

**ILLOCUTIONARY ACTS PRODUCED BY TEACHERS AND STUDENTS IN
THE ENGLISH LEARNING PROCESS AT THE NINTH GRADE OF SMP
BATIK PK SURAKARTA IN THE ACADEMIC YEARS 2022/2023**

Submitted as a Partial Requirements for Writing the Thesis



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Assalamu'alaikum wa rahmatullahi wa barakaatuh

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Thank you for the attention.

Wassalamu'alaikum wa rahmatullahi wa barakaatuh

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DEDICATION

This thesis is dedicated to:

1. My beloved parents (H. Tasim and Wisni)
2. My beloved brothers (Ukim and Unandar)
3. My beloved big family
4. My Almamater UIN Raden Mas Said Surakarta

MOTTO

“La yukallifullahu nafsan illa wus’aha.”

“Allah does not burden a person but according to his ability”.
Qs. Al Baqarah 286

"You can't go back and change where you started, but you can start where you are
now and change the end."
C.S Lewis

PRONOUNCEMENT

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I hereby sincerely state that the thesis entitled “Illocutionary Acts Produces by Teachers and Students in The English Learning Process at the Ninth Grade of SMP Batik PK Surakarta in The Academic Year 2022/2023” is my own original work. To the best of my knowledge and belief, the thesis contains no material previously published or written by another person except where due references are made.

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

Sukoharjo.....

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ABSTRACT

Erika Surnani, 2022. *Illocutionary Acts Produces by Teachers and Students in the English Learning Process at the Ninth Grade of SMP Batik PK Surakarta in The Academic Year 2022/2023*. Thesis. English Education Department, Faculty of cultures and Language, Raden Mas Said State Islamic University Surakarta, supervised by Irwan Rohardiyanto, M, Hum.

The use of language in learning is very important for teachers in facilitating students during the learning process. This study aims to analyze the illocutionary acts produced by teachers and students at SMP Batik PK Surakarta. The objectives of this research are: (1) to analyze the illocutionary acts produced by teachers. (2) to analyze the illocutionary acts produced by students.

The subjects of this study were teachers who taught in grades ninth A and ninth B of SMP Batik PK Surakarta. This research used a qualitative descriptive method. The researcher used one research instrument, namely the researcher. This research uses Saerle's theory in type illocutionary speech acts.

The result of this study is that teachers and students in SMP Batik PK Surakarta use three types of expressive, assertive, and directive illocutionary speech acts. The percentage of illocutionary speech acts produced by teachers is 3.6% expressive acts, 37.7% assertive acts, and 58.7% directive acts. The percentage of illocutionary speech acts produced by students is 5.4% expressive acts, 29.0% assertive acts, and 65.6% directive acts. That is, it can be concluded that directive speech acts are mostly used by teachers and students during the learning process.

Keywords: *Speech Acts, Illocutionary Acts, Expressive, Assertive, Directive*

ABSTRAK

Erika Surnani, 2022. "*Illocutionary Acts Produces by Teachers and Students in The English Learning Process at the Ninth Grade of SMP Batik PK Surakarta in The Academic Year 2022/2023*". Skripsi. Program Studi Pendidikan Bahasa Inggris, Fakultas Adab dan Bahasa, Universitas Islam Negeri Raden Mas Said Surakarta, dibimbing oleh Irwan Rohardiyanto, M, Hum.

Penggunaan bahasa dalam pembelajaran sangat penting bagi guru dalam memfasilitasi siswa selama proses pembelajaran. Penelitian ini bertujuan untuk menganalisis tindak ilokusi yang dihasilkan oleh guru dan siswa di SMP Batik PK Surakarta. Tujuan dari penelitian ini adalah: (1) untuk menganalisis tindak ilokusi yang diproduksi oleh guru. (2) untuk menganalisis tindak ilokusi yang dihasilkan oleh siswa.

Subjek penelitian ini adalah guru-guru yang mengajar di kelas IX A dan IX B SMP Batik PK Surakarta. Penelitian ini menggunakan metode deskriptif kualitatif. Peneliti menggunakan satu instrumen penelitian, yaitu peneliti sendiri. Penelitian ini menggunakan teori Saerle dalam jenis tindak tutur ilokusi.

Hasil dari penelitian ini adalah guru dan siswa di SMP Batik PK Surakarta menggunakan tiga jenis tindak tutur ilokusi ekspresif, asertif, dan direktif. Persentase tindak tutur ilokusi yang dihasilkan oleh guru adalah 3,6% tindak ekspresif, 37,7% tindak asertif, dan 58,7% tindak direktif. Persentase tindak tutur ilokusi yang dihasilkan oleh siswa adalah 5,4% tindak ekspresif, 29,0% tindak asertif, dan 65,6% tindak direktif. Artinya, dapat disimpulkan bahwa tindak tutur direktif lebih banyak digunakan oleh guru dan siswa selama proses pembelajaran.

