening the lesson once, namely in *act 7*, as in the following speech.

Teacher G2 : *Yuk, kita sampai pada Bab 9, ya?* (act b7)

Student G2 : *Ya...* (act b8)

This type of speech act belongs to the type of speech act *directive*, because the speech is intended so that the speech partner (Student G2) answers the teacher's question about whether they still remember that this meeting was included in the subject matter of chapter nine.

3) Expressive Greetings

The expressive speech act type of *greeting* is used by the G2 teacher in opening the lesson twice (*acts b3, b5*). The use of this type of speech act an *act b3* is as follows.

Teacher G1 : *Bismillah hirrahmanirrahim assalamualaikum warohmatulahi wabarakatu* (act b3)

Student G1: *Walaikumsalam warohmatulahi wabarakatu* (act b4)

This type of speech act is included in the type of speech act *expressive greetings*, because the utterance is intended to express or show the psychological attitude of the G2 teacher towards his students that in this learning activity he is always in a state of safety and gets mercy and blessings from God.

b. Type of Speech Act Teacher G2 in Observing Activities

In the observing activities by the teacher G2, there is one type of speech act used, namely the type of speech act *that is promised* once, as in *act b9* below.

Teacher G2 : *Untuk interaksi makhluk hidup dengan lingkungannya, kita nanti melakukan suatu kegiatan dilapangan* (act b9)

Student G2 : Ya

(act b10)

This type of speech act belongs to the type of *speech act commissive promised* because the form of speech serves to state the promise. In the words of *Act b9* above, the teacher promised to carry out activities in the field.

c. Types of Teacher G2 Speech Acts in Questioning Activities

In questioning activities, G2 teachers use two types of speech acts used, namely the assertive speech act type *explained once (act b15)*, *assertive once (act 17)*, *the directive tests three times (act b11, b19, b21)*, *the directive checks once (act b13)*. The use of the teacher's speech is as follows.

1) Assertive Explaining

The assertive type of speech act *describes being* used by G2 teachers in one-time questioning activities as in *the following act b15*.

Teacher G2 : *Judulnya saja interaksi Makhhluk Hidup dengan Lingkungan, berarti ini hubungan antara makhluk hidup dengan lingkungan*

(act b15)

Student G2 : *Diam (memperhatikan)*

(act b16)

This type of speech act is included in the type of *assertive speech act explained* because the utterance binds the teacher to the truth of the proposition expressed by explaining to the Student that if the title is only the interaction of Living Beings with the Environment, it means that this has something to do with the environment.

2) Assertive Confirms

The assertive type of speech act *confirms that* it is used by G2 teachers in questioning activities once as in *act b17* below.

Teacher G2 : Jadi semua baik yang ada di sekeliling kita itulah yang dinamakan lingkungan (atc b17)

Student G2 : Diam (mengerti) (act b18)

This type of speech act G2 is included in the type of *assertive* speech act affirming by giving Students the message that everything around us is what is called the environment.

3) Directives Testing

The type of speech act *test directive* is used by G2 teachers in questioning activities three times (*acts b11, b19, b21*). The use of this type of speech act is as in *the following act b11*.

Teacher G2 : Mungkin anak-anak tahu, apa arti interaksi? (act b23)

This type of speech act is included in the type of speech act directive *test*, because the speech is intended by teacher G2 to create Student G2 to take action to answer the teacher's question about the meaning of interaction.

4) Checking Directive

The type of speech act *checking directive* is used by he G2 teacher in questioning him once as in *the following act b13*.

teacher G2 : Ada yang tahu apa tidak interaksi? (act b13)

This type of speech act is included in the type of speech act directive *checking*, because the speech is intended by the speaker (teacher G2) so that Student G2 to take action to answer *checking* in the form of questions from the teacher about interaction.

d. Types of Teacher G2 Speech Acts in Experimenting Activities

In experimenting activities, teacher G2 use two types of speech acts used, namely the type of speech act *directive to advise* twice (*act b23, b25*). The use of this type of speech act is

as in *act 25* below.

Teacher G2 : Nanti bisa menyebutkan...Ooh... ini lo.. yang termasuk komponen biotik semua makhluk hidup yang ada dilingkungan (act b25)

Student G2 : Diam (memperhatikan) (act b26)

This type of speech act is included in the type of speech act directive of *advising* because the speech is intended by the speaker (teacher G2) to give students understanding that later after participating in the activity they can mention what is included in the biotic component of all living things in the environment.

e. Types of Teacher G2 Speech Acts in Associating Activities

In Associating activities, G2 teachers used three types of speech acts used, namely, the type of assertive speech act *affirmed* 27 times (*act b31, b57a, b73, b75a, b79, b83, b85a, b89a, b91, b101, b113a, b115a, b117, b213, b123a, b125, b129a, b131a, b135a, b143, b147a, b157a, b169, b181a, b183a, b207a, b243b*), *assertive explained* three times (*act b171, b177, b191a*), *assertively agreed* seven times (*act b67, b97, b95a, b243a, b251a, b163a, b165a*), *the directive checked* 20 times (*act b45b, b55a, b57b, b107b, b111a, b121a, b131b, b147b, b165b, b173, b175, b205, b227, b229, b231, b233, b237, b239, b241, b243c*), *the directive tested* 72 times (*act b 27, b29, b33, b35, b37, b39, b41, b43, b47, b49, b51, b53, b55b, b59, b61, b63, b65, b69, b71a, b71b, b75b, b77, b81, b85b, b87, b93, b95b, b99a, b99b, b103, b105, b107a, b109, b111b, b113b, b115b, b119, b121b, b123b, b127, b129b, b133, b135b, b137, b139, b141, b145, b153, b155, b157b, b159, b161, b163b, b167, b179, b181b, b183b, b185, b189, b191b, b193, b195, b197, b199, b207b, b215, b219, b245, b247, b249, b251b, b253*), *directive offers* three times (*act b221, b203, b225*), *directive tells* twice (*act b187, b255*), *directive urges* one time (*act b235*), *expressive praise* once (*act 89b*), *expressively joking* five times (*act b211, b149, b151, b209, b217*), *the commission promised* twice (*act*

b201, b223). The use of the G2 type of speech act teacher in the Associating activity is as follows.

1) Assertive Affirms

The assertive type of speech act *asserts that* it is used by G2 teachers in Associating activities 27 times (*act b31, b57a, b73, b75a, b79, b83, b85a, b89a, b91, b101, b113a, b115a, b117, b213, b123a, b125, b129a, b131a, b135a, b143, b147a, b157a, b169, b181a, b183a, b207a, b243b*), as in *the following act b31*.

Teacher G2 : *Pokonya yang namanya bio itu hidup, ya*
(*act b73*)

Student G2 : *Ya* (*act b74*)

The type of speech act used by teacher G2 is included in the type of assertive speech act *affirmed* because the teacher gives affirmation with the main utterance whose name is bio is alive.

2) Assertive Explaining

The *assertive* type of speech act describes being used by G2 teachers in Associating activities three times (*act b171, b177, b191a*). The use of this type of speech act is as in *the following act b171*.

Teacher G2 : *Contoh simbiosis komensalisme yaitu tumbuhan Epifik dengan inang. Pita berarti tumbuhan berarti tumbuhan yang menempel atau menumpang ditumbuhan lain tapi tidak merugikan*
(*act b171*)

Student G2 : *Diam (mengerti)* (*act b172*)

The type of speech act used by the G2 teacher is included in the type of assertive speech act *explaining* because the teacher explains an example of commensalism symbiosis.

3) Assertively Agree

The assertive type of speech act *agrees to be* used by G2 teachers in Associating activities seven times (*acts b67,*

b97, b95a, b243a, b251a, b163a, b165a). The use of this type of speech act is as in the following speech act b67.

Teacher G2 : La itu insektifora berarti tumbuhan pemakan serangga, dari kata insect yaitu serangga
(act b65)

Student G2 : Kantong semar (act b66)

Teacher G2 : Kantong semar (act b67)

This type of speech act is included in the *assertive* speech act type because the teacher gives approval to the student's statement about the *semar* pocket.

4) Checking Directive

The type of speech act *directive checked* was used by G2 teachers in Associating activities 20 times (act b45b, b55a, b57b, b107b, b111a, b121a, b131b, b147b, b165b, b173, b175, b205, b227, b229, b231, b233, b237, b239, b241, b243c), as follows.

Teacher G2 : Jadi lingkungan tadi ada dua komponen yaitu komponen biotik dan komponen abiotik
(act b45a)

Teacher G2 : Ini bisa menyebutkan sendiri-sendiri, ya!
(act b45b)

Student G2 : Ya.... (act b46)

This type of speech act includes the teacher's intention to ascertain whether the student understands the components of the environment.

5) Test Directive

The type of speech act *test* is used by G2 teachers in Associating activities 72 times (act b27, b29, b33, b35, b37, b39, b41, b43, b47, b49, b51, b53, b55b, b59, b61, b63, b65, b69, b71a, b71b, b75b, b77, b81, b85b, b87, b93, b95b, b99a, b99b, b103, b105, b107a, b109, b111b, b113b, b115b, b119, b121b, b123b, b127, b129b, b133, b135b, b137, b139, b141,

b145, b153, b155, b157b, b159, b161, b163b, b167, b179, b181b, b183b, b185, b189, b191b, b193, b195, b197, b199, b207b, b215, b219, b245, b247, b249, b251b, b253). The use of this type of speech act is as in *acts* b27 and b29 below.

Teacher G2 : Kemudian komponen abiotik itu antara lain?
(act b27)

Student G2 : Diam (berpikir) (act b28)

Teacher G2 : Yang termasuk komponen biotik itu antara lain apa?
(act b29)

The type of speech act used by teacher G2 is included in the type of speech act directive *to test* because the teacher wants Students to answer about abiotics and biotics.

6) Directive Offers

The directive speech act type *offers to* be used by G2 teachers in Associating activities three times (*act* b221, b203, b225), as follows.

Teacher G2 : Silahkan kalau ada pertanyaan-pertanyaan? Kira-kira ada yang kurang jelas atau belum jelas. Silahkan?
(act b221)

Student G2 : Diam (berpikir) (act b222)

This type of speech act is included in the type of speech act *directive test* because the teacher wants the student to answer about *abiotics* and *biotics*.

7) Directive Instructs

The directive type of speech act *is used* by G2 teachers in Associating activities twice (*acts* b187, b255). The use of this type of speech act is as in *act* b187 below.

Teacher G2 : Kemudian yang parasit tadi udah mengenai organisme berdasarkan kemampuan menyusun makanannya. Silahkan kalian liat hal 188
(act b187)

Student G2 : Diam (mengerjakan) (act b188)

This type of speech act is included *in* the directive speech act type because the teacher wants the Student to open the book page 188.

8) Urgent Directive

The *urgent* directive speech act type is used by G2 teachers in Associating activities once as in the following *speech act* b235.

*Teacher G2 : Kantong semar ya... Berarti ini tumbuhan pe-
makan serangga to. Ular itu termasuk serangga
atau bukan? (act b233)*

Student G2 : Diam (off task) (act b234)

Teacher G2 : Heh... (act b235)

Student G2 : Bukan (act b236)

This type of speech act is included in the type of *urgent directive* speech act because the teacher wants the Student to answer questions.

9) Expressive Praise

The *expressive* speech act type is used by G2 teachers in Associating activities once as in the following *speech act* b89b.

*Teacher G2 : Perut jala itu seperti ini lo..0 perut kitab itu
seperti ini (act b89a)*

*Teacher G2 : Kan cerdas to itu ora mung ngerasakke, oh iwak
babat ki enak (act b89b)*

Student G2 : Hahaha.....(tertawa) (act b90)

This type of speech act is included in the type of *expressive speech act praising* because the teacher expresses or shows a psychological attitude with praise for the Student's answer.

10) Expressive Joking

The *expressive* speech act type is used by G2 teachers in Associating activities five times (*acts* b211, b149, b151, b209,

b217). The use of this type of speech act is as in *act b211* below.

Teacher G2 : Cannibal pemakan.... (act b207b)

Student G2 : Sejenis... (act b208)

Teacher G2 : Ini secara hidup-hidupan atau pemakan hayo ini ya (act b209)

Student G2 : Sumanto.... (act b210)

Teacher G2 : Sumanto. Sumanto itu termasuk kanibal atau bukan? (act b211)

Student G2 : Termasuk pak.... (act b212)

This type of speech act is included in the type of *speech act expressive joking* because the teacher states or shows a psychological attitude by joking.

11) *Commissive Promises*

The *commissive* type of speech act promises to be used by G2 teachers in Associating activities twice (*act b201, b223*). The use of this type of speech act is as in *act b201* below.

Teacher G2 : Nanti bisa dilihat dari buku..... Nanti pertemuan berikutnya kita melakukan praktikum... Baik Itu nanti kira-kira lingkungan itu ya, terdiri dari komponen apa? Entah itu yang berupa benda hidup atau pun benda mati (act b201)

Student G2 : Diam (mengerti) (act b202)

This type of speech act belongs to the type of *commissive* speech act because the form of speech serves to express the promise that later in the next meeting the teacher promises to do a practicum.

f. **Types of Teacher G2 Speech Acts in Communicating Activities**

There were no communication activities carried out by G2 teachers, because they accumulated in Associating activities.

g. Types of Teacher G2 Speech Acts in Closing Lesson Activities

In closing the lesson, G2 teachers used two types of speech acts used, namely the assertive speech act type *stated* once (act b 257b), *expressive greeting* once (b257c), *directive asking* once (act b257a). The example of using the G2 teacher's speech act type in closing the lesson is as follows.

1) Assertive States

The assertive type of speech act *states that it* is used by G2 teachers in the activity of closing lessons once as in *the following act b257b*.

Teacher G2 : Kalau ga ada ya....materi cukup.... (act b257b)

This type of speech act is included in the type of *assertive* speech act *stated* because the teacher gives a statement according to the actual situation, namely that *if there is no question the lesson will be ended*.

2) Expressive Greetings

The type of *speech act expressive greeting* is used by the G2 teacher in closing the lesson once as in *act b257c* below.

Teacher G2 : Wassalamu 'alaikum Wr. Wb (act b257c)

Student G2 : Walaikum salam Wr. Wb. (act b258)

The type of speech act used by teacher G2 is included in the type of *speech act expressive greeting* because the teacher gives a statement according to the actual situation, namely giving greetings.

3) Questioning Directive

The type of speech act used by the G2 teacher in closing the lesson is the speech act *directive to ask* once as in *the following act b257a*.

Teacher G2 : Ya.....sebelum kita akhiri.....masih ada pertanyaannya (act b257a)

The type of speech act used by the G2 teacher is included in the type of speech act of *the questioning directive*, because the speech is intended by the speaker (teacher G2) so that the Student answers the teacher's question whether there are still questions to be conveyed to him.

3. Types of Teacher G3 Speech Act in TEACHING AND LEARNING PROCESS at JUNIOR SCHOOL 4

The following describes the results of the research of the teacher G3 in SMP 4 during the science lesson with the subject matter of Chapter 7 (seven) namely Temperature and Its Changes in class VIIG on Thursday during the seventh to eighth class hours. The number of Students who took part in this lesson was 34 people. The context of the conversation occurred at the time of the teacher at the time. The linking will be described as a result of data analysis since the activity of opening the lesson, observing, questioning, Experimenting, Associating, communicating, and closing the lesson by the G3 teacher.

a. Types of Speech Act Teacher G3 in Opening Lessons

In the opening of the lesson, the teacher G3 used three types of speech acts, namely the assertive speech act type *explaining* once (*act c11*), *asserting assertive* eight times (*act 17a, 21, c27a, c31c, c35a, c37a, c39a, c41*), *the directive commanding* once (*act 1*), *the directive asking* seven times (*act c 3b, c19, c13, c15, c17b, c31a, c31b*), *directives instruct* once (*act c25*), *directives advise* once (*act c5*), *directives offer* twice (*act c27b,c29*), *directives check* five times (*act c23, c33, c35b, c37b, c39b*), *expressively thank you* once (*act c 3a*), *expressive greeting* twice (*act c7, c9*). The use of such utterances is as follows.

1) Assertive Explaining

The assertive type of speech act *explains that* it is used by G3 teachers in opening lessons once as in *act 11* as follows.

Teacher G3 : Hari ini kita melakukan penilaian kinerja, kalian membuat sebuah proyek tentang materi Bab 7 Suhu dan Perubahannya (act c11)

Student G3 : Diam memperhatikan (act c12)

This type of speech act belongs to the type of *assertive speech act explained*, because today they conducted a performance assessment with the Student making a project about the material of Chapter 7 Temperature and Its Changes.

2) **Assertive Confirms**

The assertive speech act type *confirms that* teacher G3 is used in opening lessons eight times (*act c17a, c21, c27a, c31c, c35a, c37a, c39a, c41*), as follows.

Teacher G3 : Jadi satu anak ijin pada hari ini, karena mengikuti ulangan susulan, ulangan mid semester (act c17a)

Teacher G3 : Namanya siapa? (act c17b)

Student G3 : Dias (act c18)

The type of speech act used by the G3 teacher binds the speaker to the truth by asserting that **one** child is licensed today, because he followed the mid-semester follow-up test.

3) **Directive Governing**

The *commanding directive* speech act type is used by the G3 teacher in opening the lesson once as in *the following act c1*.

Teacher G3 : Urutannya sesuai kelompok masing-masing ya, sudah belum? (act c1)

Student G3 : Diam (menyiapkan diri) (act c2)

The type of speech act used by G3 teachers is intended to make Student G3 perform actions by making sequences according to their respective groups.

4) **Directive Questioning**

The speech act type of questioning directive is used by the G3 teacher in opening the lesson seven times (*act c3b, c19,*

c13, c15, c17b, c31a, c31b), as in the following act c3b.

Teacher G3 : Sudah sesuai kelompok masing-masing?
(act c3b)

Student G3 : Student (act c4)

This type of speech act is included in the type of speech act of the *questioning directive*, because the utterance is intended by teacher G3 to make Student G3 perform the action of answering questions.

5) Directives Instruct

The directive speech act type is used by the G3 teacher in opening the lesson once as in the following act c25.

Teacher G3 : Tunjuk jari. Ya, tunjuk jari. Ya? (act c25)

Student G3 : Tingkat panas suatu benda. (act c26)

The type of speech act used by the teacher is intended by the speaker (teacher G3) to make influence so that the speech partner (Student) to answer the teacher's question.

6) Direktif Menasihati

The speech act type of *advisory directive* is used by the G3 teacher in opening the lesson once as in the following act c5.

Teacher G3 : Let me move, later when the time is a bit slow
sedikit jangan ramai ya (act c5)

Student G3 : Diam (setuju) (act c6)

The type of speech act used by teacher G3 is intended by speakers (teacher G3) to make an influence so that speech partners (Student G3) take action to advise that later if the time is a little bit slow for the act.

7) Directive Offers

The directive speech act type *offers to* be used by G3 teachers in opening lessons twice (act c27b, c29), as in act 29 below.

Teacher G3 : Ada yang lain? (act c29)

Student G3 : Tingkat panas dinginnya suatu benda dalam satuan derajat (actc30)

The type of speech act used by the G3 teacher is intended by the teacher to make an offer to other Students to answer the teacher's questions.

8) **Directive Checking**

The speech act type of *checking directive* is used by teacher G3 in opening lessons five times (*act c23, c33, c35b, c37b, c39b*), as in *act c23* below.

Teacher G3 : Ya, untuk mengingat kembali masalah suhu, apa yang kalian ketahui tentang suhu? (act c23)

Student G3 : Diam (berpikir) (act c24)

The type of speech act used by G3 teachers is to check G3 Students' memories of what they know about temperature.

9) **Expressive Gratitude**

The type of *expressive* speech act is used by the G3 teacher in opening the lesson once as in *act c3a* as follows.

Teacher G3 : Urutannya sesuai kelompok masing-masing ya, sudah belum? (act c1)

Student G3 : Action (menyiapkan diri) (act c2)

Teacher G3 : Oke (act c3a)

The type of speech act used by the G3 teacher is intended to express gratitude to his Student(Student G3) who has prepared himself according to his group.

10) **Expressive Greeting**

The expressive speech act type of *greeting* is used by teacher G3 in opening the lesson twice (*act c7, c9*), as in *the following act c9*.

Teacher G3 : Assalamu'allaikum waroh matullahiwabarokatuh (act c9)

Student G3 : Wa'allaikumsallam warohmatullahiwabarokatuh (act c10)

The type of speech act used by the G3 teacher is intended to state the safety of his Student.

b. Types of Speech Act Teacher G3 in Observing Activities

In observing teacher G3 activities using two types of speech acts, namely the assertive type of speech act *explaining* twice (*act c41a, c51*), *assertive* assertion five times (*act c41b, c43a, c43b, c49a, c49b*), *directive asking* once (*act c43c*), *directive checking* twice (*act c 45, c47*). The use of such utterances is as follows.

1) Assertive Explained

The assertive type of speech act *explains that* it is used by the G3 teacher in observing twice (*act c41a, c51*), as in the following utterance of *act c41a*.

Teacher G3 : Di sini saya sediakan, ini adalah termometer, alkohol, caranya begini, terus untuk mengukur, ini menggunakan alkohol, petunjuknya menggunakan alkohol yang diberi warna merah
(*act c41a*)

Teacher G3 : Ya, kita memakai itu (*act c41b*)

Student G3: Diam memperhatikan (*act c42*)

This type of speech act is used by teacher G3 to explain that the teacher provides a thermometer, alcohol, to measure heat using alcohol that is colored red.

2) Assertive Assert

The assertive type of speech act *asserts that* it is used by teacher G3 in observing five times (*act c41b, c43a, c43b, c49a, c49b*), as in the following speech of *act c41b*.

Teacher G3 : Di sini saya sediakan, ini adalah termometer, alkohol, caranya begini, terus untuk mengukur. Ini menggunakan alkohol, petunjuknya menggunakan alkohol yang diberi warna merah
(*act c41a*)

Teacher G3 : Ya, kita memakai itu (*act c41b*)

Student G3 : Diam memperhatikan (act c42)

This type of speech act is included in the type of *assertive speech act affirmed*, because with the affirmation of the teacher, **yes**, we use it, namely thermometers, alcohol, with instructions for use.

3) Directive Questioning

The type of speech act *directive* is used by the G3 teacher in observing once, namely in *act c43c*, as in the following speech.

Teacher G3 : Nah, proyek ini ibu sediakan alatnya, yang ada di depan, yaitu dilatometer dan muceferm
(act c43b)

Teacher G3 : Ya, sudah tau tujuannya? (act c43c)

Student G3 : Sudah (act c44)

The type of speech act used by G3 teachers is intended to make Students answer the teacher's question whether they already know the purpose of working on the project today.

4) Directive Checking

The speech act type of *checking directive* is used by teacher G3 in observing twice (*act c45, c47*), as in the following *act c45* utterance .

Teacher G3 : Dilatometer digunakan untuk mengetahui?
(act c45)

Student G3 : Muai zat (act c46)

The type of speech act used by teacher G3 is intended by speakers (teacher G3) to make speech partners (Student G3) answer teacher questions for the use of dilatometer.

c. Types of Teacher G3 Speech Acts in Questioning Activities

In questioning activities by teacher G3 there are three types of speech acts used, namely the assertive speech act type

explained four times (act c61, c63, c67a, c79a), *assertive assert* twice (act c71a, c79a), *the directive checks* seven times (act c53, c55, c57, c59b, c65, c67b, c75), *the directive tests* three times (act c71b, c73, c77), *expressive praise* once (act c59a). The use of such utterances is as follows.

1) Assertive Explaining

The assertive type of speech act *describes being* used by G3 teachers in questioning activities four times (act c61, c63, c67a, c79a), as in *the following act* c61.

Teacher G3 : Kalau energinya lepas atau dalam arti diberi energi itu menyerap energi, menyerap panas energinya naik. Apabila energinya lepas, dia suhunya turun, itu kebalikannya menyusut. Salah satu perubahannya yang terjadi pada benda adalah ukuran benda itu berubah

(atc c61)

Student G3 : Diam (memperhatikan) (act c62)

This type of speech act is included in the type of *assertive speech act explained* because the utterance binds the teacher to the truth of the proposition expressed by explaining to the Student that if the energy is released or in the sense of being given the energy it absorbs energy, absorbs the heat the energy rises. When the energy is released, he the temperature drops, the opposite is shrinking. One of the changes that occurs in objects is that the size of the object changes.

2) Assertive Confirms

The *assertive* type of speech act *confirms that* it is used by teacher G3 in questioning activities three times (act c69, c71a, c79a), as in *act c79a* below.

Teacher G3 : Sekarang kalian lakukan proyek halaman berapa itu? (act c77)

Student G3 : 3157 (act c78)

teacher G3 : Ya, 3157 (atc c79a)

This type of speech act belongs to the *assertive* speech act type because the utterance binds the teacher to the truth of the proposition expressed by affirming to the Student that now they are doing the project page 3157.

3) Directive Checking

The type of speech act *checking directive* is used by the G3 teacher in questioning activities seven times (*act c53, c55, c57, c59b, c65, c67b, c75*), as in *act 55* below.

Teacher G3 : Mengalami perubahan suhu, naik, itu diberi apa? (act c55)

Student G3 : Energi panas (act c56)

This type of speech act belongs to the type of speech act directive *checking*, because the speech is intended by the speaker (teacher G3) *checking* which is in the form of a question about what changes in temperature rise should be given.

4) Directive Test

The type of speech act *test directive* is used by the G3 teacher in questioning him three times (*act c 71b, c73, c77*), as in *act 69* below.

teacher G3 : Pemuaian zat cair, benar? (act c69)

Student G3 : Benar (act c70)

The type of speech act used by the G3 teacher is included in the type of speech act directive *to test whether* the Student has a correct understanding of the expansion of liquid substances.

5) Expressive Praise

The *expressive* speech act type of praise is used by the G3 teacher in questioning him once as in *the following act c59a*.

Teacher G3 : Energi panas. Apa yang terjadi pada benda jika suhunya berubah? (actc57)

Student G3 : Memuai (act c58)

teacher G3 : Ya, bener, Iya betul. (act c59a)

The type of speech act used by the G3 teacher is included in the type of *expressive* speech act, because the speech is intended to praise the Student because the answer given by the Student is correct.

d. Types of Teacher G3 Speech Act in an Experimenting Activities

In the activity of Experimenting to teacher G3 using two types of speech acts, namely the assertive speech act type *explained* seven times (act c79b, c93b, c151a, c153a, c145a, c159, c163), *assertive assert* twice (act c79c, c97), *assertive stated* three times (act c169a, c183, c185a), *directive asked* fourteen times (act c111, c117, c119, c121, c123, c125, c127, c129, c137, c139, c181b, c185b, c187a, c187b), *directive ruled* once (act c141), *directive advised* twice (act c103, c107), *directive checked* six times (act c91, c113, c145b, c181a, c189a, c189b), *directive ordered* thirty-two times (act c81, c83, c85, c87, c89, c95, c99, c101, c105, c109, c115, c131, c133, c135, c143, c147, c149, c151b, c153b, c155a, c155b, c155c, c157, c161, c165, c167, c169b, c171, c173, c175a, c175c, c177), the *directive offers* one time (act c175b), *expressive is grateful* one time (act c93a), as follows.

1) Assertive Explaining

The assertive speech act type *describes* the use of G3 teachers in Experimenting seven times (act c79b, c93b, c151a, c153a, c145a, c159, c163). The use of this type of speech act is as in act c79b below.

Teacher G3 : Oke sesuai kelompok masing-masing, karena di-sini alatnya hanya satu, kalian mengamati, nanti kalau ada kesulitan bisa dilakukan kembali
(act c79b)

Teacher G3 : Saya mulai dengan muceferm. (act c79c)

Student G3 : Diam (Mencoba) (act c81)

This type of speech act belongs to the type of *assertive speech act explaining*, because the utterance binds the speaker to the truth of the proposition expressed by explaining.

2) **Assertive Confirms**

The assertive speech act type *confirms that* G3 is used in Experimenting twice (*act c79c, c97*). The use of this type of speech act is as in *act c79c* below.

Teacher G3 : Oke sesuai kelompok masing-masing, karena di sini alatnya hanya satu, kalian mengamati, nanti kalau ada kesulitan bisa dilakukan kembali (act c79b)

Teacher G3: Saya mulai dengan muceferm. (act c79c)

This type of speech act belongs to the *assertive* type of speech act, because the utterance binds the speaker to the truth of the proposition expressed by affirming.

3) **Assertive States**

The assertive type of speech act *states that it was* used by G3 teachers in Experimenting three times (*act c169a, c183, c185a*). The use of this type of speech act is as in *act c169a* below.

Student G3 : Yang biru itu apa bu? (act c168c)

Teacher G3 : Spiritus (act c169b)

The type of speech act used by the teacher belongs to the type of *assertive* speech act because the speech binds the speaker to the truth of the proposition expressed by stating that the blue one is a spiritus.

4) **Directive Questioning**

The speech act type of *questioning directive* was used by the G3 teacher in Experimenting 14 times (*acts c111, c117, c119, c121, c123, c125, c127, c129, c137, c139, c181b, c185b,*

c187a, c187b). The use of this type of speech act is as in *act c111* below.

Teacher G3 : *Berapa suhunya berapa?* (act c111)

Siwa G3 : *Tujuh* (act c112)

The type of speech act used by teacher G3 is included in the type of speech act directive *asking* questions because the speech is intended by the speaker to make an influence so that the speech partner performs the action of answering the teacher's map.

5) Directive Governing

The *commanding directive* speech act type is used by G3 teachers in Experimenting once as in the following *act c141* utterances .

teacher G3 : *Jangan berdiri ya* (act c141)

Siwa G3 : *Diam (memperhatikan)* (act c142)

The type of speech act used by the G3 teacher is included in the type of speech act *of the directive* because the speech that the speaker intends to make an influence so that the speech partner performs the action does not stand up.

6) Directive Advising

The speech act type of *advising directive* is used by the G3 teacher in Experimenting twice (*act c103, c107*). The use of this type of speech act is as in *act c103* below.

teacher G3 : *Boleh yang di depan maju boleh gapapa*
(act c103)

Siwa G3 : *Diam maju ke depan kelas* (act c104)

The type of speech act used by G3 teachers is included in the type of speech act of *advising directive* because of the speech that the speaker intends to make an influence so that the speech partner performs an advisory action.

7) Directive Checking

The speech act type of *checking directive* was used by the G3 teacher in Experimenting six times (*act c91, c113, c145b, c181a, c189a, c189b*), as in *the following act c91*.

Teacher G3 : Yang lain memperhatikan sambil mengisi pekerjaanmu ya (act c89)

Student G3 : Diam Mengisi lembar kerja (act c90)

teacher G3 : Udah? (act c91)

The type of speech act used by G3 teachers is included in the type of speech act of *the checking directive* because the speech is intended by the speaker to make an influence so that the speech partner performs the checking action.

8) Directive Instructs

The directive speech act type *has been* used by teacher G3 in Experimenting activities thirty-two times (*acts c81, c83, c85, c87, c89, c95, c99, c101, c105, c109, c115, c131, c133, c135, c143, c147, c149, c151b, c153b, c155a, c155b, c155c, c157, c161, c165, c167, c169b, c171, c173, c175a, c175c, c177*). Asin act c81 below.

Teacher G3 : Coba minta kelompok, salah satu dari kelompok untuk maju ke depan yang putra aja. (act c81)

Student G3 : Diam (Maju) (act c82)

The type of speech act used by the G3 teacher belongs to the type of speech act directive because the speech is intended by the speaker to make an influence so that the speech partner performs the act of checking.

9) Directive Offers

The directive speech act type *offers to* be used by G3 teachers in Experimenting (*once*), as in the following speech in *act c175b* speech.

Teacher G3 : *Ayo silahkan, siapa yang ingin lebih jelas mendekat* (act c175b)

Teacher G3 : *Kalian kembali dulu sambil menunggu hasilnya* (act c175c)

Student G3 : *Action (Kembali ke tempat duduk)* (act c176)

The type of speech act used by G3 teachers belongs to the type of speech act *the directive offers* because of the speech that speakers intend to make an influence for speech partners to perform the action of offering who wants to be clearer to approach.

10) Expressive Gratitude

The *expressive* type of speech act is used by the G3 teacher in one Experimenting activity, namely in act c93a, as in the following utterance.

Teacher G3 : *Udah?* (act c91)

Student G3 : *Sudah* (act c92)

teacher G3 : *Okey (Berterima kasih)* (act c93a)

The type of speech act used by the G3 teacher belongs to the type of *expressive* speech act of *gratitude*, because the speech is intended to express or show an attitude of gratitude.

e. Types of Teacher G3 Speech Acts in Associating Activities

In Associating activities the G3 teacher uses the assertive type of speech act *explaining* (act c277a) once, *assertive asserting* five times (act c277b, c287a, c287b, c327a), *assertive stating* three times (act c303, c305a, c329), *directive asking* twice (act c327d, c333b), *directive ordering* 16 times (act c283, c285, c289, c291, c295, c297, c299, c301a, c305b, c307, c309, c311, c313, c315, c319a, c321), *the directive persuades* twice (act c319d, c319e), *the directive offers* twice (act c 327c, c331c), *the directive checks* four times (act c281, c293, c301b, c333a), *the directive tests* twice (act c 327c, c331c), the directive tests four times (act c275, c317, c323, c325),

expressive joking twice (act c319c, c331a), expressive thank twice (act c319b, c327b). The use of these types of speech acts is as follows.

1) Assertive Explaining

The *assertive* type of speech act describes the use of teacher G3 in Associating activities once as in *act c277a* below.

Teacher G3 : Pemuaian dipengaruhi dari kenaikan suhu, kalau suhunya turun berarti menyusut, nah, pada saat diberi panas, itu berarti diberi energy, partikel-partikel nya bergetar kemudian mengakibatkan jarak antara partikel bertambah mengakibatkan muai panjang, bertambah luas, bertambah volum itu yang disebut memuai, dan pemuaian dari zat satu dengan zat lain berbeda, punya sifat sendiri-sendiri. (act c277a)

Teacher G3 : Oke? (act c277b)

Student G3 : Diam memperhatikan (act c280)

The type of speech act used by the G3 teacher is to explain that expansion is influenced by a rise in temperature, if the temperature drops it means shrinking, well, when given heat, it means being energized, the particles vibrate then resulting in an increase in the distance between the particles resulting in expansion in length, increasing in area, increasing the volume which is called expanding, and the expansion of one substance with another substance is different, have their own nature.

2) Assertive Assert

The *assertive* type of speech act *asserts that* it is used by G3 teachers in Associating activities, five times (*act c277b, c287a, c287b, c327a, c331b*). The use of this type of speech act is as in *act c277b* below.

Teacher G3 : Pemuaian dipengaruhi dari kenaikan suhu, kalau suhunya turun berarti menyusut, nah,

pada saat diberi panas, itu berarti diberi energy, partikel-partikel nya bergetar kemudian mengakibatkan jarak antara partikel bertambah mengakibatkan muai panjang, bertambah luas, bertambah volum itu yang disebut memuai, dan pemuaian dari zat satu dengan zat lain berbeda, punya sifat sendiri-sendiri (act c277a)

Teacher G3 : Oke... (act c277b)

Student G3 : Diam memperhatikan (act c280)

The type of speech act used by teacher G3 by giving a statement according to the actual state with an affirmation **okay**, the teacher emphasized that expansion is influenced by the increase in temperature, if the temperature drops means shrinking, when given heat, it means being energized, the particles vibrate then resulting in the distance between the particles increasing causing expansion in length, increasing in area, increasing volume it is called expanding, and the expansion of one substance with another is different, having its own properties.

3) Assertive States

The assertive type of speech act *states that it* is used by G3 teachers in Associating activities three times (*act c303, c305a, c329*). The use of this type of speech act is as in *act 303* below.

Student G3 : Saya bu, saya bu.. (act c302)

Teacher G3 : Sebentar yang lain, ini dulu. (act c303)

The type of speech act used by the G3 teacher to give a statement according to the actual circumstances that the one who has to answer this Student first is the other Student later after this.

4) Direkrif Asking

The type of speech act used by the teacher G3 in Associating activities is the directive speech act *asked* twice (*act c*

327d, c333b). The use of this type of speech act is as in *the following act c327d*.

Teacher G3 : Pada hari ini kira-kira kelompok mana ya yang paling banyak poinnya? (act c327d)

Student G3 : 4, 5, 6 (act c328)

The type of speech act used by G3 teachers to get Students to answer teacher questions today is roughly which group gets the most points.

5) Directive Instructs

The type of speech act used by the G3 teacher in Associating activities is the directive speech act 16 times (*act c283, c285, c289, c291, c295, c297, c299, c301a, c305b, c307, c309, c311, c313, c315, c319a, c321*). The use of this type of speech act is as in *the following act c283*.

Teacher G3 : Tolong kesimpulanmu sekarang dibetulkan (act c283)

Student G3 : Diam (membetulkan kesimpulan) (act c284)

Jenis speech act yang digunakan teacher G3 tersebut termasuk ke dalam jenis speech act *direktif menyuruh*, karena tuturan tersebut dimaksudkan oleh penutur (teacher G3) agar Student membetulkan kesimpulan.

6) Directive Persuading

The type of speech act used by G3 teachers in Associating activities is the speech act *directive twice (act c319d, c319e)*. The use of this type of speech act is as in *the following act c319d*.

teacher G3 : Nomer 5, gampang ni, ayo, nomer 5, putri ga ada ni, ayo, dapet poin lo ya (act c319d)

The type of speech act used by the G3 teacher is intended to persuade the Student to want to answer the question nomer 5, with the persuasion that the question is easy and

for the Student to want to answer the teacher provides additional points.

7) Directive Offer

The type of speech act used by the G3 teacher in Associating activities is the directive speech act *offered* twice (*act c327c, c331c*). The use of this type of speech act is as in *the following act c327c*.

Teacher G3: Ada lagi, banyak ini, sudah cukup? (ct c327c)

The type of speech act used by teacher G3 is intended by G3 teachers to offer Students who want to provide additional answers because there are still many information that can be added.

8) Directive Checking

The type of speech act used by the G3 teacher in Associating activities is the directive speech act checking four times (*act c281, c293, c301b, c333a*). The use of this type of speech act is as in *act c293* below.

Teacher G3 : Koefisien muai panjang adalah besaran yang menentukan komponen panjang zat padat (act c292)

Teacher G3 : Betul atau salah? (act c293)

Student G3 : Betul (act c294)

The type of speech act used by teacher G3 is intended by the speaker (teacher G3) to check other Students' understanding of the coefficient of expansion length is the amount that determines the length component of the solid substance.

9) Directive Test

The type of speech act used by G3 teachers in Associating activities is the directive speech act *tested* four times (*act c275, c317, c323, c325*). The use of this type of speech act is as in *act c275* below.

Teacher G3 : *Jadi pemuaian itu apa?* (act c275)

Student G3 : *Pemuaian bertambahnya volum itu yang disebut memuai, pemuaian dari zat satu dengan zat lain berbeda, punya sifat sendiri-sendiri* (act c276)

The type of speech act used by teacher G3 is intended by speakers (teacher G3) to *test* Student understanding which is called expansion.

10) Expressive Joking

The type of speech act used by G3 teachers in Associating activities is an *expressive* speech act twice (act c319c, c331a). The use of this type of speech act is as in act c319c below.

Teacher G3 : *Ya terima kasih kelompok 4.* (act c319b)

Teacher G3 : *Yang putri kok kayaknya ga ada yang ini, rodo, mungkin sedih* (act c319c)

The type of speech act used by teacher G3 is included in the type of *expressive* speech act because the speech is intended to *be a* female Student who seems less excited.

11) Expressive Gratitude

The type of speech act used by G3 teachers in Associating activities is an expressive speech act thanking twice (act c19b, c327b). The use of this type of speech act is as in act c319b below.

teacher G3 : *Kalau sudah gini, ya itu prinsipnya.* (act c319a)

teacher G3: *Ya terima kasih kelompok 4.* (act c319b)

The type of speech act used by teacher G3 is intended by speakers (teacher G3) to show a psychological attitude by thanking the group of four.

f. Types of Teacher G3 Speech Act in Communicating Activities

In communicating the type of speech act used by G3 teachers , namely the type of *assertive speech act explained* once

(act c209b), assertive stated twice (act c225c, c241b), assertive asserted 14 times (act c201, c205a, c217a, c219a, c219b, c227, c229, c247, c251a, c257a, c267, c269, c271, c273a), assertively told once (act c211a), the directive asks 11 times (act c191, c193, c195, c197, c203, c205b, c209a, c213, c231, c245a, c253a), the directive instructs 15 times (act c209d, c211b, c221, c223, c225b, c231, c233, c235, c237, c243, c245b, c249, c251b, c257b, c263), the directive checks six times (act c 207, c225a, c241a, c259, c261, c265), 8 directives tested eight times (act c199, c209c, c215, c217b, c217c, c219c, c239, c273b). The examples of the use of the G3 teacher's type of speech act in communicating activities are as follows.

1) Assertive Explaining

The assertive type of speech act *explains that* it is used by G3 teachers in communicating activities once as in the following act c209b.

Teacher G3 : *Ndak begitu kelihatan ya?* (act c209a)

Teacher G3 : *Ya air ya apa adanya, karena ini tadi alatnya sudah dipakai dikelas 7 E, mungkin airnya kurang panas, jadi yang memuai pertama itu minyak ya, sekarang kalian lihat pada daftarnya, koefisien muainya dari air, minyak dan spirtus itu berapa, karena disini poinnya paling tinggi adalah minyak.* (act c209b)

The G3 type of speech act teacher is included in the assertive speech act type *explained* because the teacher explained the lack of water in the experiment.

2) Assertive States

The assertive speech act type *states that* teacher G3 is used in communicating activities twice (act c225c, c241b). The use of this type of speech act is as in act c225c below.

Teacher G3 : *Tolong kalian tuliskan dibaliknya, kelompok berapa, kesimpulannya apa?* (act c225b)

Teacher G3 : *Ini kesimpulan, ya Allah, ini kesimpulan, yang ditulis kesimpulan, bukan jawabannya. ndak mendengarkan ini?* (act c225c)

Student G3 : *Diam menulis kelompoknya* (act c226)

The type of speech act used by teacher G3 is included in the type of assertive speech act *stated* because the teacher gave a statement that what was written by the Student was not a conclusion.

3) Assertive Confirms

The assertive type of speech act *confirms* that it is used by G3 teachers in communicating activities 14 times (act c201, c205a, c217a, c219a, c219b, c227, c229, c247, c251a, c257a, c267, c269, c271, c273a). The use of this type of speech act is as in *the following act c201*.

Teacher G3 : *Tunjuk jari kelompok 7 coba yang memuai nomer dua apa tadi?* (act c199)

Student G3 : *Kuningan* (act c200)

teacher G3 : *Kuningan yang paling lambat muainya* (act c201)

This type of speech act is used by teachers to affirm that brass is the slowest to expand.

4) Assertive Telling

The *assertive* speech act type of telling is used by the G3 teacher in communicating activities once as in *act c211a* below.

Teacher G3 : *Waktune wes habis* (act c211a)

The type of speech act used by the G3 teacher is included in the type of assertive speech act *because* the teacher tells that the time is up.

5) Questioning Directive

The type of speech act used by the G3 teacher in communicating activities is the directive speech act *asked*

11 times (*act* c191, c193, c195, c197, c203, c205b, c209a, c213, c231, c245a, c253a). The use of this type of speech act is as in *act* c191 below.

Teacher G3 : Kelompok satu mana ya kelompok satu? (act c191)

Student G3 : Diam mengangkat tangan (act c192)

This type of speech act teacher G3 is intended by speakers (teacher G3) so that Students answer the teacher's questions where the group of one group is located.

6) **Directives Instruct**

The type of speech act used by the G3 teacher in communicating activities is the directive speech act 15 times (*act* c209d, c211b, c221, c223, c225b, c231, c233, c235, c237, c243, c245b, c249, c251b, c257b, c263). The use of this type of speech act is as in *the following act* c209d.

Teacher G3 : Ya segera disimpulkan. (act c209d)

Student G3 : Diam menulis kesimpulan (act c210)

This type of speech act teacher G3 is intended by speakers (teacher G3) so that Students immediately write conclusions.

7) **Directive Checking**

The type of speech act used by the G3 teacher in communicating activities is the directive speech act checking six times (*act* c207, c225a, c241a, c259, c261, c265). The use of this type of speech act is as in *act* 207 below.

Teacher G3 : Air atau spritus? (act c207)

Student G3 : Air (act c208)

This type of speech act is intended by speakers (teacher G3) to check the Student's understanding of water or spiritus.

8) **Directive Test**

The type of speech act used by the G3 teacher in communicating activities is the speech act *directive tested* eight times (*act* c199, c209c, c215, c217b, c217c, c219c, c239, c273b). The

use of this type of speech act is as in *the* following act 199.

Teacher G3 : Tunjuk jari kelompok 7 coba yang memuai nomer dua apa tadi? (act c199)

Student G3 : Kuningan (act c200)

This type of speech act is intended by speakers (teacher G3) to test the Student's understanding of expansion number two.

g. Types of Teacher G3 Speech Act in Closing Lesson Activities

In closing the lesson, G3 teachers use two types of speech acts, namely *assertive states* once (*act c337a*), *directives instruct* twice (*act c337b, c337c*). The use of the G3 type of speech act teacher is as follows.

1) Assertive States

The *assertive* type of speech act states that teacher G3 is used in *the activity of closing lessons* once as in *act c337a* below.

Teacher G3 : Hari ini cukup sekian (act c337a)

This type of speech act is included in the type of *assertive* speech act stated because the teacher gave a statement that today's lesson is sufficient to be ended.

2) Directive Instructs

The type of speech act used by the G3 teacher in closing the lesson is the *directive* speech act *twice* (*act c337b, c337c*), as follows.

Teacher G3 : Kalau sudah selesai dikumpulkan, yang sudah kembali ke kelas saja (act c257a)

This type of speech act is intended for Students who have finished collecting assignments to return to class only not to other places.

From the above presentation, the most widely used type of speech act is the type of speech act *assertive affirmed* 47 times,

the assertive explained 16 times, the assertive stated nine times, the directive asked 29 times, the directive checked 27 times, the directive tested 13 times, the directive ordered 32 times, the directive offered five times, the directive told 34 times, the directive asked 14 times.

From the data display above, it can be seen that teacher G3 there are 312 speech acts, G3 teachers use 230 speech acts (73.72%), G3 Students use 82 speech acts (26.28%), From the table above it can be seen that teachers G3 do all series in K13. However, there is one activity that does not appear in the Student's speech act, namely in the activity of closing the lesson which is the sixth step in the scientific approach, with the reason that the Student responds to the speech act teacher by directly taking action, namely returning to class. The most widely used directives 66 (21.13%), affirmed 37 (11.84%), directive asked 33 (10.56%), directive checked 27 (8.64%), *assertive s* explained 16 (5.12%), directive tested 13 (4.16%), and *assertive* stated 9 (2.88 %).

4. Types of Speech Act Teachers G4 in Teaching And Learning Process at JUNIOR SCHOOL 4

The following describes the use of speech acts of G4 teachers in SMP 4 during the social studies lesson, the subject matter of Chapter 9, namely Human and Environmental Interaction in class VIIG on Thursdays of the fourth to fifth class hours. The number of Students who took part in this lesson was 34 people. The context of the conversation occurred at the time when the teacher was teaching learning at the time. The following will be described the results of data analysis from the activities of opening the lesson, observing, questioning, Experimenting, Associating, communicating and, closing the lesson by the teacher G4.

a. Types of G4 Teacher Speech Act in Opening Lessons

In opening the lesson, the G4 teacher used three types of speech act used, namely the *assertive* speech act type explained once time (*act d1a*), *the assertive stated* once (*act d11b*), *the directive asked* three times (*act d3b, d5, d7*), *the directive told* twice (*act d1b, d11d*), *the directive offered* once time (*act d 13*), *the directive invites* twice (*act d3a, d 9*), *the directive checks* once (*act d11c*), *the commission promises* once (*act d11a*). The use of the G4 teacher's speech in the opening of the lesson is as follows.

1) Assertive Explaining

The assertive type of speech act *explains that* it is used by G4 teachers in opening lessons once, as in *act d1a* as follows.

Teacher G4 : Buka dulu semua IPS-nya Bab 5. Hal 174
(*act d1b*)

Student G4 : Diam (membuka buku) (*act d2*)

The type of speech act used by the G4 teacher belongs to the assertive type of speech act *explained*, because the form of the teacher's speech explains that today they will discuss about Chapter 5.

2) Assertive States

The assertive type of speech act *states that* it is used by G4 teachers in opening lessons once, as in *act d11b* as follows.

Teacher G4 : Kemarin bu Esti sudah memberikan tugas kepada kalian, bahwa kalian harus baca dan kemarin bu Esti sudah menyinggung sedikit tentang interaksi manusi dan lingkungan (*act d11b*)

The type of speech act is to state that yesterday the speaker (Mrs. Esti) had given the assignment to the Student (the speaker), that they had to read and the speaker stated also that yesterday had mentioned a little about the interaction of human and the environment.

3) Questioning Directive

The speech act type of *questioning directive* is used by the G4 teacher in opening the lesson three times (*act d3b, d5, d7*), as follows.

Teacher G4 : Sebelum kita memulai pelajaran bu Esti tanya dulu, nah hari ini siapa yang tidak masuk
(*act d3b*)

Student G4 : Nabila (*act d4*)

The type of speech act used by G4 teachers is intended to make an impact so that speech partners (G4 students) take action, namely answering the question of whose teacher is not entering today.

4) Directive Instructs

The speech act type of *directive is used* by the G4 teacher in opening the lesson twice (*act d1b, d11d*). The use of this type of speech act is as in *the following act d1b*.

Teacher G4 : Buka dulu semua IPS-nya Bab 5. Hal 174.
(*act d25*)

Student G4 : Diam (membuka buku) (*act d26*)

The speech was intended by the speaker (G4 teacher) to tell the speech partner (G4 student) to take the action of opening the social studies book Chapter 5 page 174.

5) Directive Offers

The directive speech act type *offers* use by G4 teachers in opening lessons once, as in *the following act d13*.

Teacher G4 : Yang bisa tunjuk jari. (*act d11d*)

Student G4 : Segala sesuatu yang ada di daerah manusia
(*act d12*)

Teacher G4 : Yang lain (*act d13*)

The type of speech act used by the G4 teacher is to *offer* to other students to answer the teacher's questions.

6) Directive Invite

The directive speech act type *is used* by the G4 teacher in opening the lesson twice (*act d3a, d9*). The use of this type of speech act is as in *the following act d9*.

Teacher G4 : Kita mulai (act d9)

Speech act yang digunakan guru G4 tersebut termasuk ke dalam jenis speech act *direktif mengajak* kepada siswa yang lain untuk bersiap memulai pelajaran.

7) Directive Checking

The type of speech act *checking directive* is used by the G4 teacher in opening the lesson once, as in *the following act d11c*.

Teacher G4 : *Kemarin bu Esti sudah memberikan tugas kepada kalian, bahwa kalian harus baca dan kemarin bu Esti sudah menyinggung sedikit tentang interaksi manusia dan lingkungan* (act d11b)

Teacher G4 : *Sebetulnya yang namanya lingkungan itu apa?* (act d11c)

The type of speech act used by the G4 teacher is included in the type of speech act directive *checking*, the speech is intended to check students' memories of the environment.

8) Commissive Promises

The type of *commissive speech act promises to be used* by G4 teachers in opening lessons once, as in *the following act d11a*.

Teacher G4 : *Terus hari ini kita akan membahas tentang interaksi manusi dan lingkungan* (act d11a)

This type of speech act belongs to the type of speech act , *the commission promised*, that on this day they will discuss the interaction of manusi and the environment.

b. Types of Teacher G4 Speech Acts in Observing Activities

In the observing activity, there are two types of speech acts used by G4 teachers, namely the assertive speech act type

explained once (act d15). As in the following utterance.

Teacher G4 : Kita hari ini akan membahas bahwa ternyata manusia dan lingkungan hidup ada hubungan yang sangat erat, tergantung nanti bagaimana kita sebagai manusia itu apakah lingkungan itu yang mempengaruhi kita atau kita yang dipengaruhi oleh alam, apakah kita bisa memanfaatkan alam atau kita tidak bisa memanfaatkan alam, nanti akan kita lihat disini, kemarin bu Esti sudah cerita siapa yang tau dan mendengar berita di TV, terus sekarang di Indonesia itu sedang krisis tentang lingkungan (act d15)

Student G4 : Ya bu (act d16)

The type of speech act used by the G4 teacher belongs to the type of assertive speech act *explained*, because it is a form of speech that binds speakers to the truth of the proposition expressed, explaining that they will today discuss humans and the environment there is a very close relationship, whether the environment is what affects us or we are the one who is influenced by nature, whether we can take advantage of nature or we can't take advantage of nature, we will see here later, yesterday Mrs. Esti told the story who knew and heard the news on TV, then now in Indonesia it is a crisis about the environment.

c. Types of Teacher G4 Speech Acts in Questioning Activities

In questioning activities, G4 teachers use one type of speech act, namely the type of speech act, *the directive asks* 12 times (act d17, d19, d21b, d23a, d23b, d23c, d25, d27, d29a, d29b, d31, d33), *the directive advises* once (act d21a). The use of the G4 teacher's speech in the activity is as follows.

1) Directive Questioning

The type of speech act *directive* is used by G4 teachers in questioning speech acts 12 times (*act* d17, d19, d21b, d23a, d23b, d23c, d25, d27, d29a, d29b, d31, d33). The use of this type of speech act is as in *the following act* d17.

Teacher G4 : Berarti menurut kalian, sekarang ini masalah yang ada di TV itu ada di daerah mana

(*act* d17)

Student G4 : Riau

(*act* d18)

The type of speech act used by the G4 teacher is included in the type of speech act of *the directive asking questions*, because the speech is intended by the speaker (G4 teacher) to make an influence on the speech partner, namely G4 students, to take action to answer the teacher's question now the problem that exists on tv is in which area.

2) Directive Advising

The directive speech act type *is* used by G4 teachers in one-time speech act questioning activities , as in *the following act* d21a.

Teacher G4 : Seharusnya kalau kalian menjawab itu tunjuk tangan saja, tidak bareng-bareng biar kita jelas mendengarnya.

(*act* d21a)

The type of speech act used by the G4 teacher is included in the type of speech act *directive of counseling* because the speech is intended by the speaker (G4 teacher) to make an influence on the speech partner, namely the G4 student, to take the action of answering the teacher's question, not together so that it is clear that the teacher is heard.

d. Types of Teacher G4 Speech Acts in Experimenting Activities

In the activity of Experimenting G4 teachers use two types of speech acts, namely: the type of assertive speech act *explaining*

once (*act d41c*), the directive asking three times (*act d41a, d47, d49a*), the directive prohibiting once (*act d39b*), the directive asking twice (*act d35, d37*), the directive telling 10 times (*act d39a, d41b, d41d, d41e, d43, d45a, d45b, d45c, d45d, d49b*), as follows.

1) Assertive Explaining

The assertive type of speech act *explains that* it is used by G4 teachers in Experimenting as much as once as in the following speech *act d41c*.

Teacher G4 : Yang kelompok genap tadi menjodohkan antara soal dengan pengertian ya. (act d41c)

The type of speech act used by G4 teachers to explain that the even group matched the question with its understanding.

2) Questioning Directive

The speech act type of *questioning directive* is used by G4 teachers in Experimenting three times (*act d41a, d47, d49a*). The use of this type of speech act is as in *act 41a* below.

Student G4 : Bu ini dua (act d40)

Teacher G4 : Dobel ya (act d41a)

The type of speech act used by the G4 teacher is included in the type of speech act *directive asking* the student's partner to answer the teacher's map.

3) Directive Prohibits

The directive's speech act type *prohibits it from being* used by G4 teachers in Experimenting as much as once as in the following *speech act d39b*.

Teacher G4 : Kalau sudah dapat ayo dibuka (act d39a)

Teacher G4 : Jangan ada yang dobel lho (act d39b)

The type of speech act used by the G4 teacher is included in the type of speech act *directive prohibiting* not using double working papers.

4) Directive Invite

The directive speech act type *invites to be used* by G4 teachers in Experimenting twice (*act d33, d35*). The use of this type of speech act is as in *the following act d33*.

Teacher G4 : *Setelah ini kita akan menonton, yok kita mulai*
(*act d33*)

Student G4 : *Menonton film* (*act d34*)

The type of speech act used by the G4 teacher is included in the type of speech act *directive to invite watching movies*.

5) Directives Instruct

The directive speech act type *was used* by the G4 teacher in Experimenting 10 times (*act d39a, d41b, d41d, d41e, d43, d45a, d45b, d45c, d45d, d49b*). The use of this type of speech act is as in *the following act d39a*.

Teacher G4 : *Kalau sudah dapat ayo dibuka* (*act d39a*)

Teacher G4 : *Jangan ada yang dobel lho* (*act d39b*)

The type of speech act used by the G4 teacher is included in the type of speech act *directive telling speakers who have received a job sheet to be opened immediately*.

e. Types of Teacher G4 Speech Acts in Associating Activities

In Associating activities, G4 teachers use three types of speech acts used, namely, the assertive type of speech act *explains* once (*act d83a*), *assertive asserts* three times (*act d73d, d79a, d91b*), *assertive states* 15 times (*act d71, d73a, d75, d77, d79b, d89, d93a, d99, d101a, d101c, d103a, d111a, d113, d117a, d117d*) *the directive asks* 16 times (*act d65, d73c, d79c, d83b, d87a, d91a, d93b, d93c, d93d, d101b, d101d, d105, d107, d115, d117b, d117e*), *the directive allows* six times (*act d67b, d69, d97a, 97b, d81, d109*), *the directive offers* twice (*acts 81, 109*), *the directive tests* three times (*act d87c, d91c, d91e*), *directive ordered* 11 times (*act d73b, d79d, d85, d87b, d95a, d95b, d95c, d103b, d103c, d111b, 111c*), *directive forbidding* once (*act d67a*), *expressively thanking*

once (act d117c). The use of the G4 teacher's type of speech act in Associating activities is as follows.

1) Assertive Explaining

The assertive type of speech act *explains that* it is used by G4 teachers in Associating activities once as in act d83a below.

Teacher G4 : Tadi mungkin ada beberapa yang mungkin bagi kalian tidak setuju. Mungkin danau kok masuk lingkungan biotic atau mungkin harimau kok masuk biotic. (act d83a)

The type of speech act used by the G4 teacher is included in the type of assertive speech act *explained* because the teacher does not want his students to be confused.

2) Assertive Confirm

The assertive type of speech act *confirms that* it is used by G4 teachers in Associating activities, three times (act d73d, d79a, d91b). The use of this type of speech act is as in act d67a below.

Teacher G4 : Kita hanya memberi dua pertanyaan saja ya biar nanti bisa semua (act d73d)

This type of speech act is included in the type of assertive speech act , confirming that it only gives two questions so that later all students know what it means.

3) Assertive States

The assertive speech act type *states that* it is used by G4 teachers in Associating activities, 14 times (act d73a, d75, d77, d79b, d89, d93a, d99, d101a, d101c, d103a, d111a, d113, d117a, d117d). The use of this type of speech act is as in act d73a below.

Student G4 : Sebenarnya Alan itu bisa, tapi susah untuk mengungkapkan ya kita beri waktu dia untuk membuat kata-kata dulu (act d73a)

The type of speech act used by the G4 teacher is included in the type of assertive speech act *assertively stating* that the student named Alan can answer questions, it is only difficult to express so it must be given time to string words first.

4) Directive Ask

The type of speech act used by G4 teachers in Associating activities is the directive speech act *asked* 16 times (*act d65, d73c, d79c, d83b, d87a, d91a, d93b, d93c, d93d, d101b, d101d, d105, d107, d115, d117b, d117e*). The use of this type of speech act is as in *the following act d65*.

Teacher G4 : Adakah pertanyaan? (act d65)

The type of speech act used by the G4 teacher is included in the type of speech act *directive to ask*, whether there are students who want to ask questions.

5) Directive Welcome

The type of speech act used by G4 teachers in Associating activities is the directive speech act *allowed* six times (*act d67b, d69, d97a, d97b, d81, d109*). The use of this type of speech act is as in *act d67b* below.

Teacher G4 : Kelompok lain ada yang mau bertanya bagi kelompok ganjil, silahkan yang mau bertanya. (act d67b)

The type of speech act used by the G4 teacher allows students to ask questions.

6) Test Directive

The type of speech act used by G4 teachers in Associating activities is the directive speech act *tested* three times (*act d87c, d91c, d91e*). The use of this type of speech act is as in *act d87c* below.

Teacher G4 : Tadi kan danau ada isinya, kalau danau itu tidak ada makhluk hidupnya gimana? (act d87c)

The type of speech act used by the G4 teacher is included in the type of speech act directive *to test* students' understanding of what if the lake has no living creatures.

7) Directive Instructs

The type of speech act used by G4 teachers in Associating activities is the directive speech act ordered 11 times (*act d73b, d79d, d85, d87b, d95a, d95b, d95c, d103b, d103c, d111b, d111c*), as in *the following act d73b*.

Teacher G4 : Lanjut (act d73b)

The type of speech act used by the G4 teacher is included in the type of speech act directive *to instruct students* to continue to express their answers.

8) Directive Prohibits

This type of directive speech act *prohibits* the use by G4 teachers in Associating activities, as much as one as in *act d67a* below.

Teacher G4 : Alan tidak boleh bertanya ini kelompokmu sendiri (act d67a)

The type of speech act used by the G4 teacher is included in the type of speech act *that prohibits* because the teacher prohibits students (Alan) from asking their own group.

9) Expressive Gratitude

The type of speech act used by G4 teachers in Associating activities is an *expressive* speech act thanking once as in *the following act d117c*.

Teacher G4 : Terima kasih untuk teman-teman, kita berikan applause (act 117c)

The type of speech act used by the G43 teacher is included in the type of *expressive* speech act because the speech is intended by the G4 teacher to show a psychological attitude by thanking by giving *applause*.

f. Types of speech act Teacher G4 Communicating Activities

In the activity of communicating the type of speech act used by the G4 teacher, namely, *assertive explaining* twice (*act* d51a, d63d), *assertive assertive* five times (*act* d53a, d53h, d61a, d62b, d63f), *directive asking* three times (*act* d53i, d59, d63e), *directive telling* 10 times (*act* d51b, d53b, d53c, d53d, 53e, d53f, d53g, d55, d63c, d63g), *directives rule* once (*act* d57). The use of the G4 teacher's type of speech act in the communication activity is as follows.

1) Assertive Explaining

The assertive type of speech act *explains* that it is used by G4 teachers in communicating activities twice (*act* d51a, d63d). The use of this type of speech act is as in *the following act* d63d.

Teacher G4 : Teman-teman dari kelompok yang presentasi silahkan menjawab sebisanya, teman-teman yang duduk disana bisa membantu menjawab kalau temannya tidak tahu. (act d63d)

This type of speech act is included in the type of assertive speech act *explained* because the teacher gives an explanation of the student from the kelompok whose presentation is welcome to answer as much as possible, and the friends of the group members who do not present can help answer if the friend does not know.

2) Assertive Confirm

The assertive type of speech act *confirms* that it is used by G4 teachers in communicating activities five times (*act* d53a, d53h, d61a, d62b, d63f). The use of this type of speech act is as in *act* d53a *bof* this article.

Student G4 : Bu yang presentasi berapa? (act d52)

Teacher G4 : Satu boleh dua boleh (act d53)

This type of speech act is included in the assertive speech act type because the teacher affirms that the presentation

of one or two students is allowed.

3) Questioning Directive

The type of speech act used by G4 teachers in *communicating activities* is the directive speech act *asked* three times (*act d53i, d59, d63e*), as in *act d53i* below.

Teacher G4 : Siap semuanya... (act d53i)

The type of speech act used by the G4 teacher is included in the type of speech act, because the speech is intended by the speaker (G4 teacher) to ask whether all students are ready or not.

4) Directive Instructs

The type of speech act used by G4 teachers in *communicating activities* is the directive speech act ordered 10 times (*act d51b, d53b, d53c, d53d, d53e, d53f, d53g, d55, d63c, d63g*). The use of this type of speech act is as in *act d51b* below.

Teacher G4 : Siapkan satu yang presentasi. (act d51b)

The type of speech act used by the G4 teacher is included in the directive speech act type, because the speech is intended by the speaker (G4 teacher) so that students immediately prepare one representative of their group for presentation.

5) Directives Govern

The type of speech act used by G4 teachers in *communicating activities* is the directive speech act *ruled* once as in *act d57* below.

Teacher G4 : Danang dudukmu menghadap ke depan (act d57)

The type of speech act used by the G4 teacher is included in the commanding directive speech act type because the speech is intended by the speaker (G4 teacher) so that Danag sits facing forward.

g. Types of Teacher G4 Speech Acts in Closing Lesson Activities

In closing the lesson, the G4 teacher used two types of speech acts used, namely the assertive speech act *assertively stated* once (*act d119c*), the directive *ordered* twice (*act d119a, d119d*), *expressive gratitude* once (*act d119b*). The use of the G4 teacher's type of speech act in closing the lesson is as follows.

1) Assertive States

The assertive type of speech act *states that it* is used by G4 teachers in the activity of closing lessons once as in *the following act d119c*.

Teacher G4 : Hari ini saya akan minta ijin ke pak Yadi untuk memberikan waktu kalian untuk beristirahat.
(*act d119c*)

The type of speech act used by the G4 teacher is included in the type of assertive speech act *stated* because the teacher gave a statement that today the teacher will ask permission from Mr. Yadi to give the students time to rest.

2) Directive Instructs

The type of speech act used by the G4 teacher in closing the lesson is the directive speech act *ordered* twice (*act d119a, d119d*), as follows.

Teacher G4 : Semua tugas dikumpulkan ke depan dan nama kelompoknya
(*act d119d*)

The type of speech act used by the G4 teacher is included in the directive speech act type, because the speech is intended for students to collect all assignments and the name of their group going forward.

3) Expressive Gratitude

The type of speech act used by G4 teachers in closing lesson activities is an expressive speech act *thanking* once as in *the following act d119b*.

*Teacher G4: Terima kasih untuk anak-anak yang sudah
bekerjasama dengan ibu Woro dan bapak...
(act d119b)*

The type of speech act used by the G4 teacher is included in the type of *expressive* speech act of *gratitude*, because the speech is intended to show gratitude for the student, researcher (Mrs. Woro) and research assistant (father).

In the opening of the lesson at JUNIOR SCHOOL 4, there were 356 speech acts. In this opening lesson activity, not all teachers used the type of speech act expressive greetings, G4 teachers did not have a type of expressive speech act prayer that should exist in accordance with KI1, because the lesson occurred during the second class hour which usually praying activities were carried out at the beginning of the lesson, namely in the first hour and the activity had been carried out by the G3 teacher. In both teaching and learning process activities, the teacher's speech act was more than the response by students with the similarity of the pattern of using the assertive speech act stated.

5. Types of Teacher G5 Speech Acts in JUNIOR SCHOOL 1

Based on the data analysis in appendix 5, the following is outlined the results of the teaching-learning process research of G5 teachers of JUNIOR SCHOOL 1 during the science lesson on temperature material from a compound or another solution in class VII E on Tuesday at the first class hour at 07.00 – 08.20. The number of students who took part in the lesson was 32 people. The context of the conversation occurs at the time when the teacher performs teaching-learning process. In order, the results of data analysis will be described from the activity of opening the lesson, observing, questioning, Experimenting, Associating, communicating and closing the lesson by the G5 teacher.

a. Teacher G5's type of speech act in Opening Lessons

In the opening of the lesson by the G5 teacher, there are three types of speech acts used, namely: the assertive speech act type *explains* once (*act e7b*), the directive of asking twice (*act e5, e7c*), expressive greeting twice (*act e1, e3*), expressive praise once (*act e7a*). The use of the G5 teacher's speech act is as follows.

1) Assertive Explaining

The assertive type of speech act *explains that it* is used by G5 teachers in opening lessons once as in *act e7b* as follows.

Teacher G5 : Hari ini kita akan membicarakan tentang suhu dari suatu senyawa atau suatu larutan lain berdasarkan hasil pengamatan nanti kita akan membuat grafik atau menggambar grafik (act e7b)

This type of speech act belongs to the type of assertive speech act *explained*, because the teacher explained that today they will talk about the temperature of a compound or another solution and based on the results of observations will be made a graph.

2) Questioning Directive

The type of speech act *directive is* used by the G5 teacher in opening the lesson twice (*act e5, e7c*), the speech is as in the following *act e5*.

Teacher G5 : Baik, hari ini siapa yang tidak masuk, semuanya masuk... (act e5)

The type of speech act used by the G5 teacher belongs to the type of speech act of *the questioning directive*, because the speech is intended to ask who the student did not enter on that day.

3) Expressive Greetings

The type of speech act *expressive greeting is* used by the G5 teacher in opening the lesson twice (*act e1, e3*), as in *act 1* as follows.

Teacher G5 : *Selamat pagi anak-anak* (act e1)

Student G5 : *Pagi bu* (act e2)

This type of speech act is included in the type of speech act *expressive greetings* because the teacher shows a good attitude by giving a good morning greeting.

b. Types of speech act Teacher G5 In Observing Activities

In observing activities, G5 teachers use the following speech act.

1) Questioning Directive

The type of speech act *directive is* used by the G5 teacher in observing as many as four times (act e11, e13, e15, e17b), as in the following speech of act e11.

Teacher G5 : *Kemaren 7C sudah mendapatkan potokopian...*
(act e11)

The type of speech act used by the G5 teacher is included in the type of speech act *directive asking* whether the seventh grade C has received a potokopian or not.

2) Directive Instructs

The directive speech act type *is used* by the G5 teacher in observing it once as in the following act e9 utterance.

Teacher G5 : *Baik, yuk sekarang kita mulai, kalian buka bukunya. Buku paket kalian buka kita akan membicarakan tentang kalor... ya...* (act e9)

The type of speech act used by G5 teachers is intended by teachers to tell students to open package books.

3) Expression of Praise

This type of *expression* act is used by G5 teachers in observing one time as in the following speech act e17a.

Student G5 : *Bawa semua* (act e16)

Teacher G5 : *Bagus...* (act e17a)

The type of speech act used by G5 teachers is intended by speakers (G5 teachers) to praise students.

c. Types of Teacher G5 speech acts in Questioning Activities

In questioning the teacher G5 used the assertive type of speech act *stated* once (*act e27c*), *assertive asserted* twice (*act e21a, e23a*), *directive asked* five times (*ac e19, e21b, e23b, e25, e27a*), *directive told* once (*act e27d, 29*), *commissive promised* once (*act e27b*). The use of these types of speech acts is as follows.

1) Assertive States

The assertive type of speech act *states that* it is used by G5 teachers in questioning activities once as in *the following act e27c*.

Teacher G5 : Well yaaaa now we discuss no.1 (atc e27c)

The type of speech act used by the G5 teacher is included in the type of assertive speech act *stated* because the speech binds the teacher to discuss question number one.

2) Assertive Confirms

The *assertive* type of speech act *confirms that* it is used by G5 teachers in questioning activities twice (*act e21a, e23a*), as in *the following act act e21a*.

Teacher G3 : Coba sekarang...kelompok satu dari satu sampai lima yang masih kosong no berapa? (act e19)

Student G3 : Udah semua (act e20)

Teacher G3 : Udah semua (act e21a)

The type of speech act used by the G5 teacher is included in the assertive speech act type *reaffirming* the student's response that they have completed questions number one to five.

3) Questioning Directive

The type of speech act *directive is* used by the G5 teacher in questioning activities five times (*ac e19, e21b, e23b, e25,*

e27a), as in *the following act e19* .

Teacher G5 : Coba sekarang...kelompok satu dari satu sampai lima yang masih kosong no berapa? (act e19)

The type of speech act used by the G5 teacher is included in the type of speech act *of the questioning directive*, because the speech is intended by the teacher to ask groups one to five which ones have not been answered.

4) **Directive Instructs**

The directive's speech act type *is used* by the G5 teacher in questioning activities twice (*act e27d, e29*), as in *the following act e27d* .

Teacher G5 : Kelompok 1 silahkan dibaca. Tolong vocalnya yang keras berdiri silahkan (act e19)

The type of speech act used by G5 teachers is intended for students to read aloud and stand up.

5) **Komisif Promises**

The *type of commissive* speech act promises to be used by G5 teachers in questioning activities once as in *the following act e27b*.

Teacher G5 : Baik nanti kita akan bahas bersama-sama. (act e27b)

The type of speech act used by the G5 teacher is included in the type of speech act *because* the teacher promises to discuss questions that are not yet understood by students together.

d. **Types of Teacher G5 Speech Acts in Experimenting Activities**

In the activity of Experimenting to teach the G5 teacher to use two types of speech acts, namely the assertive speech act type *affirmed* twice (*act e33a, e41a*), *the directive ordered* three times (*act e31a, e31b, e35b*), *the directive tested* four times (*act*

e35c, e37, e39, e41b), the directive invited once (act 33b), expressive praise once (act e35a). The use of the G5 teacher's speech is as follows.

1) **Assertive Confirm**

The assertive type of speech act confirms that it is used by G5 teachers in Experimenting twice (act e33a, e41a), as in the following speech of act e33a.

Teacher G5 : Dari yang tempat duduknya menghadap ke belakang bisa kursinya digeser ke depan mbak mas. (act e31b)

Student G5 : Diam Duduk (act e32)

Teacher G5 : Nah jadi arahnya ke depan dulu... (act e33a)

The type of speech act used by the G5 teacher is included in the type of assertive speech act for the direction of his seat in the future.

2) **Directive Tells**

The directive speech act tells type is used by the G5 teacher in Experimenting three times (act e31a, e31b, e35b), as in act e39 below.

Teacher G5 : Coba sekarang kita perhatikan. (act e31a)

This type belongs to the directive speech act type because the intended speech of the speaker tells the speaker to pay attention.

3) **Directive Invite**

The directive speech act invite type is used by G5 teachers in Experimenting once as in the following act e33b .

Teacher G5 : Kita akan mulai memperhatikan atau membahas hasil dari teman- teman. (act e33b)

Student G5 : Diam memperhatikan (act e34)

The type of speech act used by the G5 teacher is included in the type of speech act, which is intended by speakers to

invite students to pay attention to the results of the speech act from friends.

4) Directive Testing

The speech act type of test directive was used by G5 teachers in Experimenting three times (act e35c, e37, e39, e41b), as in the following act e35c .

Teacher G5 : Kita akan mulai memperhatikan atau membahas hasil dari teman- teman. (act e33b)

Student G5 : Diam memperhatikan (act e35c)

Teacher G5 : Ternyata luar biasa sekali (act e35c)

Teacher G5 : Kita lihat sekarang. (act e35c)

*Teacher G5 : Untuk kelompok satu kita perhatikan dengan kelompok dua, itu sama atau berbeda?
(act e35c)*

This type of speech act is included in the type of speech act , the directive of testing is intended by speakers to test between group one and group two which is the correct result of the discussion.

5) Expressive Praise

This type of expressive speech act is used by G5 teachers in one-time Experimenting activities, as in the following act e35a.

Teacher G5 : Ternyata luar biasa sekali (act e35a)

This type of speech act belongs to the type of speech act expressively praises, because the speech is intended to praise the speaker who has done the bandage very well.

e. Types of Speech Acts Teacher G5 in Associating Activities

In Associating activities G5 teachers use *the assertive* type of speech act explained five times (act e153b, e189a, e191, e197, e205a), *assertive stated* once (act e203), *assertive affirmed* six times

This type of speech act is included in the type of assertive speech act *explained* because the teacher explained that cooking water heated using a dispenser means not knowing the process.

2) Assertively Answering Questions

The assertive type of speech act *answering questions* is used by G5 teachers in Associating activities once as in *the following act e203*.

Student G5 : Bu... (act e202)

Teacher G5 : Iya. (act e203)

The type of speech act used by the G5 teacher is included in the type of assertive speech act *answering questions* because the teacher answers the statement according to yes.

3) Assertive Confirm

The assertive type of speech act *confirms the use of G5 teachers in Associating activities eight times (act e101a, e111a, e121b, e145a, e157a, e169a, e173b, e199)*, as in *the following act e101a*.

Teacher G5 : Ketentuan angka-angka disitu disebut apa?
Kons..... (act e99)

Student G5 : Konstanta (act e100)

Teacher G5 : Konstanta. (act e101a)

This type of speech act is included in the assertive speech act type because the teacher gives affirmation to the student's answer.

4) Directive Ask

The type of speech act used by G3 teachers in Associating activities is the directive speech act *asking 20 times (act e101c, e105c, e111b, e127e, e135c, e137, e139, e145b, e147a, e153a, e155, e157b, e167, e173a, e181, e183, e183b, e187, e195, e209b)*, as in *the following act e105b*.

Teacher G5 : Jadi sekedar informasi aja anak-anak pada saat kalian diminta menuliskan pekerjaan dipapan tulis usahakan paling belakang bisa melihat
(act e105a)

Teacher G5 : Kelihatan ya mas? (act e105b)

This type of speech act belongs to the type of speech act directive *questioning*, because the utterance is intended by the teacher whether the student at the very back can see the writing in writing.

5) Directive Advising

The type of speech act used by G5 teachers in Associating activities is the speech act *directive of advising* three times (act e105b, e185b, e201), as in the following act e201.

Teacher G5 : Untuk kelompok 6 hati-hati dalam membuat skala di bawahnya jadi kalau kamu sudah menentukan skala 1 cm untuk 5 maka bergerak terus 5, 5, 5 itu jadi yang stabil. (act e201b)

This type of speech act belongs to the type of speech act directive, because the speech is intended by the teacher for the group of six to be careful in making scales.

6) Directive Check

The type of speech act used by G5 teachers in Associating activities is the directive speech act *checking* seven times (act e109, e117b, e211, e213, e123, e125, e127b), as in the following act e109.

Teacher G5 : Baik, diketahui massanya 0,5kg betul. C aluminium nya, kalau yang diperlukan sekian diperoleh akhir. Jadi suhu akhir aluminium adalah 465 derajat celcius, Betul? (act e109)

Student G5 : Betul (act e110)

This type of speech act is included in the type of speech act *directive checking*, because the speech is intended by the

teacher to check the final temperature of the aluminum.

7) Test Directive

The type of speech act used by G5 teachers in Associating activities is the directive speech act *tested* fifteen times (*act e99, e103b, e113a, e113b, e113c, e115, e117a, e119b, e129b, e131, e133, e135b, e141b, e143b, e147b, e149, e151, e159, e161, e163, e165, e169c, e171, e173c, e97b*), as in *the following act e99*.

Teacher G5 : Ketentuan angka-angka disitu disebut apa?

(act e99)

This type of speech act is included in the type of speech act directive *to test*, because the speech is intended by the teacher to test students' memories.

8) Directive Instructs

The type of speech act used by G5 teachers in Associating activities is the directive speech act ordered 20 times (*act e95a, e95b, e103a, e103c, e127c, e127d, e129a, e169b, e175b, e177b, e183a, e185a, e189b, e205b, e207a, e207b, e207c, e209a, e209c, e215*), as in *the following act e95a*.

Teacher G5 : Coba perhatikan buku paket hal 65 dan 66, tabel 8.1 ya?

(act e99)

This type of speech act belongs to the directive speech act type, because the utterance is intended by the teacher to tell students to pay attention to the package book pages 65, 66 and table 8.1.

9) Expressive Praise

The type of speech act used by G5 teachers in Associating activities is an *expressive* speech act 12 times (*act e101b, e105a, e107a, e107b, e119a, e121a, e127a, e135a, e141a, e143a, e175a, e177a*), as in *the following act e101b*.

Teacher G5 : Ketentuan angka-angka disitu disebut apa?

(act e99c)

Student G5 : Konstanta

(act e101a)

Teacher G5 : *Konstanta* (act e101b)

Teacher G5 : *Betul sekali.* (act e101c)

This type of speech act belongs to the expressive speech act type of *praise* because the speech is intended by the speaker (G3 teacher) to praise that the student's answer is correct.

10) Expressive Gratitude

The type of speech act used by G3 teachers in Associating activities is an *expressive* speech act thanking once as in act e97a below.

Teacher G5 : *Yak thank you mas Bima* (act e97a)

This type of speech act is included in the type of expressive speech act *thanking* because the speech is intended by the speaker (G5 teacher) to thank Bima.

f. Types of Teacher G5 Speech Acts in Communicating Activities

The type of speech act used by the G5 teacher in communicating activities is *assertively stated* once (act e73a), *assertive* five times (act e55b, e65a, e67a, e83a, e85a), *directive ask* four times (act e49, e51b, e53, e63), *directive invite* once (act e47b), *the directive advises* twice (act e77, e91a), *the directive checks* 11 times (act e43, e45, e47a, e55c, e57, e61b, e79, e81, e83b, e85b, e91b), *the directive tests* six times (act e87, e89, e93, e65b, e67b, e69), *the directive instructs* four times (act e59, e73b, e73c, e75b), *the directive asks* once (act e71b), *expressive joy* twice (act e71a, e75a), *expressive praise* twice (act e55a, e61a), *expressive sympathy* once (act e51a), as follows.

1) Assertive States

The assertive type of speech act *states that it* is used by G5 teachers in communicating activities once as in the following act e73a.

Teacher G5 : *Ada yang salah dengan jawabannya* (act e71b)

Student G5 : *Vio* (act e72)

Teacher G5 : *Ya baik* (act e73a)

The type of speech act used by the G5 teacher is included in the type of assertive speech act *stated* because the teacher gave a statement that Vio's answer was wrong.

2) Assertive Confirm

The assertive type of speech act *confirms* that it is used by G3 teachers in communicating activities five times (act e55b, e65a, e67a, e83a, e85a), as in the following act e55b.

Teacher G5 : *Sekarang kelompok satu 83800, 83800 kelompok 2 satunya joule* (act e55b)

This type of speech act is included in the assertive speech act type because the teacher gives an affirmation that group one is 83800, 83800 group 2 is one *joule*.

3) Questioning Directive

The type of speech act used by G5 teachers in communicating activities is the speech act *directive asking* questions five times (act e49, e51b, e53, e63, e71b), as in act e49 below.

Teacher G5 : *Salah tulis atau salah menulis* (act e191)

This type of speech act is included in the type of speech act *directive asking*, so that students answer the *teacher's question of miswriting or miswriting*.

4) Directives Welcome

The type of speech act used by G5 teachers in communicating activities is the speech act *directive asking* questions once as in the following act e47b.

Teacher G5 : *Salah tulis atau salah menulis* (act e191)

This type of speech act is intended for students to answer the teacher's question of miswriting or miswriting.

5) Directive Advising

The type of speech act used by G5 teachers in communicating activities is the speech act *directive of advising* twice (act e77, e91a), as in the following act e77.

Teacher G5 : Ya mas ehm ya mbak mbak...sambil diteliti lagi ya...jadi komunitas itu penting ya mas ya...kalau ada tugas, ada materi teman-teman dapat kamu kok gak dapet nanti komunikasi. (act e77)

This type of speech act is intended by speakers (G5 teachers) so that students pay attention to their community.

6) **Directive Checking**

The type of speech act used by G5 teachers in communicating activities is the directive speech act *checking* 11 times (*act e43, e45, e47a, e55c, e57, e61b, e79, e81, e83b, e85b, e91b*), as in *act e43* below.

Teacher G5 : Ok kita bandingkan kelompok 1, 2 dengan kelompok 3, dan 4 sama atau berbeda? (act e43)

The type of speech act used by teachers is intended to check group one two with group three, and four are the same or different.

7) **Directive Test**

The type of speech act used by G5 teachers in communicating activities is the directive speech act *tested* six times (*act e87, e89, e93, e65b, e67b, e69*), as in *the following act e87*.

Teacher G5 : Suhu akhir setelah diapakan? (act e85b)

Student G5 : Dipanaskan` (act e86)

Teacher G5 : Apakah harus selalu dipanaskan? (act e87)

Student G5 : Tidak (act e88)

This type of speech act is included in the type of speech act *directive to test*, because the speech is intended by the speaker (G5 teacher) to test the occurrence of the final temperature.

8) **Directive Instructs**

The type of speech act used by G5 teachers in communicating activities is the directive speech act *instructed* four times (*act e59, e73b, e73c, e75b*), as in *act e59* below.

Teacher G5 : Yang jelas ya lebih komplet (act e59)

This type of speech act is used by teachers to tell students to distinguish the type of heat clearly and completely.

9) Expressive Happy

The type of speech act used by G5 teachers in communicating activities is the *expressive* speech act twice (act e71a, e75a), as in act e71a below.

Teacher G5 : Tepuk tangan (act e71a)

This type of speech act belongs to the type of expressive speech act, clapping.

10) Expressive Praise

The type of speech act used by G5 teachers in communicating activities is an *expressive* speech act twice (act e55a, e61a), as in the following act e55a.

Student G5 : Harusnya jawabannya 83680 (act e52)

Teacher G5 : Ini (act e53)

Student G5 : Yaaaa.... (act e54)

Teacher G5 : Oh ya baik (act e55a)

The type of speech act that G5 teachers use to praise students who have corrected answers correctly.

11) Expressive Sympathy

The type of speech act used by G5 teachers in communicating activities is a one-time expressive speech act of *sympathy* as in act e51a below.

Student G5 : Ow salah menulis. (act e51a)

The type of speech act used by the G5 teacher is included in the type of speech act *expressive sympathy* for students who have miswritten the answer.

g. Types of Teacher G5 Speech Acts in Closing Lesson Activities

In closing the lesson, there are two types of speech acts used by G5 teachers, namely the type of speech act *expressive greeting* once (act e219c), *assertive state* once (act e217a), *directive telling* once (act e217b), *essay thank you* once (act e219b), *commisf* promised one time (act e219a), as follows.

1) Assertive Greetings

The type of speech act *assertive greeting* is used by the G5 teacher in *the activity of closing the lesson* once as in *the following act e219c*.

Teacher G5 : Akhir kata Assalamu'alaikum Wr. Wb
(act e219c)

This type of speech act is used by G5 teachers to give greetings at the end of the lesson.

2) Assertive States

The *assertive* type of speech act *states that it* is used by G5 teachers in the activity of closing lessons once as in *the following act e217a*.

Teacher G5 : Baiklah anak-anak siang hari ini pembelajaran kita cukupkan sekian (act 217a)

This type of speech act is included in the type of *assertive* speech act *because* the teacher gives a statement that today's lesson is enough.

3) Directive Instructs

The type of speech act used by the G5 teacher in closing the lesson is the *directive* speech act once, as in *the following act e217b*.

Teacher G5 : Itu tolong setiap ketua kelompok mengumpulkan hasilnya (act e257a)

This type of speech act is used by teachers to tell each group leader to collect the results of his group's work.

4) Expressive Gratitude

The type of speech act used by G5 teachers in closing lesson activities is an exclusive speech act *thank you* once, as in *the following act e219b*.

Teacher G5 : Terima kasih (act e219b)

The type of speech act teachers use is meant to thank students for taking part in the day's lessons.

5) Commissive Promises

The type of speech act used by G5 teachers in closing lesson activities is the speech act *commission promised* once, as in *the following act e219a*.

Teacher G5 : Gitu geh besok minggu depan kita lanjutkan materi berikutnya (act e219a)

The type of speech act used by the G5 teacher is included in the type of speech act, the commission promised that next week the next week will continue the next material.

Teacher G5 performs all teaching-learning process sets in K13. There are 262 speech acts used by teachers and students. Teachers used 172 (65.65%) and students used 90 (34.35). The speech act used by the teacher in the most order is speech act directive asked 38 times, speech act directive tested 34 times, speech act directive ordered 31 times, speech act expressive praised 20 times, speech act directive invited 17 times, speech act assertive affirmed 15 times, speech act directive checked 11 times.

6. Types of Teacher G6 Speech Acts in Teaching and Learning Process at Junior School 1

The following is outlined the results of the teaching and learning process research of the g6 teacher of junior school1 during the social studies lesson on the material Temperature of a Compound or Another Solution in class VII F on Thursday

of the first hour to the second hour at 07.00 – 08.20. The number of students who took part in this lesson was 32 people. The context of the conversation occurs at the time when the teacher performs Teaching and Learning Process.

a. Types of Teacher G6 Speech Acts in Opening Lesson Activities

In the opening of the lesson by the G6 teacher, the type of speech act used, namely the type of assertive speech act *explained* four times (*act f1a, f1b, f5a, f7a*), *asserted* as many as one time (*act f5a*), *the directive tested* four times (*act f1c, f3, f5b, f7b*). The use of the G6 teacher's speech in the opening of the lesson is as follows.

1) Assertive Explaining

The assertive type of speech act *explains that* it is used by G6 teachers in opening lessons four times (*act f1a, f1b, f5a, f7a*), as in *act 1b* as follows.

Teacher G6 : Kenapa kita pelajari, karena yang namanya kontak itu adalah satu persembahan yang kita berikan sebagai hubungan. Manusia sehebat apapun, manusia sependai apapun tidak bisa hidup sendiri, manusia harus berhubungan dengan manusia yang lain, manusia harus berinteraksi dengan manusia yang lain, demikian dengan bangsa-bangsa yang ada di dunia ini. Kita ketahui, pada zaman dulu kala sudah ada hubungan antara bangsa-bangsa di dunia, baik yang ada di negeri India maupun yang ada di negeri Cina (act f1b)

This type of speech act is intended by the teacher to explain that no matter how great a human being is, a human being no matter how smart he can't live alone, man has to be in contact with another human being.

2) Assertive Confirm

The *assertive* type of speech act *confirms that it is* used by fG6 teachers in opening lessons once, as in *act f5a* as follows.

Teacher G6 : *Ibu Kotanya India, siapa tau?* (act f1c)

Student G6 : *New Delhi* (act f2)

Teacher G6 : *Mata uangnya? +* (act f3)

Student G6 : *Rupe* (act f4)

Teacher G6 : *India merupakan negara yang mempunyai ibu-kota New Delhi dengan mata uang yaitu Rupe sudah ada hubungan dagang dengan negeri Cina*
(act f5a)

This type of speech act is included in the type of *assertive* speech act *asserting*, that India is a country that has the capital of New Delhi with a currency, namely Rupe, which has a relationship with the Chinese state.

3) Directive Test

The type of speech act test *directive* is used by G5 teachers in opening lessons four times (*act f1c, f3, f5b, f7b*), as in *the following act f1c*.

Teacher G6 : *Ibu Kotanya India, siapa tau?* (act f1c)

The type of speech act used by G6 teachers belongs to the type of speech act *directive to test* students of the Indian capital where.

b. Teacher G6 Type of Speech Act in Observing Activities.

In observing the type of speech act used by the G6 teacher, namely, the type of speech act *directive instructs* once (*act f9*). The use of the G6 teacher's speech in the observing activity is as follows.

Teacher G6 : *Kita lanjutkan lagi, lihat pada Peta (Teacher memajang gambar peta di papan tulis)* (act f9)

The type of speech act used by the G6 teacher is intended to tell students to observe the map.

c. Types of Teacher G6 Speech Acts in Questioning Activities

In questioning the teacher G6 used the assertive type of speech act *explained* seven times (*act f11a, f13a, f19a, f27a, f35a, f43a, f45a*), *assertive asserted* three times (*act f23a, f31, f37a*), *directive asked* six times (*act f25, f37b, f39, f41, f45b, f49b*), *directive fishing* once (*act f43b*), *directive advises* once (*act f51*), *directive allows* once (*act 49a*), *directive tests* fourteen times (*act f11b, f13b, f15, f17, f19b, f21, f23b, f25, f27b, f29, f33a, f33b, f35b, f47*). The use of the Utterances of G6 teachers in such activities is as follows.

1) Assertive Explaining

The assertive type of speech act *describes being* used by G6 teachers in questioning activities seven times (*act f11a, f13a, f19a, f27a, f35a, f43a, f45a*), as in *the following act f11a*.

Teacher G6 : Adanya perampok dan binatang buas menyebabkan jalan darat, jalan sutra tidak aman mereka mengalihkan lewat jalan laut, lewat jalan laut pun yang paling dekat lewat selat Malaka dan selat Sunda. (atc f11a)

The type of speech act used to explain that the presence of robbers and beasts caused roads, unsafe silk roads they diverted by sea road, by sea road the closest through the Strait of Malacca and the Strait of Sunda.

2) Assertive Confirm

The assertive type of speech act *confirms that* it is used by G6 teachers in questioning activities three times (*act f23a, f31, f37a*), as in *the following act f23a*.

Teacher G6 : Untuk tentang keyakinan beragama kelas 7 F harus tau ajaran tokoh-tokoh yang punya peran

*didalam agama misalnya aja tentang agama
Budha, agama Hindu, agama Islam, ataupun
agama Katolik* (atc f23a)

The type of speech act used by G6 teachers is to affirm to grade 7F students that they must know the teachings of figures who have a role in religion.

3) Directive Questioning

The speech act type of *questioning directive* is used by the G6 teacher in questioning activities five times (*act f37b, f39, f41, f45b, f49b*), as in *act f25* below.

Teacher G6 : Yang sudah kesana 7 F. (act f37b)

The type of speech act used by the G6 teacher is intended by the teacher to ask the students who has been to Kudus.

4) Directive Fishing

The type of speech act *directive is* used by the G6 teacher in questioning activities once as in *the following act f43b* .

Teacher G6 : Namanya jimat Kalima..... (act f43b)

This type of speech act is intended to provoke students to answer the teacher's questions about kalimasada amulets.

5) Directive Advising

The directive speech act type of *advising* is used by G6 teachers in questioning activities once as in *act f51* below.

Teacher G6 : Kapan-kapan ada ulangan harus bisa mengerjakan
kan (act f51)

This type of speech act is intended by teachers to advise that students if there is a test should be able to do it.

6) Directives Welcome

The directive speech act type *allows it to* be used by G6 teachers in questioning activities once as in *act f49a* below.

*Teacher G6 : Sebelumnya 7F ada yang mau tanya, kita lanjutkan
silahkan jangan dikerjakan dulu yang belum*

*jasas, yang belum tanya 7E, mana yang belum
jasas. (act f49a)*

This type of speech act is intended by teachers to *allow* students if there is something unclear, they are welcome to ask questions before continuing the next material.

7) Directive Test

The type of speech act *test directive* is used by the G6 teacher in questioning activities fourteen times (*act f11b, f13b, f15, f17, f19b, f21, f23b, f25, f27b, f29, f33a, f33b, f35b, f47*), as in *the following act f11b*.

Teacher G6 : Adanya perampok dan binatang buas menyebabkan jalan darat, jalan sutra tidak aman mereka mengalihkan lewat jalan laut. Lewat jalan laut pun yang paling dekat lewat selat Malaka dan selat Sunda (act f11a)

Teacher G6 : Coba jalan laut itu terkenal dengan apanya? (act f11b)

The type of speech act used by the G6 teacher was intended to *test* students' understanding of the sea road, which is famous for being because robbers and beasts caused roads, unsafe silk roads they diverted through sea roads. The sea road is the closest through the Strait of Malacca and the Strait of Sunda.

d. Types of Teacher G6 Speech Acts in Experimenting Activities

In the G6 teacher's attempted activities the type of speech act used was the assertive speech act type *explained* once (*act f65*), *the assertive affirmed* once (*act f57*), *the directive asked* three times (*act f53b, f55, f59*), *the directive ordered* four times (*act f53a, f61, f63, f67*), as follows.

1) Assertive Explaining

The assertive type of speech act *explains that* it is used by G6 teachers in Associating activities once as in *act f65* below

Student G6 : Presentasinya gimana (act f64)

Teacher G6 : Ya dibaca, ada yang bertanya dijawab (act f65)

The type of speech act used by the G6 teacher is included in the type of *assertive* speech act explaining because the teacher explains that the presentation is read and if someone asks to be answered.

2) Assertive Confirm

The assertive type of speech act *confirms that* it is used by G6 teachers in Experimenting as much as once as in the following speech of *Act f57* .

Teacher G6 : Berarti kita pilih enam kelompok (act f57)

The type of speech act used by the G6 teacher belongs to the type of assertive speech act *to select* six groups.

3) Directive Questioning

The *questioning directive* speech act type was used by the G6 teacher in Experimenting three times (*act f53b, f55, f59*). As for the example as in *the following act f53b*.

Teacher G6 : Sekarang kita bentuk adanya kelompok kerja? (act f53a)

Teacher G6 : Ada tiga puluh.....? (act f53b)

The type of speech act used by the G6 teacher belongs to the type of speech act *directive asking* if there are thirty students.

4) Directive Tell

The directive speech act type *telling is* used by the G6 teacher in Experimenting four times (*act f53a, f61, f63, f67*),

as in *act f53a* below.

*Teacher G6 : Sekarang kita bentuk adanya kelompok kerja...
(act f53a)*

The type of speech act used by the G6 teacher was to *tell* students to take part in a working group.

e. Types of Teacher G6 Speech Acts in Associating Activities

Teachers do not do Associating activities.

f. Types of Teacher G6 Speech Acts in Communicating Activities

In the activity of communicating the type of speech act used by the G6 teacher, namely the type of speech act *directive ordered* twice (*act f69, f71*), *expressive praying* once (*act f73*), as follows.

1) Directive Instructs

The type of speech act used by G6 teachers in communicating activities is the directive speech act *twice* (*act f69, f71*). As for the example as in *act f69* below.

*Teacher G6 : Sut.....sut tolong dipersiapkan kelompok tiga,
kemudian nanti ketua dibantu dengan anggotanya
dibantu untuk presentasi (act f69)*

This type of speech act is intended by the teacher to tell the head of group three to prepare a presentation assisted by his members.

2) Expressive Praying

The type of expressive speech act *praying* is used by G6 teachers in communicating activities once as in *the following act f73*.

Teacher G6 : Ya makasih, mudah-mudahan besok mendapatkan hasil yang bagus dan kemudian bisa mendapatkan hasil yang maksimal... (act f73)

This type of speech act is intended to pray for students to get good results and then be able to get maximum results.

g. Types of Teacher G6 Speech Acts in Closing Lesson Activities

In closing the lesson by the G6 teacher, there is one type of speech act that is used, namely *expressive greetings* once, as in *act f75* as follows.

Teacher G6 : Dah selamat siang (act f75)

The type of speech act used by the G6 teacher is included in the type of speech act *expressive greeting* with the teacher giving a good afternoon greeting at the end of the lesson.

Directive speech act types as the most common type of speech act used by teachers have eight of the most prominent variations. This is in line with Mulyani's (2011) research which states that (a) directive speech act orders include the type of speech act directive *of governing, warning, ordering, reprimanding, prohibiting, urging, and requiring*; (b) speech act requests include the type of speech act directive *of asking, pleading, appealing, inviting, and wishing*, and (c) suggestions including directive speech act types *of encourage, advise, advocate, welcome, offer, and suggest*. There are findings from the use of speech act teacher directives in line with Mulyani's research (2011), namely the type of speech act directive ***test and check***.

CHAPTER V

THE SPEECH ACT USED BY THE STUDENTS IN TEACHING-LEARNING PROCESS

A. Introduction

The speech act used by the students in teaching-learning process, is studied and discussed with a pragmatic approach from a pragmatic point of view, *means-end* or way-goal and *heuristic*. In accordance with the formulation of the problem stated in the initial part of this study, the results of the research and discussion will be presented in chapter IV which is the result of findings, discussions,, and interpretations of objective data in the field related to types of student speech acts in analysis with *heuristic* analyzes, namely the interpretation of the intention of a speech or speech act from the view of the speaker or speech partner (Mt), in junior school with a K13 background. In presenting the results of this study, the teacher is coded with, G1 students are students who take part in G1 teaching and learning activities, as well as for G2 students for students who take part in G2 teacher teaching and learning activities, and so on.

B. The Speech Act Used by The Students in Teaching-Learning Process

1. Types of Speech Act Student G1 Junior School 12

a. Types of Student G1 Speech Acts in Opening Lessons

In the opening of the lesson by Student G1, there are two types of speech acts used, namely: *assertive speech acts stated*

once (*act a.4*) and *expressive speech acts answering greetings* once (*act a2*), as follows.

1) Assertive States

The assertive type of speech act *states that it* is used by Student G1 in opening lessons once, namely in *act 4*, as in the following speech.

teacher G1 : Siapa yang tidak masuk? (act a3)

Student G1 : Kalina (act a4)

type of speech act used by Student G1 is included in the type of *assertive speech act stating*, that in the lesson that day Kalina did not enter.

2) Expressive Answering Greetings

The expressive type of speech act *answering greetings* is used by Student G1 in opening the lesson once, namely in *act a2*, as in the following speech.

teacher G1 : Assalamualaikum Warohmatulahi Wabarakatu (act a1)

Student G1 : Waalaikumsalam Warohmatulahi Wabarakatu (act a2)

This type of speech act is included in the type of *expressive speech act answering greetings*, so that the speaker (teacher G1) is always in a state of safety and gets mercy and blessings from Allah as well.

b. Types of speech acts student G1 in Observing Activities

In observing activities, Student G1 *does not carry out speech activities*.

c. Types of Student G1 speech acts in Questioning Activities

The questioning activity was *not carried out* by Student G1 because the nature of the material was clear at the time of the observing activity.

d. Types of student G1 speech acts in Experimenting Activities

Student G1 responded with one type of speech act, namely *assertively stated* twice, namely in *acts a22* and *a24*, as in the following act *a22*.

Teacher G1 : Yang ke dua menunjukkan perilaku santun.
Jelas? (act a21)

Student G1 : Jelas (act a22)

This type of speech act is included in the assertive speech act type *stating* that the second basic competence of showing polite behavior is clearly understood.

e. Types of Speech Act Student G1 in Associating Activities

In associating activities Student G1 responded with one type of speech act, namely *assertive stated* five times (*act a62*, *a64*, *a66*, *a68*, *a72*). The type of speech act is as in *act 62* below.

Teacher G1 : Komponen lingkungan itu apa saja? (act a61)

Student G1: Lingkungan biotik, abiotik, sosial, budaya
(act a62)

The type of speech act used by student G1 is included in the type of *assertive speech act stating* that the environmental component is a biotic, abiotic, social, cultural environmental component.

f. Types of Speech Act Student G1 in Communicating Activities

In communicating activities Student G1 responds with one type of speech act, namely *assertively stating* once (*act a38*) and *assertively notifying* once (*act a48*), as follows.

1) Assertive States

The assertive type of speech act *states that* it is used by Student G1 in communicating activities once as in *act a38*

below.

teacher G1 : Yang masuk lingkungan sosial budaya apa saja?
(act a38)

Student G1 : Pasar
(act a39)

The type of speech act used by Student G1 is included in the type of *assertive speech act stated* because the Student gives a statement according to the actual situation, namely that what belongs to the socio-cultural environment is the market.

2) Assertive Telling

The assertive speech act type of *notify* is used by Student G1 in communicating activities once as in *the following act* a48.

teacher G1 : Ada yang bisa menanggapi mungkin kelompok lain?
(act a47)

Student G1 : Gambar kelompok abiotik ada yang salah.
(act a48)

The type of speech act used by Student G1 is included in the type of *assertive speech act* because the Student tells that the abiotic group image is wrong.

g. Types of Speech Act Student G1 in Closing Lesson Activities

In closing the lesson by Student G1, there is one type of speech act used, namely the assertive speech act type of *stating* once (act a80a), and *expressive answering the greeting* once (act a82). The use of the student G1 type of speech act in closing the lesson is as follows.

1) Assertive States

The type of speech act used by Student G1 in closing the lesson is the *assertive speech act stated* once as in *the following act* a80a.

teacher G1 : *Yuk kita akhiri bersama dengan ucapan hamdallah* (act a79)

Student G1 : *Alhamdulillah* (act a80a)

The type of speech act used by teacher G1 is included in the type of *assertive speech act stated*, because the Student expresses or shows a psychological attitude by saying *hamdallah*.

2) Expressively Answering Greetings

The type of speech act used by Student G1 in closing the lesson is an *expressive speech act answering a one-time greeting* as in act a82 below.

teacher G1 : *Wassalamualaikum waroh matullahi wabarokatu* (act a81)

Student G1 : *Waalaiikum salam waroh matullahi wabarokatu.* (act a82)

The type of speech act used by student G1 is included in the type of *expressive speech act of answering greetings*, by answering greetings.

In the teaching and learning activities of student G1 in junior school 12 there are 54 speech acts. G1 students used 13 speech acts (24.10%). Overall, teachers still dominate the use of speech acts in their classrooms. The dominant type of speech act used by Student G1 to respond to the G1 teacher's type of speech act with the highest order, namely type of speech act assertive, tightened 10 times (18.5%).

There is no type of speech act found in the questioning activity because the teacher does not explicitly carry out the activity, with the reason that the Student has done singing activities and making *yel yel*, so that if there are still questioning activities that serve to stimulate or help prepare the Student to go deeper into the meter, it will feel boring, because with the singing and *yel-yel* done the Student already represents the

growth of his enthusiasm for learning. Therefore, there was no appearance of the student's speech act in the questioning activity.

2. Types of Speech Acts of G2 Students in Teaching and Learning Activities at SMP 12

a. Types of Speech Acts of G2 Students in Opening Lessons

In the opening of the lesson, there are two types of speech acts used by G2 students, namely *assertively answering greetings* once (*act b4, b6*), and *expressively agreeing* once (*act b8*). The use of such utterances is as follows.

1) Answering Greetings

The assertive type of speech act of *answering greetings* is used by G2 students in opening lessons twice (*acts 4, 6*). The use of this type of speech act as in *act 6* is as follows.

Teacher G2 : *Selamat Pagi, anak-anak?* (act b5)

Student G2 : *Selamat Pagi, Pak.* (act b6)

This type of speech act is included in the type of *assertive speech act answering greetings*, because the speech is intended to answer greetings from the teacher.

2) Expressively Agreed

This type of *expressive* speech act is used by G2 students in opening lessons once, namely in *act b8*, as in the following speech.

Teacher G2 : *Yuk, kita sampai pada Bab 9, ya?* (act b7)

Student G2 : *Ya...* (act b8)

is type of speech act is intended to state or show the psychological attitude of G2 students that they agree that this meeting is included in the subject matter of Chapter Nine.

b. Types of Speech Acts of G2 Students in Observing Activities

In the observing activity by G2 students, there is one type of speech act used, namely the type of *assertive speech act stated* once, as in *act b10* below.

Teacher G2 : Untuk interaksi makhluk hidup dengan lingkungannya, kita nanti melakukan suatu kegiatan dilapangan. (act b9)

Student G2 : Ya (act b10)

The type of speech act used by the G2 student is included in the type of *assertive speech act stating* by stating yes which means agreeing with the teacher's statement promising that for the material Interaction of Living Beings with their Environment they will carry out an activity in the field.

c. Types of Speech Acts of G2 Students in Questioning Activities

In questioning activities by G2 students, there is one type of speech act used, namely *the assertive speech act stated* once (*act b22*) as follows.

Teacher G2 : Lha kira-kira komponen apa saja? (act b21)

Student G2 : Komponen biotik dan abiotik (act b22)

The type of speech act used by student G2 is included in the type of *assertive speech act states* because the speech is intended by the speaker (Student G1) by stating that there are biotic and abiotic components.

d. Types of G2 Student Speech Acts in Experimenting Activities

In experimenting Student G2 activities, there is no type of speech act used by Students.

e. Types of Speech Acts of Student G2 in Associating Activities

In associating activities, Student G2 responded with two types of speech acts, namely *assertively stated* 75 times (*act b30, b32, b36, b38, b40, b42, b44, b45a,b 46, b48, b50, b52, b54, b56, b58, b60, b62, b64, b66, b68, b70, b72, b76, b78, b80, b82, b88, b94, b96,b100, b102, b104, b106, b108, b110, b112, b114, b116, b122, b128, b130, b132, b134, b138, b140, b142, b146, b148, b150, b154, b156, b158, b160, b162, b164, b166, b168, b174, b180, b182, b184, b186, b192, b198, b200, b206, b208, b216, b228, b236, b238, b240, b242, b250, b254*), *the directive asks* once (*act b204*), *expressively thank you* twice (*act b84*) and (*act b90*), *expressive joked* three times (*act b210, b212, b218*), *expressive wonder* once (*act b172*). The use of student G2's type of speech acts in the associating activity is as follows.

1) Assertive States

The type of *assertive speech act states that* it was used by Student G2 in associating activities 74 times (*act b30, b36, b38, b40, b42, b44, b45a, b46, b48, b50, b52, b54, b56, b58, b60, b62, b64, b66, b68, b70, b72, b76, b78, b80, b82, b88, b94, b96, b100, b102, b104, b106, b108, b110, b112, b114, b116, b122, b128, b130, b132, b134, b138, b140, b142, b146, b148, b150, b154, b156, b158, b160, b162, b164, b166, b168, b174, b180, b182, b184, b186, b192, b198, b200, b206, b208, b216, b228, b236, b238, b240, b242, b250, b254*). The use of this type of speech act is as in *act 30* below.

Teacher G2 : *Yang termasuk komponen biotik itu antara lain apa?* (*act b29*)

Student G2 : *Manusia, hewan* (*act b30*)

The type of speech act used by Student G2 is included in the type of *assertive speech act stated* because Student gave an answer to the Teacher's question that the biotic component included humans and animals.

2) Assertively Agree

The assertive type of speech act *agrees* to be used by Student G2 in associating activities once as in the speech of Act b32 below.

Teacher G2 : *Pokoknya yang namanya bio itu hidup, ya*
(act b31)

Student G2 : *Ya*
(act b32)

The type of speech act used by Student G2 is included in the type of *assertive* speech act agreed because the Student gives a statement of approval to the Teacher's assertion that the name bio is alive.

3) Directive Questioning

This type of *questioning directive* speech act is used by Student G2 in associating activities once as in act b204 below.

Teacher G2 : *Ya ada yang perlu ditanyakan atau tidak? Saya berkesempatan bertanya sebelum saya lanjutkan yaitu materinya. Silahkan?* (act b203)

Student G2: *Kanibal* (act b204)

The type of speech act used by Student G2 is included in the type of speech act of *the directive asking* questions because the Student wants the Teacher to answer his questions about cannibals.

4) Expressive Gratitude

This type of *expressive* speech act is used by Student G2 in associating activities twice as in act b84 and act b90, as in act b90 below.

Teacher G2 : *Kan cerdas to itu...ora mung ngerasakke, oh.... iwak babat ki enak* (act b89b)

Student G2 : *Hahaha (tertawa)...* (act b90)

The type of speech act used by Student G2 is included in the type of *expressive speech act thanking* because the Student

states or shows a psychological attitude by joking.

5) Expressive Joking

This type of *expressive* speech act is used by Student G2 in associating activities once as in act b172 below.

Teacher G2 : Sumanto, Sumanto itu termasuk kanibal atau bukan? (act b211)

Student G2 : Termasuk pak (act b212)

The type of speech act used by Student G2 is included in the type of *joking expressive* speech act because the Student states or shows a psychological attitude by joking that Sumanto is a cannibal.

6) Expressive Wonder

This type of *expressive* speech act is used by Student G2 in associating activities once as in act b172 below.

Teacher G2 : Kemudian contoh untuk komensalisme itu kan yang satu untung yang satunya tidak dirugikan contoh yaitu tumbuhan epifik (act b171)

Student G2 : Hah..... (act b172)

This type of speech act is included in the type of *expressive* speech act because the Student states or shows a psychological attitude of wonder with a *huh* expression.

f. Types of Speech Acts of Student G2 in Communicating Activities

There were no communication activities carried out by Teacher G2, because the communicating activities were acculturated in associating activities.

g. Types of Shiva G2 speech acts in Closing Lessons

In closing the lesson, Teacher G2 uses two types of speech acts used, namely: *expressively answering greetings* once such as *act b258* below.

This type of speech act is intended to show their psychological attitude by answering greetings from the teacher.

b. Types of Speech Acts of Student G3 in Observing Activities.

In observing activities, there is one type of speech act used by Student G3, namely the type of *assertive speech act* stated three times (*act c44, c46, c48*). The use of this type of speech act is as in *the following act c44*.

Teacher G3 : Dilatometer digunakan untuk mengetahui?
(*act c45*)

Student G3 : Muai zat
(*act c46*)

This type of speech act binds the student to the truth of the proposition expressed that the Student already knows the usefulness of the dilatometer.

c. Types of Speech Acts of Student G3 in Questioning Activities

In questioning activities, there is one type of speech act used by Student G3, namely *assertive speech acts* stated ten times (*act c56, c58, c60, c66, c68, c70, c72, c74, c76, c78*). The use of this type of speech act is as in *act c56* below.

Teacher G3 : Mengalami perubahan suhu, naik, itu diberi apa?
(*act c55*)

Student G3 : Energi panas
(*act c56*)

The type of speech act used by Student G3 binds Student to the truth of the proposition expressed by the fact that the temperature undergoes an upward change that is given heat energy.

d. Types of Speech Acts of Student G3 in Experimenting Activities

In the tried activity, there were two types of speech acts used by Student G3, namely, *assertive states* 13 times (*act c92,*

c94, c96, c110, c112, c114, c120, c128, c130, c138, c164, c180, c186), *the directive asked* three times (*act c168, c179, c182*). The use of Student G3's speech in the tried activity is as follows.

1) Assertive States

The *assertive* type of speech act *states that it* was used by Student G3 in experimenting 13 times (*act c92, c94, c96, c110, c112, c114, c120, c128, c130, c138, c164, c180, c186*), as in the following speech of *Act c92*.

Teacher G3 : Udah? (act c91)

Student G3 : Sudah (act c92)

The type of speech act used by Student G3 is intended by the speaker (Student G3) to state that it has been.

2) Questioning Directive

The questioning *directive* speech act type is used by Teacher G3 in experimenting three times (*act c168, c179, c182*), as in *act c168* of the following utterance.

Teacher G3 : Kalau melihat sebelah sini dengan sebelah sana
(act c167)

Student G3 : Yang biru itu apa bu? (act c168)

This type of speech act is intended by the speaker (Teacher G3) to make an influence so that the speech partner (Student G3) takes action, namely answering questions.

e. Types of Speech Acts of Student G3 in Associating Activities

In associating activities Student G3 responded with two types of speech acts, namely *assertively stated* 19 times (*act c276, c290, c292, c294, c296, c298, c300, c302, c304, c306, c308, c312, c316, c318, c320, c322, c324, c326, 328*), *expressive disappointment* twice (*act c288, c330*). The use of teacher G3's type of speech acts in these associating activities is as follows.

1) Assertive States

The type of *assertive speech act states* that it is used by Student G3 in associating activities 19 times (*act c 276, c290, c292, c294, c296, c298, c300, c302, c304, c306, c308, c312, c316, c318, c320, c322, c324, c326, c328*). The use of this type of speech act is as in *act c276* below.

Teacher G3 : Jadi pemuain itu apa? (act c275)

Student G3 : Pemuain bertambah volum itu yang disebut memuai, dan pemuain dari zat satu dengan zat lain berbeda, punya sifat sendiri-sendiri (act c276)

The type of speech act used by Student G3 is included in the type of assertive speech act *stated* because the Student gives a statement in the form of an answer to the teacher's questioning about expansion.

2) Expressive Disappointment

The type of *expressive speech act* was used by Student G3 in associating activities twice (*act c288, c330*). The use of this type of speech act is as in *act c288* below.

Teacher G3 : Kelompok lima salah karena tidak mengerjakan (act c287b)

Student G3 : Yeeee (act c288)

This type of speech act is included in the type of *expression speech act* disappointed because the Student states or shows a psychological attitude with *yeee* a sign of disappointment with the results of his work.

f. Types of Student G3 Speech Acts in Communicating Activities

In the activity of communicating the type of speech acts used by Student G3, namely *assertively stated* 21 times (*act c198a, c200, c202, c204, c206, c208, c216, c218, c220, c232, c236, c238,*

c240, c244, c250, c252, c256, c258, c260, c262, c264). The use of this type of speech act is as in *the following act c198a*.

Teacher G3 : Belakangnya kelompok berapa? (act c197)

Student G3 : Lima (act c198a)

The type of speech act that Student G3 uses to state that the back group is group five.

g. Types of Student G3 Speech Acts in Closing Lessons

In closing the lesson, Student G3 does not use the type of speech act.

From the presentation above, it can be seen that Teacher G2 does not carry out communication activities because these activities have been realized into one with associating activities. The type of speech act used by Student G2 can be shown that there are 244 speech acts used by teacher and student. Teacher G2 used 157 speech acts (64.30%) and Students used 87 speech acts (35.70%). The most widely used speech acts of Teacher G2 are the directives testing 72 (29.50%), the types of speech acts of the directive checking 20 (8.20), and the assertive 27 (11.06%), while the type of speech acts that are most widely used by Students is stating 74 (30.30). This means that the teacher always checks and tests and gives affirmation in his teaching and learning activities, student responds by giving statements to all types of speech acts used by the teacher.

In teaching and learning activities, not all series of teaching and learning activities in K13 is carried out by the Teacher. The activity is a communicating activity which is the sixth step in the scientific approach because the activity has been realized into one with associating activities. Therefore, there was no appearance of Student speech acts in these activities, this was not done on the grounds that Students responded to the teacher speech acts by paying attention to the Teacher's advice to directly conduct experiments.

4. Types of Speech Acts of Student G4 in Teaching and Learning Activities at SMPN 4

a. Types of Student G4 Speech Acts in Opening Lessons.

In the opening of the lesson, there is one type of speech act used by Student G4, namely the type of assertive speech act *stated* six times (*act d4, d6, d8, d10, d12, d14*). The use of this type of speech act is as in *act d4* as follows.

Teacher G4 : Sebelum kita memulai pelajaran bu Esti tanya dulu, nah hari ini siapa yang tidak masuk
(*act d3b*)

Student G4 : Nabila (*act d4*)

The type of speech act used by Student G4 is included in the type of *assertive* speech act *stated*, because the speech is intended by the speaker (Student G4) to state that today Nabila did not enter.

b. Types of Speech Acts of Student G4 in Observing Activities

In observing activities, there is one type of speech act used by Student G3, namely *assertively stating* once (*act d16*). As in the following utterance.

Teacher G4 : Kita hari ini akan membahas bahwa ternyata manusia dan lingkungan hidup ada hubungan yang sangat erat, tergantung nanti bagaimana kita sebagai manusia itu apakah lingkungan itu yang mempengaruhi kita atau kita yang dipengaruhi oleh alam, apakah kita bisa memanfaatkan alam atau kita tidak bisa memanfaatkan alam, nanti akan kita lihat disini, kemarin bu Esti sudah cerita siapa yang tau dan mendengar berita di TV, terus sekarang di Indonesia itu sedang krisis tentang lingkungan (*act d15*)

Student G4 : Ya bu (*act d16*)

The type of speech act used by Student G4 is included in the type of assertive speech act *stating*, because the form of speech mentioned above binds the speaker to the truth of the proposition expressed, namely student stating yes ma'am.

c. Types of Speech Acts of Student G4 in Questioning Activities

In questioning activities by Student G4, there is one type of speech act used, namely *assertive speech acts stated* nine times (act d18, d20, d22, d24, d26, d28, d30, d32, d34). The use of this type of speech act is as in *the following act d18*.

Teacher G4 : Berarti menurut kalian, sekarang ini masalah yang ada di TV itu ada di daerah mana
(act d17)

Student G4 : Riau (act d18)

The type of speech act used by Student G4 is included in the type of assertive speech act *stated* because the speech binds the Student to the truth of the proposition expressed with his fact that currently the problem on TV is happening in the Riau area.

d. Types of Speech Acts of Student G4 in Experimenting Activities

In the tried activity, there is one type of speech act used by Student G4, namely *assertively stating* four times (act d40, d46, d48, d50), as in *act d40* as follows.

Student G4 : Bu ini dua (act d40)

Teacher G4 : Dobel ya (act d41a)

The type of speech act used by Student G3 is intended to state that they have a double worksheet.

e. Types of Speech Acts of Student G4 in Associating Activities

In associating activities Student G4 responded with two types of speech acts, *assertive stating* 16 times (*act d66, d72, d76, d78, d80, d88, d90, d91d, d92, d94, d96, d102, d108, d114, d116, d118*) and *the directive asked* seven times (*act d68, d70, d74, d86, d98, d100, d112*), as follows.

1) Assertive States

The type of *assertive speech act state*, it is used by Student G4 in associating activities 16 times (*act d66, d72, d76, d78, d80, d88, d90, d91d, d92, d94, d96, d102, d108, d114, d116, d118*), as in *act d66* below.

Teacher G4 : Adakah pertanyaan? (act d65)

Student G4 : Saya bu (act d66)

The type of speech act used by Student G3 was intended to give a statement that **I was the** one who would ask.

2) Directive Ask

The type of speech act used by Student G4 in associating activities is the directive speech act *asking* seven times (*act d68, d70, d74, d86, d98, d100, d112*). The use of this type of speech act is as in *the following act d68*.

Student G4 : Tanya bu (act d68)

Teacher G4 : Ya Zidan. (act d69)

The type of speech act used by Student G4 is intended by the speaker (Student G4) to ask the Teacher.

f. Types of Student G4 Speech Act in Communicating Activities

In communicating the type of speech act used by Student G4, namely *assertively stating* twice (*act d54, d60*), *the directive asks* once (*act d52*), as follows.

1) Assertive States

The assertive type of speech act *states that it* is used by Student G4 in communicating activities twice (*act d54, d60*). The use of this type of speech act is as in *the following act d54*.

Teacher G4 : *Siap semuanya.* (act d53)

Student G4 : *Siap* (act d54)

The type of speech act used by Student G4 is included in the type of *assertive* speech act because the Student gives a statement that they are ready.

2) Questioning Directive

The type of speech act used by Student G4 in communicating activities is a directive speech act *asking once*, as in *act d52* below.

Student G4 : *Bu yang presentasi berapa?* (act d52)

The type of speech act used by Student G4 is included in the type of speech act of the *directive asking questions* because the speech is intended for the Teacher to answer the student's question of how many groups are presented.

g. Types of Student G4 Speech Acts in Closing Lessons

The following describes the results of the research on the type of speech acts of Student G4 in closing lesson activities. In closing the lesson by student G4, the type of speech act used is *assertively stated* once as in the following *ct d120*.

Teacher G4 : *Semua tugas dikumpulkan ke depan dan nama kelompoknya* (act d119d)

Student G4 : *Ya bu* (act 120)

The type of speech act used by Student G4 is included in the type of *assertive* speech act stated because the Student makes a statement that all tasks are collected in front and the name of the group.

From the above presentation, it can be seen that the type of speech act most widely used by Teacher G4 is the type of assertive speech act explaining six times, the assertive stating 16 times, the assertive asserting eight times, the directive asking 37 times, the directive telling 35 times, the directive allowing six times. The type of speech act used by Student G4 the type of assertive speech act states 39 times, the directive asks eight times, as in the table as follows.

From the table above, it can be seen that the type of speech act that is most widely used by teacher G4 in teaching and learning activities in the classroom is the type of assertive speech act explained six times, the assertive asserting 16 times, the directive asking 16 times, the directive telling 10 times, the directive allowing six times. The type of speech act used by student G4 the type of assertive speech act states 39 times, the directive asks eight times. The most widely used speech acts of teacher G4 are Directive asking 37 (30.86%), the type of speech act directive 35 (20.23%), and the type of speech act assertive states 16 (9.23%). The most widely used speech acts of students, namely the Type of assertive speech act stated 38 (21.94%).

5. Types of speech act Student G5 in The Teaching-Learning Process at SMPN 1

a. Types of Speech Act Student G5 in Opening Lessons

In the activity of opening the lesson, the type of speech act used by Student G5, namely the type of assertive speech act *stated* three times (*act e6, e7a, e8*) and *expressively answered the greeting* twice (*act e2, e4*).

1) Assertive States

The assertive type of speech act *states that it* is used by Student G5 in opening lessons twice (*act e6, e8*), as in the following *act e6*.

Teacher G5 : Baik, hari ini siapa yang tidak masuk, semuanya masuk (act e5)

Student G5 : Ya (act e6)

The type of speech act used by Student G5 is intended to state that day all Students enter.

2) Expressively Answering Greetings

The expressive speech act type of *answering greetings* is used by Student G5 in opening lessons twice (*act e2, e4*), as in *the following act e2*.

Teacher G5 : Selamat Pagi anak-anak (act e9)

Student G5 : Pagi bu... (act e10)

The type of speech act used by Student G5 is included in the expressive type of speech act *answering greetings*, with *morning, mom*.

b. Types of speech act Student G5 in Observing Activities

In observing activities, there is one type of speech act used by Student G5, namely the assertive speech act type *stated* four times (*act e12, e14, e16, e18*), as in *act 12* below.

Student G5 : Kemaren 7C sudah mendapatkan fotokopian (act e11)

Teacher G5 : Sudah (act e12)

The type of speech act used by Teacher G5 is included in the assertive speech act type, *stating* that it is with the Student's statement that they have taken a photocopy.

c. Types of speech act Student G5 in Questioning Activities

From the results of data analysis in questioning activities by Student G5, there is one type of speech act used, namely assertive *stated* four times (*act e20, e22, e24, e26*), as in *the following act e20*.

Teacher G3 : Coba sekarang...kelompok satu dari satu sampai lima yang masih kosong no berapa? (act e19)

Student G3 : Udah semua (act e20)

Student G5 is included in the type of assertive *stated* because the speech is stated to the Student that they have done all the questions from number one to five.

d. Types of Speech Act Student G5 in Experimenting Activities

From the results of data analysis of the type of speech act used by Student G5 in experimenting activities, namely *assertively stated* as many as 3 times (act e38, e40, e42), as in act 38 below.

Teacher G5 : Itu sama atau berbeda? (act e38)

Student G5 : Sama (act e39)

The type of speech act used by Student G5 is included in the type of assertive speech act *stated* because the utterance is intended by the student to state that the results are the same.

e. Types of Speech Act Student G5 in Associating Activities

In associating activities student G5 responded with type speech act: *assertively stated* 49 times (act e98, e100, e102, e106, e108, e110, e112, e114, e116, e118, e120, e122, e124, e126, e128, e130, e132, e134, e136, e138, e140, e142, e144, e146, e148, e150, e152, e154, e156, e158, e160, e162, e164, e166, e168, e170, e172, e174, e176, e180, e182, e184, e188, e192, e194, e196, e210, e212, e214) and *the directive asked* five times (act e186, e190, e198, e202, e204), as follows.

1) Assertive States

The assertive speech act type *states that* it is used by Student G5 in associating activities 49 times (act e98, e100, e102, e106, e108, e110, e112, e114, e116, e118, e120, e122, e124, e126, e128, e130, e132, e134, e136, e138, e140, e142, e144, e146, e148, e150, e152, e154, e156, e158, e160, e162, e164, e166, e170, e172, e174, e176, e180, e182, e184, e188,

e192, e194, e196, e210, e212, e214), as in the utterance of *act e98* below.

Teacher G5 : Jadi kesimpulannya kalor jenis masing-masing sama atau berbeda? (act e97)

Student G5 : Berbeda (act e98)

The type of speech act used by Student G5 gives a statement in the form of an answer to the Teacher's questioning about the conclusion of each type of heat.

2) Directive Ask

The type of speech act used by Student G5 in associating activities is the speech act *directive asking* questions five times (*act e186, e190, e198, e202, e204*), as follows.

Teacher G5 : Yuk agak cepat sedikit membuat tabelnya jangan terlalu lama ya yang nyari tabel. (act e185b)

Siawa G5 : Waktunya (act e1186)

This type of speech act is intended by the Student to ask how long it takes for the Teacher to create the table.

f. Types of Speech Act Student G5 in Communicating Activities

In communicating the type of speech act used by Student G5, namely, *the assertive stated* 21 times (*act e46, e48, e50, e52, e54, e56, e58, e60, e64, e66, e68, e70, e72, e80, e82, e84, e86, e88, e90, e92, e94*), as follows.

Teacher G5 : Ok kita bandingkan kelompok 1, 2 dengan kelompok 3, dan 4 sama atau berbeda? (act e43)

Student G5 : Diam Memperhatikan (act e44)

Teacher G5 : Sama atau berbeda? (act e45)

Student G5 : Berbeda (act e46)

The type of speech act is intended that groups 1, 2 with groups 3, and 4 results of the discussion are different.

g. Types of Speech Act Student G5 in Closing Lesson Activities

In closing the lesson, Student G5 uses the assertive type of speech act *to answer greetings* once, as in *act e220* below.

Student G5 : Walaikumsalam Wr.Wb. (act e220)

The type of speech act used by Student G5 is intended to answer greetings from the Teacher.

From the table above, it can be seen the student used stated 83 times. The types of speech acts that are most widely used by teachers, namely directive and assertive, are responded to with assertive by Students.

6. Types of Speech Act Student G6 in SMPN 1

a. Types of Speech Act Student G6 in Opening Lesson Activities

In the activity of opening the type of speech act lesson used by Student G6, namely, the *assertive* speech act states four times (*act f2, f4, f6, f8*), as in *the following act f2*.

Teacher G6 : Ibu Kotanya India, siapa tau? (act f1c)

Student G6 : New Delhi (act f2)

The type of speech act is to state that India is the capital of New Delhi.

b. Types of Speech Act Student G6 in Observing Activities

In observing activities, there is no type of speech act used by students.

c. Types of Speech Act Student G6 in Questioning Activities

In questioning Student G6 using assertive speech act *explained* once (*act f36*), *assertive expressed* 20 times (*act f12, f14, f16, f18, f20, f22, f24, f26, f28, f30, f32, f34, f38, f40, f42, f44, f46, f48, f50, f52*), as follows.

1) Assertive Explaining

The *assertive* type of speech act is used by Student G6 in questioning activities once as in *act f36* below.

Teacher G6 : What is the proof that Sunan Kalijaga is the smartest, smartest? (act f35b)

Student G6 : At that time the Demak mosque will be built next to the square (atc f36)

This type of speech act is *intended to explain* that the proof is that Sunan Kalijaga is the smartest, smartest, namely that at that time the Demak mosque will be built next to the square.

2) Assertive States

The *assertive* speech act type states it is used by Student G6 in questioning activities 20 times (*acts f12, f14, f16, f18, f20, f22, f24, f26, f28, f30, f32, f34, f38, f40, f42, f44, f46, f48, f50, f52*) as in *the following act 12*.

Teacher G6 : Coba jalan laut itu terkenal dengan apanya? (act f11b)

Student G6 : Rempah-rempah (atc f12)

The type is to *state* that the sea road is famous for spices.

d. Types of Speech Act Student G6 in Experimenting Activities

The type of speech act used by Student G6 is *assertive four* times (*act f54, f56, f58, f60*), and *the directive* asks once (*act f64*), as follows.

1) Assertive States

The *assertive* type of speech act *states that* it is used by Student G6 in associating activities four times (*act f54, f56, f58, f60*), as in *act f54* below.

Teacher G6 : Ada tiga puluh..... (act f53b)

Student G6 : Tiga puluh pas (act f54)

The type of speech act used by Student G6 is intended to state that the result is that the number of Students is 30 pas no less and no more.

2) Directive Ask

The type of speech act used by student G6 in associating activities is the speech act *directive asking* questions once as in *the following act f64*.

Student G6 : Presentasinya gimana (act f64)

Teacher G6 : Ya dibaca, ada yang bertanya dijawab (act f65)

The type of speech act used by Student G6 is intended to ask how the presentation will be.

e. Types of Speech Act Student G6 Associating Activities

There are no associating activities carried out by the Teacher so that there is no type of speech act used by the Student in the activity.

f. Types of Speech Act Student G6 in Communicating Activities

In communicating the type of speech act used by Student G6, namely, *the directive asks once (act f70), expressively thanking once (act f74)*, as follows.

1) Questioning Directive

The type of speech act used by Student G6 in communicating activities is the speech act *directive asking* questions once as in *act f70* below.

Teacher G6 : Sut.....sut tolong dipersiapkan kelompok tiga, kemudian nanti ketua dibantu dengan anggotanya dibantu untuk presentasi (act f69)

Student G6 : Ketua kelompok pak (act f70)

This type of speech act is intended by the Student to ask what is the presentation of the group leader.

2) Expressive Gratitude

The type of speech act used by Student G6 in communicating activities is *expressive speech act thanked* once as in act f74 below.

Teacher G6 : Ya makasih, mudah-mudahan besok mendapatkan hasil yang bagus dan kemudian bisa mendapatkan hasil yang maksimal (act f73)

Student G6 : Ya pak (act f74)

This type of speech act is intended by students to thank having been prayed for by the Teacher.

g. Types of Speech Act Student G6 in Closing Lesson Activities

In closing the lesson, Student G6 uses an assertive type of speech act answering *greetings* once, as in the following act f76.

Student G6 : Selamat siang (act f76)

This type of speech act is included in the type of *assertive speech act answering greetings* because the speech is intended by the speaker (student G6) to answer greetings from the teacher.

Teacher G6 does not carry out a series of the teaching-learning process in K13, namely in associating activities on the grounds that these activities accumulate directly on experimenting activities. Speech act student in observing activities does not appear on the grounds that Students respond to speech act teacher with direct observing actions. students used 33 (37.08%). The speech act used by teachers the most prominent was speech act directive testing 14 (15.73%), and students using speech act assertive stated 20 (22.5%).

CHAPTER VI

THE EMBODIMENT OF TYPES OF SPEECH ACTS IN TEACHING AND LEARNING ACTIVITIES

A. Embodiment of the Use of Types of Speech Acts of Teachers and Students in Science Subjects in Junior Schools

The embodiment of the use of types of speech acts of teachers and students in science subjects with K13 in junior schools there are similarities in the use of types of speech acts in opening activities, namely G3 teachers with G5 Teachers with the type of assertive speech acts explaining and instructing questions, while in G2, G3 and G5 teachers there are similarities in the use of types of directive speech acts, directive checking and expressive greetings. Meanwhile, G3 students and G4 students respond with a type of assertive speech act stating, and in G2, G3, and G5 students there is a similarity in the use of expressive speech act types answering greetings.

There are 818 speech acts used by teachers and students in teaching and learning activities in science subjects. Teachers used 559 speech acts and students used 259 speech acts. the type of speech act that is most widely used by teachers is the type of directive speech act to test 119 times, the type of directive speech acts ordered 97 times, the type of assertive speech acts affirmed 79 times, and the types of directive speech acts ask 71 times, the types of directive speech acts check 21 times, the types of expressive speech acts praise 20 times, the types of directive speech acts invite 17 times, the type of assertive speech act

explains 16 (5.12%), the type of assertive speech act states 9 (2.88 %), and students use the type of assertive speech act stated as many as 233 times. The type of speech act used by teachers in teaching and learning activities of science subjects in junior school from the order that most prominent in frequency is the type of directive speech act telling, testing, asking, checking; the type of assertive speech act confirms and states; the type of speech act used by students that is most prominent is the type of assertive speech act stated.

This means that the teacher always checks and tests and gives affirmation in his teaching and learning activities and the student responds by giving a statement to all types of speech acts used by the teacher. In these teaching and learning activities, not all series of activities are carried out by teachers. The activity is a communicating activity which is the sixth step in the scientific approach because the activity has been realized into one with associating activities. Therefore, there was no appearance of student speech acts in the activity, this was not done on the grounds that students responded to the teacher's speech acts by paying attention to the teacher's advice to directly conduct the experiment. There is one activity that does not appear in the student's speech act, namely in the activity of closing the lesson which is the sixth step in the scientific approach, with the reason that students respond to the teacher's speech act by directly taking action, namely returning to the classroom.

B. Embodiment of The Use of Types of Speech Acts of Teachers and Students in Social Subjects in Junior Schools

The embodiment of the use of types of speech acts of teachers and students in social subjects with K13 in junior school there are similarities in the use of types of speech acts in opening lessons, namely G4 teachers with G6 teachers with assertive

speech act types explained, G1 teachers with G4 teachers with questioning directives, while in G1 and G4 teachers there are similarities in the use of directive speech act types. Meanwhile, G1, G4 students, and G6 students responded with a type of assertive speech act stated.

In the questioning activity, there are similarities in the use of speech act types in G4 teacher teachers and G6 teachers in the type of speech acts of the directive asking questions. Meanwhile, G4 students and G6 students responded with a type of assertive speech act stated. In the activity of trying there is a similarity in the use of the type of speech act in G1 teachers, G4 teachers, and G6 teachers there is a type of assertive speech act explaining, stating, the director asks and the directive instructs. Meanwhile, G1, G4 students, and G6 students responded with a type of assertive speech act stated. In associating activities, there are similarities in the use of speech act types in G1 teachers and G4 teachers in the type of assertive speech acts explained, the directorate offers and the directive tests.

G4 students and G6 students responded with the assertive type of speech act stated. In the activities of communicating, there are similarities in the use of types of speech acts in G1 teachers, G4 teachers, and G6 teachers in the type of directive speech acts. Meanwhile, G1 students and G4 students responded with a type of assertive speech act. In the activity of closing the lesson, there are similarities in the use of the type of speech act in the G1 teacher, the G4 teacher the type of assertive speech act, and the expressiveness of greetings. Whereas G1 students and G4 students respond with a type of assertive speech act, and G1 and G6 students respond with a type of expressive speech act answering greetings.

The overall realization of the use of types of speech acts of teachers and students in teaching and learning activities of social subjects with K13 in junior school can be seen in the

table as follows. There are 316 speech acts used by teachers and students in teaching and learning activities in Mapel Science at junior school. Teachers used 223 speech acts and students used 93 speech acts. Overall, teachers still dominate the use of speech acts in their classrooms. The dominant type of speech act used by the teacher in the highest order was the type of directive speech act 43 times, the type of directive speech act asked 37 (30.86%), the type of directive speech act tested 20 times, the type of assertive speech act stated 16 (9.23%), and students used the assertive speech act type to test 68 times.

In the implementation of 5M activities, the type of speech acts in questioning activities is not found because the teacher does not explicitly carry out these activities, arguing that students have done singing and making *yel yel* activities, so that if there are still questioning activities that serve to stimulate or help prepare students to go deeper into the material, it will feel boring. There is one teacher who does not carry out a series of teaching and learning activities in K13, namely associating activities on the grounds that these activities accumulate directly on trying activities. Meanwhile, the type of speech act of the student in the observing activity does not appear on the grounds that the student responds to the type of speech act of the teacher with the direct action of observing.

It can be concluded that the types of speech acts used by teachers in teaching and learning activities at junior school from the most prominent order of frequency are the types of directive speech acts asking, ordering, testing, and the types of assertive speech acts affirming and stating, while the type of speech acts used by students that are the most prominent are the types of assertive speech acts stating. In teaching and learning activities, the most prominent sequence of the frequency used by teachers is the type of directive speech act telling, testing, asking, checking, and the type of assertive speech act confirming and stating, while the type of speech

act used by students is the type of assertive speech act stating. In teaching and learning activities in social subjects, teachers use the type of directive speech act to instruct and ask, while the type of speech act used by students is the type of assertive speech act stated. There are many variations in the use of the type of speech act that teachers use in science, and there is only one type of speech act used by students, namely the type of assertive speech act.

C. Embodiment of the Use of Types of Speech Acts of Teachers and Students in Teaching and Learning Activities in junior schools

From the presentation of the results of the embodiment of the use of types of speech acts of teachers and students in teaching and learning activities at junior school, there are similarities in the use of types of speech acts in opening lessons, namely junior school 4 with junior school 1 with the type of assertive speech act explained, students responded assertively stating; in questioning activities only junior school 4 and junior school 1 student with the type of assertive speech act stated, in the activity of trying there are similarities in teachers and students of junior school 4 and junior school 1, namely in the type of speech act directive telling and assertive stating, in associating activities there are similar patterns in teachers and students of junior school 12 and junior school 4, namely in the type of assertive speech acts, affirming, affirming, the directive offers and the directive tests, the student uses the assertive type of speech act states. In closing the lesson, there are only similar patterns in teachers and students of junior school 12 and junior school 1, namely in the type of expressive speech act greetings and students use the type of expressive speech acts answering greetings. The entire summary of the realization of the use of types of speech acts of teachers and students in teaching and

learning activities with K13 in junior school can be illustrated in the table as follows.

Of all the types of speech acts used by teachers and students in teaching and learning activities, teachers used 745 types of speech acts and students used 456 speech acts. The types of speech acts used by teachers consist of four types, namely the type of assertive speech act (170 utterances/ 22%), directives (529 / 69%), expressive (63 speech / 8%), and accommodating (7/ 1%). As in the image below.

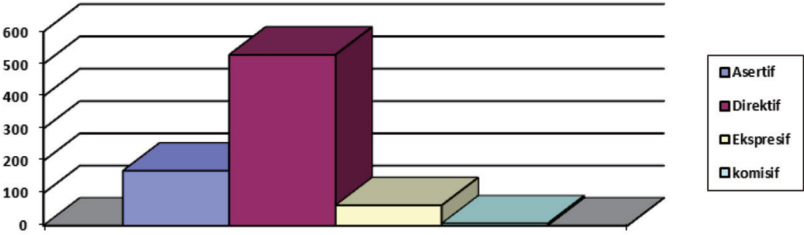


Figure Types of Teacher Speech Acts in Teaching and Learning Activities in Junior Schools

The types of speech act used by teachers from the highest order were the types of directive speech acts (directive speech acts) with directive speech sub-acts testing 188 (24%), *telling* 154 (20%), *asking* 106 (14%), *checking* 24 (3%), *inviting* 14 (2%), *offering* 13 (2%), *inviting* 12 (1.5%), and *advising* 10 (1%); types of assertive speech act with assertive speech sub-acts (assertive speech acts) *explaining* 110 (14%), *stating* 29 (3.8%), and 28 *affirming* (3.8%); types of expressive speech acts (expressive speech acts) with expressive speech sub-acts *praising* 23 (3%), *greetings* 10 (1%), *thanking* 9 (1%), *agreeing* 8 (1%); and commissive speech acts (commissive speech acts) with commissive speech sub-acts *promising* 7 (1%).

The type of assertive speech act and the type of directive speech act are used by the teacher in every learning activity

while the type of expressive speech act is used by the teacher in opening the lesson, associating and closing the lesson, and the type of commissive speech act is only used by the teacher in communicating activities.

Directive speech act types as the most types of speech acts used by teachers have eight of the most prominent variations. This is in line with Mulyani's (2011) research which states that (a) command directive speech acts include types of commanding directive speech acts, *warning, ordering, reprimanding, prohibiting, urging, and requiring*; (b) speech acts requests include directive speech act types, *requesting, pleading, soliciting, inviting, and wishing*, and (c) suggestions including directive speech act types *encouraging, advising, advocating, inviting, offering, and suggesting*. There are findings from the use of teacher directive speech act types in accordance with Mulyani's research (2011), namely the type of speech acts that the directive **tests and checks**.

Students used 456 speech acts in order, 420 assertive speech acts (92%), 18 directive speech acts (4%), and 18 expressive speech acts (4%). The types of speech act from the most order used by students are the type of assertive speech acts *stating* 414 speech acts (90%), *directive speech acts asking* 18 speech acts (4%), and *expressive speech acts answering greetings* 9 speech acts (2%). As in the table

It can be illustrated in the image below.

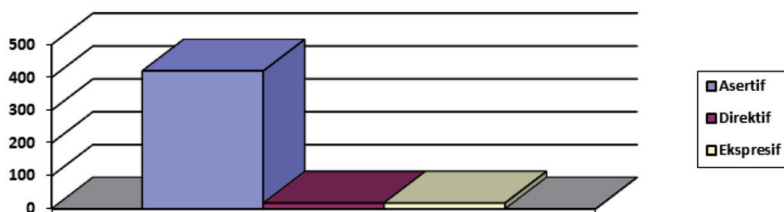


Figure Types of Speech Acts Students in Teaching and Learning Activities in Junior Schools

D. The Embodiment of Types of Speech Acts in Teaching and Learning Activities

In teaching and learning activities in junior schools consisting of junior school 12, junior school 4, and junior school 11, it can be concluded that the types of speech actions of teachers and students, in teaching and learning activities, are as follows.

1. Types of Teacher Speech Acts in Teaching and Learning Activities in Junior Schools

The types of speech acts used by teachers in teaching and learning activities consist of four types, namely the type of assertive speech act, the type of directive speech act, the type expressive speech act, and the type of commissive speech act. The types of speech act from the order most used by teachers are the type of speech acts directive testing, types of speech act directives, types of speech acts directives asking, types of speech acts directives checking, types of speech acts directives invite, types of speech acts directives offer, types of speech acts directives welcome and types of speech act directives advise; the type of assertive speech act explains, the type of assertive speech act states and the type of assertive speech act affirms; type of expressive speech act, type of greeting expressive speech act, type of thanking expressive speech act and type of affirmative speech act agree; and the commission's type of speech act the commission's speech act promised.

This type of test directive speech act is used by the teacher to control the student's understanding of all subjects that have been taught, with the aim of ensuring that the inputs, processes, and outputs that occur in the student are in accordance with the teaching and learning activity plan that has been set by the teacher. This is done to determine the suitability of the process of student teaching and learning activities with the achieve-

ment of learning objectives as early as possible, so as to achieve each core competency in teaching and learning activities.

The type of directive speech act used by the teacher to (1) provide instruction on every step of the learning that must be carried out by the student so that teaching and learning activities run smoothly in a pleasant learning atmosphere; (2) provide instruction by determining/instructing each step of learning that must be done by students because this K13 learning model is a relatively new learning model; (3) instruct students to conduct experiments on trying activities, instruct students to read sources other than textbooks, observe objects/events, and conduct interview activities with resource persons in accordance with the process standards in K13.

This type of speech act directive asks the teacher uses to ensure that students are psychically and physically prepared to participate in teaching and learning activities, and to inquire about the material that students have learned at past meetings related to the material to be studied or apperception.

This type of speech act is used by the teacher to check the material that has been studied and related to the material to be studied to deliver students (speaker) to the task to be carried out, and to check the student's understanding of the material or basic competencies to be achieved in the core activities and to check the development of stimulus in each student so that the school graduation standards of educational programs that must include three competencies, that is, attitudes, knowledge, and skills, succeeding completely (whole, holistic) occurs in the student.

This type of directive speech act invites teachers to use it to invite students to climb the ladder of higher understanding of the material, by providing development of learning opportunities with the help of teachers. The teacher invites students to make observations through activities: seeing, listening,

hearing, and reading, by facilitating them, training them to pay attention to (see, read, hear) the important thing of an object or objects.

This type of directive speech act offers to be used by teachers to provide extensive opportunities for students to process information that has been collected both limited from the results of collecting/ experimental activities and the results of observing activities and information gathering activities. Teachers offer various ways according to the interests of each student in processing the information they collect, from those that add breadth and depth to the processing of information that is in the nature of looking for solutions, and from various different sources to the contrary, in accordance with the standards of the K13 educational process.

This type of directive speech act allows teachers to use it to provide opportunities for students to construct knowledge in their cognitive processes in accordance with the standards of the K13 educational process. The teacher allows the student to develop a learning atmosphere that gives them the opportunity to discover, apply their own ideas, become aware, and consciously use their own strategies to learn.

This type of advising directive speech act is used by the teacher to encourage students to truly understand and be able to apply their knowledge, with advice that they work to solve problems, find everything for themselves, and strive to realize their ideas.

The type of assertive speech act explains the teacher's use in explaining (1) how to learn a material, (2) the learning objectives to be achieved, (3) the outline of the scope of the material, (4) the activities that students will carry out to solve problems or tasks, (5) explaining about the activities that students will carry out to solve their problems or tasks by providing sufficient space for initiatives, creativity, and independence according to the

talents, interests and physical and psychological development of the speaker.

This type of assertive speech act states that the teacher describes, describes, or states about the facts that exist, whether true or untrue, and is also used to express their feelings, making it easier for students to understand the meaning of the teacher's speech clearly.

The assertive type of speech act emphasizes that it is used by teachers to affirm the goals, processes, and learning outcomes that will be achieved during teaching and learning activities. This type of expressive speech act is used by the teacher to give praise to the results of observations and conclusions made by students based on the results of the analysis orally, in writing, or in other media. This type of expressive speech act is used by teachers to develop KI1 and KI2 and prepare students psychically and physically to follow the learning process, and also in closing lesson activities.

This type of *expressive speech* act is used by teachers to appreciate students that a person's response can be in the form of good or bad, positive or negative. If the response is positive then the person in question is likely to like or approach the object, while the thank you response is the preferred response. The thanking type of speech act E is used by the teacher as a reaction to the response of the grateful student.

This type of expressive speech act agrees to be used by the teacher to approve the results of observations and conclusions made by students based on the results of the analysis orally, in writing, or in other media that he conveys, to develop an attitude of honesty, conscientiousness, tolerance, the ability to think systematically, express opinions concisely and clearly, and develop good and correct language skills either individually or in groups, and the type of expressive speech act promises to be used by the teacher in the activity of closing the

lesson, as feedback on the learning process and results, so that the teacher can give his promise to the process of teaching and learning activities at the next meeting.

2. Types of Speech Acts Students in Teaching and Learning Activities in Junior Schools

The types of speech acts used by students are the type of assertive speech act stating, the type of directive speech act asking questions, and the type of expressive speech act answering greetings. This type of assertive speech act states that the student is used to state (1) the actual situation that occurs to him to the suitability of the teaching and learning activity process with the achievement of the learning objectives as early as possible, (2) that the inputs, processes, and outputs that occur in the student are in accordance with the teaching and learning activity plan that has been set by the teacher, (3) convey the information they have just received with those already in his memory to developed into information or abilities that are in accordance with the environment and the era, (4) express their feelings.

This type of questioning directive speech act is used by students to ask questions with exercises using questions from the teacher, until they can ask questions independently to develop their curiosity. The type of speech act E answers greetings used by students to develop KI1 and KI2 responds to greetings given by teachers.

D. The Discussion of The Embodiment of Types of Speech Acts in Teaching and Learning Activities

Teaching and learning activities are interactive activities between teachers and students to achieve learning objectives. Learning objectives are successfully achieved by the involve-

ment of teachers and students who actively participate in them. Proses learning with K13 requires the development of their abilities in a complete student so that the learning outcomes are expected to give birth to personal qualities that reflect the integrity of mastery of attitudes, knowledge, and skills (Copy of Appendix to the Minister of Education and Culture of the Republic of Indonesia No. 65, 2013 & No. 103, 2014, on Primary and Secondary Education Process Standards). This requires teachers to develop effective communication patterns in their teaching activities. With the communication skills possessed, the teacher can provoke active participation of students. Active student participation can be realized if the teacher can choose the type of speech acts and speech strategies appropriately to move students to do according to their wishes. This is based on the fact that one indicator of achieving learning objectives can be seen from the positive responses given by students.

In teaching activities with the 2013 curriculum at junior school, there are three important parts in which there is the use of speech acts, namely in opening lessons, cores, and closing activities. There were 1353 utterances, which are used by teachers and students. Teachers used 799 utterances or as much as (59.05%) and students used 544 utterances (40.95%).

Overall, the utterances used by teachers are still slightly dominant in their use, which is about 10%. In line with Hartanto (2003), which states that teachers behave very well in classroom interactions, characterized by the tendency to use a variety of work oriented towards conveying information easily and clearly. Wubbel et. al. (2005), states that in general, the behaviour of speech acts teachers is dominant. This is because teachers actually control students' responses with high control, which shows that they consider the possibility of high student control responses anyway. Another reason is that many students' responses are ungrateful, so teachers seem to use more numbers of utterances than their students. Untoro

(2010) and (Beltran, 2010) state that, the conversation in the class is dominated by the teacher, because the teacher wants to convey information quickly, easily, and clearly.

From the explanation above, it can be seen that in teaching and learning activities the use of speech is dominated by teachers, supported by four previous researchers' results. In this study, although the results still appeared that the teacher dominated the utterances because the teacher was dealing with a group of students, so if one of the group members had conveyed his speech act, it was considered to represent all members of his group, without having each group member convey one by one to the same speech. This is corroborated in *Permendikbud 81A* and *103*, that within the teaching-learning activities here are core activities of trying and communicating.

In trying activities students must be in groups, so the teacher's speech in groups is sometimes only represented by one student. Likewise, in the communication activity, only one student delivers a presentation to the front of the class, so that the teacher's speech is not responded to by students one by one but simply by being represented by one student in a group.

The use of speech acts dominated by teachers includes in junior school 12 there are 388 utterances, teachers use 206 and students use 182; in junior school 4 there are 583 utterances, teachers use 398 utterances and students use 225 utterances; in junior school 1 there are 382 utterances, teachers use 235 utterances and students use 147 utterances. When viewed from the frequency of using utterances which is most widely used in junior high school, the first order occurs, namely junior school 4, then junior school 12, and finally junior school 1. According to the school rankings, junior school 4 is a medium-ranked school, low-ranking junior school 12, and the highest-ranked junior school 1 according to national examination results. This rejects the notion of many who state that the use of utterances in schools with low ratings will have a higher frequency.

The highest frequency of speech acts use in the teaching-learning process occurs in schools with moderate ratings because there is no sense of silence between students and teachers. This is in accordance with Beltran (2010), that the interactions built by teachers in the teaching-learning process certainly have different patterns in each level of their teaching-learning process, the way students and teachers work together in interactions and in building language norms throughout the school year, indicating that teachers can set the learning context, with students who are proficient in the language in interacting with others.

The use of speech acts in the teaching-learning process for science and social studies subjects, it was found that more speech acts in science classes were used than in social studies classes. It also rejects the general view that the social studies class is definitely more crowded than the science class. The use of assertive type of speech acts that are higher in frequency than in social studies classes is disputed because the teacher must strictly control the response of students with high control. This is due to its scientific characteristics that demand a fitting and definite response to answers, so in the teaching-learning process, the teacher must have a high student control response as well (Wubbel et. al., 2005).

The use of speech acts in scientific approach activities, sequentially the most used speech acts by teachers and students in order, namely in the ability to reason 601 speech acts (44.40%), communicate 246 speech acts (18.18%), try 200 speech acts (14.70%), question 134 speech acts (9.90%), open lessons 103 speech acts (7.61%), observe 40 utterances (2.95%), and finally in closing activities 28 speech acts (2.06%). The most prominent use of speech acts is in frequency, namely in associating activities, this is because in this activity there are interactions that require the use of speech acts with high frequency. In this activity, students process the information that has been

collected to add breadth and depth of information to find solutions to problems or solutions to things they learn, from various sources that have different opinions to the contrary and can conclude both with writing and speech. This demands high control also from the teacher, (Wubbel et. al., 2005).

Among the seven steps of the teaching-learning process in K13, there are stages of activity that are not explicitly carried out by the teacher but are inserted in the other six steps of the activity. These activities are questioning activities by G1 teachers, communicating activities by G2 teachers, and associating activities by G6 teachers. This is acceptable because in accordance with the standard teaching-learning process in K13, in *Permendibud No. 85A of 2013*, and *No. 103 of 2014*, this is allowed, so it is not a problem.

Of the overall speech acts that occur in the teaching-learning process, the type of speech acts that are most widely used by teachers are in order type of directive (529/69%), assertive (170/22%), expressive (63 speech acts/8%), and accommodating (7/1%). The type of speech act used by teachers in the most order is the type of directive with sub-directive speech act; *testing* 188 (24%), *telling* 154 (20%), *asking* 106 (14%), *checking* 24 (3%), *inviting* 14 (2%), *offering* 13 (2%), *inviting* 12 (1.5%), and *advising* 10 (1%); assertive type with speech act sub assertive; *explains* 110 (14%), *states* 29 (3.8%), and 28 *confirms* (3.8%); expressive with *praised* 23 (3%), *greeting* 10 (1%), *grateful* 9 (1%), *agreed* 8 (1%); commissive *promised* 7 (1%). The type of assertive and the type of directive are used by the teacher in each learning activity while the type of directive is used by the teacher in opening the lesson, associating, and closing the lesson, and the type of commissive is only used by the teacher in communicating activities.

Teachers use the most speech acts with the eight most prominent variations. This is in line with Mulyani (2011) who

states that (a) directive orders include the type of *commanding, warning, ordering, reprimanding, prohibiting, urging, and requiring*; (b) requests include, *soliciting, pleading, exhorting, inviting, and wishing*, and (c) suggestions including the types of *encouraging, advise, advocate, welcome, offer, and rank*. There are findings from the use of types of teacher speech acts that are not found in Mulyani's research (2011), namely the type of directive ***to test and check***.

The types of test directive speech acts used by teachers are more than other directive speech acts. This is in accordance with the mandate of K13 (Permendikbud No. 68/2013) which adheres to the basic view that knowledge cannot be simply transferred from teacher to student solely without control, therefore *the testing* carried out by the teacher to control student understanding of all subjects that have been taught with the aim of ensuring that the inputs, processes, and outputs that occur in these students are in accordance with a plan of teaching and learning activities that have been set by the teacher.

The type of directive speech *act is* also carried out by the teacher from the stage of the teaching and learning activity process to the assessment stage. This is done to determine the suitability of the process of teaching and learning activities of students with the achievement of learning objectives as early as possible. So that lessons can be achieved on a 75% assessment scale for KI 3 (knowledge) and KI 4 (skills), for KI I (spiritual attitudes) and KI 2 (social attitudes) must be at least 85%. This is in accordance with the annex to the Minister of Education and Culture No. 68/2013 on the basic framework and curriculum structure of junior high schools/MTs, that all subjects studied by students must contribute to the formation of all ICs.

The results of this study are in line with the results of the study of Untoro (2010), which states that conversations in the classroom lead to one goal to achieve learning objectives.

Therefore, the use of the type of test directive speech acts used by the teacher is appropriate or necessary to obtain information about how far the student has achieved the learning objectives.

The use of speech acts directives from research by Mulyani (2011) and Sumarti (2016), about the types of speech acts used by teachers, the results revealed that the presentation of teacher directive speech acts in teaching and learning activities in the classroom includes initial activities, core activities, and final activities. Mulyani found that the frequency of the appearance of teacher directive speech acts in teaching and learning activities in the classroom was identified into three categories, namely: (a) commands as much as 37.71%, covering various types. The results of Mulyani and Sumarti's research have not been found, and the type of speech act of the directive has not been tested.

The use of directive speech acts used by teachers as much as 20% in accordance with the standards of the teaching and learning activity process in K13, as stated in Permendibud No. 85A of 2013, and Permendikbud No. 103 of 2014, the K13 learning model is a relatively new learning model, so teachers are required to provide instruction by determining/instructing each step of learning that must be done by students. This is also in accordance with the opinion of Winataputra (1983), that in the stage of implementing learning the teacher must condition a pleasant learning atmosphere by the way the teacher tells students to follow each stage in learning.

The type of directive speech act in research with a K13 background is more widely used by teachers, which is 20%, compared to the type of directive speech act used by teachers in Mulyani's research (2011) which is only 5.71 %. This is acceptable because there are so many stages in teaching and learning activities with K13, so it is natural that teachers want to condition all 5M activities that must be carried out smoothly.

The results of Sumarti's research (2016), showed that in learning, teachers use one type of directive speech action that serves to instruct. The communication function in the teacher's directive speech act is realized with direct strategies and indirect strategies. The directive speech acts directly using an imperative structure with the function of ordering. In maintaining students' feelings to feel loved and appreciated, teachers need to use teacher directive speech acts that can elicit affective color responses from students so that learning takes place conductively and effectively.

The use of this type of directive speech act is intended by the teacher with the aim that a gar teaching and learning activities run effectively and have a theoretical foundation that is humanistic, flexible, adaptive, contemporary-oriented, has a simple learning syntax (sequence pattern), is easy to do, can achieve and the learning outcomes to be achieved, therefore the teacher uses the directive speech act telling students to experiment on trying activities. The teacher also tells students to read other sources besides textbooks, observe objects/events, and conduct interview activities with resource persons in accordance with the process standards in K13.

This type of questioning directive speech act is used by the teacher to ensure that students are psychologically and physically prepared to participate in teaching and learning activities. This is in accordance with KI 2 in the scope of the K13 process standards (*Permendibud* No 85A, 2013, and No 103, 2014), that the type of questioning directive speech act is also used by teachers in opening lessons that aim to ask about the material that students have learned at past meetings related to the material to be studied or apperception. Research on the use of directive speech acts used by teachers has been carried out by Mulyani (2011) and Sumarti (2016), but the results have not found the type of speech acts of the directive.

Research on the use of speech acts in teaching and learning activities that focus on the types of directive speech acts used by teachers, has been carried out by Mulyani (2011) and Sumarti (2016), but the results have not found the type of speech acts of the checking directive. The type of directive speech act *checks* the use of teachers in this study in accordance with *Permendikbud* No. 64, 2013; No. 81a, 2014, and No. 103, 2016, that teachers need to ask questions to check the material that has been studied and is related to the material to be studied to deliver students (speakers) to the task to be done.

This type of directive speech act checking is also used by teachers to know student's understanding of the material or basic competencies that will be achieved in the core activities and to check the development of stimulus in each student so that the SKL of the educational program which must include three competencies, namely attitudes, knowledge, and skills, succeeds completely (whole, holistic) occurs in students (*Permendikbud* RI No. 65, 2013 & No 103, 2014).

This type of directive speech act invites teachers to use it to invite students to climb the ladder of higher understanding of the material, by providing development of learning opportunities with the help of teachers (*Permendikbud* No. 64, 2013; No 81a, 2014, and No 103, 2016). This is in line with the opinion of Winataputra (1983), which states that each learning model begins with an effort to attract students' attention so that in observing activities, teachers need to invite students to open wide and varied opportunities to make observations through activities: seeing, listening, listening, listening, and reading, by facilitating them, training them to pay attention to (see, read, hear) the important things of an object or object. There are similarities in the use of directive speech acts to invite teachers in teaching and learning activities carried out by Mulyani (2011), by 4.57% and in this study by 2%.

This type of directive speech act offers to be used by teachers to provide extensive opportunities for students to process information that has been collected both limited from the results of collecting/ experimental activities and the results of observing activities and information gathering activities. In teaching and learning activities, teachers offer various ways according to the interests of each student in processing the information they collect, from those that add breadth and depth to information processing that is looking for solutions, and from various different sources to conflicting ones, in accordance with the K13 educational process standards. There are similarities in the use of the types of speech acts offered by teachers in teaching and learning activities carried out by Mulyani (2011) by 3.42% and in this study by 2%.

This type of directive speech act allows teachers to use it to provide opportunities for students to construct knowledge in their cognitive processes in accordance with the standards of the K13 educational process. The teacher makes it easy for students to go through every process in teaching and learning activities, by allowing students to develop a learning atmosphere that gives them the opportunity to discover, apply their own ideas, become aware and consciously use their own strategies to learn.

In trying activities, teachers allow students to experiment by reading other sources besides textbooks, observing objects or events, and conducting interview activities with resource persons. There are similarities in the use of speech acts directive offers that teachers use in teaching and learning activities carried out by Mulyani (2011) by 4.57% and in this study by 1.5%.

A directive of speech acts advises the teacher to encourage students to truly understand and be able to apply their knowledge, with advice so that they work to solve problems, find everything for themselves, and work hard to realize their

ideas. This is in line with the results of research by White and Kurtz (2006), which suggests that in professional teacher interactions, if they act in a hostile way, they will have a less close relationship with their students and become emotional, therefore teachers sometimes have to advise, warn or criticize students, when students exhibit disruptive behavior.

There are similarities in the use of the types of speech acts offered by teachers in teaching and learning activities carried out by Mulyani (2011) by 4.57% and in this study by 1%. The results of this study are in line with Austin's (1962) opinion that a speaker in speech not only expresses speech but also performs an action. It may be apologizing, congratulatory speech, condolence speech, commanding, advising, criticizing, denouncing, accusing, promising, and advising.

Assertive speech act explains the teacher's use in opening lessons in accordance with the process standards in K13 that to deliver students to a problem or task to be done, the teacher explains (1) how to learn material, (2) learning objectives or KD to be achieved, (3) an outline of the scope of the material, (4) activities that students will carry out to solve problems or tasks. This is in accordance with *Permendikbud* No. 64, 2013, *Permendikbud* No. 81a, 2014, *Permendikbud* No. 103, 2014, that teachers must convey an outline of the scope of the material and explain the activities that students will carry out to solve their problems or tasks by providing sufficient space for the initiative, creativity, and independence in accordance with the talents, interests and physical and psychological development of the speaker.

Type Jenis assertive speech act states in the use of the teacher in accordance with the opinion of Moeschler (2012) that pragmatics is aimed at describing how the teacher's speech can be understood in its context and from the perspective of the speaker. Therefore, the speaker has a heavy task to infer the

speaker's intentions in the form of both blatant information and some contextual assumptions of confidential information needed to be able to interpret correctly and in accordance with the purpose of the speech. Interpreting an utterance, let alone speak in teaching and learning activities, is a risky job, this is because speakers can be mistaken in contextualizing their linguistic expression. The error can occur in the selection of partial access or be wrong in providing relevant contextual assumptions so that it can trigger conclusions that are not justified in context and speech, so as to make it easier for students to understand the teacher's speech using the type of assertive speech act states.

The results of this study are in line with Austin's (1962) opinion, about *descriptive fallacy*, which is a view that *declarative affirmative sentences* are always used to describe/describe certain circumstances or facts, and can be checked whether these facts are true or untrue, even though many sentences of statements do not serve to describe the report, or state anything. The assertive speech act *states* this is also used by the teacher to aggravate his feelings. Therefore, there is no need to check whether the description, report, or statement is true or false.

The assertive speech act emphasizes the use of the teacher to provide certainty to the responses that have been given by the students, and to emphasize the importance of the material studied. This is in accordance with *Permendikbud* No. 64, 2013, No. 81a, 2014, and No. 103, 2014, that in teaching and learning activities there are goals to be achieved so that in achieving these goals students are given the freedom to find further and diverse information from sources determined by the teacher to the sources determined by students, from single sources to diverse sources, so that to provide certainty to the responses that have been given by the student requires affirmation or reflection or feedback on the learning process and results that have been achieved by the student. This is in line with the

opinion of Azwar (1988) who states that a person's response can be attitudes, hearts and emotions whose influences from the past and partly end up determining the form of behavior that a person displays.

Responses can take the form of good or bad, positive or negative (Sarwono, 2000). If a person responds with a positive response then the person in question tends to like or approach the object, while the negative response tends to stay away from the object. So that if students get an affirmative response from the teacher, they feel more confident in the information or acceptance of their response. Marbun (2003), also states that a response is a response, a reaction, and an answer, while a reaction is an activity in the form of action, protest, and so on, which arises as a result of a symptom or event and a response or response to an action, and if the response is in the form of an affirmation convinces the student to follow the response.

This type of expression speech act is used by teachers to provide *feedback* to students who have responded to the teacher's initiation with a grateful response, namely by praising the delivery of their observations, the conclusions they make based on the results of the analysis orally, in writing, or other media. According to Austin (1962) that a speaker in speech not only puts forward speech but also performs an action. It may be apologizing, congratulatory speech, condolence speech, commanding, advising, criticizing, denouncing, accusing, promising, and giving praise.

The type of greeting expressive speech act is used by teachers in accordance with *Permendikbud* No. 64, 2013, No. 81a, 2014, and No. 103, 2016, namely to develop KI1 and KI2, namely social attitudes used by teachers in opening lessons that, teachers prepare students psychically and physically to follow the learning process, and also in activities to close lessons. According to Austin (1962) that a speaker in speech not only

puts forward speech but also performs an action. It may be apologizing, congratulatory speech, condolence speech, commanding, advising, criticizing, denouncing, accusing, promising, and greeting.

This type of expressive speech act is used by teachers according to the opinion of Azwar (1988) that a person's response can take the form of good or bad, positive or negative. If the response is positive then the person concerned is likely to like or approach the object, while the thank you response is the preferred response.

According to Austin (1962) that a speaker in speech not only puts forward speech, but also performs an action. It may be apologizing, congratulatory speech, condolence speech, commanding, advising, criticizing, denouncing, accusing, promising, and thanking. This type of speech act expressive agrees to be used by the teacher in communicating activities with the intention of agreeing to the results of observations and conclusions made by students based on the results of analysis orally, in writing, or other media that he conveys, to develop an attitude of honesty, conscientiousness, tolerance, the ability to think systematically, express opinions concisely and clearly, and develop good and correct language skills in accordance with the standards of the K13 process (*Permendikbud* No. 64, 2013; No 81a, 2014 No 103, 2016).

While the type of expressive speech act promises to be used by the teacher in the activity of closing the lesson, as feedback on the student's learning process and results, the teacher can give an appointment to conduct the next meeting practicum. According to Austin (1962) that a speaker in speech not only puts forward speech but also performs an action. The act may be apologizing, congratulatory utterances, condolences, commanding, advising, criticizing, denouncing, accusing, and promising.

Types of student speech act in teaching and learning activities used assertive speech acts as many as 440 speech acts (92%), types of directive speech acts 18 speech acts (4%), and expressive speech acts 18 speech acts (4%). The types of speech act in the most order used by students are the type of assertive speech *acts stating* 414 speech acts (90%), the type of directive speech acts *asking* 18 speech acts (4%), and the expressive speech acts *answer the greetings* 9 speech acts (2%). Types of directive speech acts and types of assertive speech acts used by students in teaching and learning activities are in line with the results of Arifin's research (2008) which states that students as a speech society, in conversation in the classroom have a directive and *assertive* forms that are realized with varied linguistic tools to distinguish their social relationships, expressing each function the speech acts are in different contextual styles.

The type of speech act assertive states that students are used in accordance with *Permendikbud* No. 64, 2013, No. 81a, 2014, and No. 103, 2016, that in preliminary activities the teacher must ask about his psychic and physical readiness in following the learning process in accordance with KI2, and to respond to the teacher's speech act, the student declares in accordance with the circumstances that occur to him. This type of speech act assertive *states that* students use it in core activities, to convey information that they have just received with those already in their memory to be developed into information or abilities that are appropriate to their environment and era. This is also in line with the results of the study by Untoro (2010), which states that conversations in the classroom lead to one goal to achieve learning objectives so that student statements become important for the teacher to know the real state of the student. The results of this study are also in line with Austin's (1962) opinion, about *descriptive fallacy*, which is a view that *declarative affirmative sentences* are always used to describe or describe

certain circumstances or facts. Students also use the assertive type of speech act to express and express their feelings.

The type of questioning directive speech acts used by students in line with the results of Georgalidou's (2008) study, which states that students mark the distance of relationships by using declarative sentences with the illocutionary power of the directive. This is in line with *Permendikbud* No 64, 2013; No. 81a, 2014, and No. 103, 2016, that in observing activities, students can ask questions by practicing using questions from the teacher, until they can ask questions independently to realize their curiosity.

Type of speech act expressive answer greetings used by students in accordance with Minister of Education and Culture No 64, 2013; No 81a, 2014; and No. 103, 2016, to develop KI1 and KI2, namely spiritual attitudes and social attitudes. It states that students respond to the stimulus of greetings given by the teacher as a tribute and a message of peace with a grateful response.

Thus, the teacher's implementation of teaching and learning activities in junior schools is characterized by the testing provided by the teacher, with the teacher telling students to do experiments, asking about their readiness, and not forgetting to check the condition of the students. The teacher invites students to do all stages of teaching and learning activities, offers and invites them to carry out activities according to their respective choices, and advises if there are things that deviate from students' actions. The teacher also explains the new material that the students have not yet understood and gives a statement to affirm the student's learning outcomes. The teacher is not averse to giving compliments and always giving greetings, and thank you. The teacher also does not hesitate to express his approval and sometimes also promises students something.

The type of assertive speech act and the type of directive speech act are used by the teacher in every learning activity while the type of expressive speech act is used by the teacher in opening the lesson, associating and closing the lesson, and the type of commissive speech act is only used by the teacher in communicating activities. There are findings from the use of the type of teacher directive speech acts that are in line with previous research, namely the type of speech acts of the directive test and check, as well as the expression of greetings. This type of speech act is responded by the student by stating, asking questions and expressive speech acts answer greetings.

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