Kata kunci: *Speech Acts, Illocutionary Acts, Expressive, Assertive, Directive*

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CHAPTER I

INTRODUCTION

A. Background of Studies

Mey (2006:109) Speech act is an action performed through speech which is a determinant of a sentence's meaning and is a functional unit in communication. However, the meaning of a sentence is not only determined by the speaker's actions uttered in a sentence. But it has the principle behind the speech to properly express the speaker's intention. Thus, the study of the meaning of sentences and speech acts is not two separate studies, but two different perspectives in the study. The study of speech act theory is more likely to examine the meaning of the sentence than to analyze the structure of the sentence. Speech acts are part of speech events, and speech events are part of the speech situation itself.

Chaer (2004) argues that speech acts are the meaning of the form of a sentence that distinguishes locution, illocution, perlocution and relates the situation in determining the meaning of language. The theory of speech acts focuses on the use of language that communicates the intent and purpose of the speaker.

Refers to the previous research conducted by Simbolon et.al (2018) entitled "Analysis of Illocutionary Acts in New Moon Films". The findings of this study

indicate that there are 379 utterances: expressive, declarative, directive, representative, and commissive. The number of calculations and the percentage of illocutionary acts in each type is representative 114 (30.08%), directive 127 (33.50%), expressive 43 (11.35%), declarative 57 (15.04%), commissive 38 (10.03%), but the findings indicating the dominant type of illocutionary act is directive 127 (33.50%).

The second refers to Sihombing, et al (2021) in this study focusing on analyzing the types of illocutionary speech acts contained in the movie *Incredible 2* and besides that, it also interprets the dominant types of illocutionary acts. This research method uses qualitative methods. This research uses Searle's theory. Then the findings of this research are; From the five types of speech acts according to Searle, the speech acts found in this study are as follows; directive consists of 8 data (32%), assertive consists of 7 data (28%), expressive consists of 7 data (28%), commissive consists of 2 data (8%) and declaration consist of 1 data (4%).

Speech acts are important in the teaching and learning process because they are one component of the use of language and are also a means of communication to express thoughts and feelings directly to explain the learning material. Teachers and students in the class were certainly interact a lot in learning, when the teacher and students convey something, both of them have a specific purpose, or just convey the information they want to express. Therefore, speech acts in the

use of language are very important so that serious misunderstandings do not occur between the teacher and students during learning.

The phenomenon of the language form of illocutionary speech acts on teachers and students in learning English at SMP Batik PK Surakarta can be seen from the delivery of material by the teacher as well as student interactions with teachers or peers. For example; "the first number try to read Bilqis" (requesting). The teacher said the speech with the purpose of requesting the students to read what was intended. From this phenomenon, it can be concluded that speech must be based on the use of language and speech acts that can be understood by both. Darwis (2019) said that in speaking, speakers must pay attention to the speech acts they were choose because it was depend on several factors, including speech partners and the level of formality of speech events. In this case, speakers and speech partners must realize that there are rules that govern their actions. When speaking, each speech participant is much influenced by the context that is the background of the speech. Because the context that arises was determine the form of speech, an utterance must have a purpose and a factor behind the speaker in delivering his speech to the speech partner.

The researcher focuses on illocutionary speech acts because it is closely related to the learning process in which there is interaction between teachers and students who have speech intentions according to the context that occurs in the learning process. Searle not only classifies speech acts in three types, namely

locution, illocution, and perlocution, but then classifies illocutionary acts into five kinds of speech forms, namely expressive, assertive, commissive, directive, and declaration. However, in this study, the researcher focuses on three categories of illocutionary acts including *expressive, assertive and directive*.

Speech acts are inseparable from interactions involving two parties, namely speakers and interlocutors, in a certain time, place, and situation. The interaction that takes place includes the interaction between teachers and students in the learning process. The learning process is all learning activities or interactions in learning between teachers and students that contain the delivery of learning materials.

The illocutionary speech act that is the focus of the researcher here is to analysis the speech produced by the teacher and students in the learning process. To know a little about what illocutionary speech acts are, the following is an example of the illocutionary speech acts. According to Searle's (1977), a directive speech act occurs when the speaker wants the listener to do something in response to his speech. In using directive speech acts, speakers must try to adapt the world to what they say. Various directives can be in the form of orders, suggestions, requests, etc. The application of directive speech acts can be exemplified in the form of the command "Reno, please close the door." The speaker, namely Mr. Nunu, wants the listener, namely Reno, to close the class door.

One of the uses of illocutionary acts was found when the researcher made initial observations. Can be exemplified by teachers and students at the opening of class before learning begins. The teacher uses 3 assertive statements when opening the lesson. The teacher says "Assalamu'alaikum Warohmatullahi Wabarokatuh" The use of this greeting is very common in Islamic educational institutions as a form of greeting in Islam. After finishing saying the greeting, the teacher returned to greet by saying "Good morning, students". Proceed to ask the condition by saying "How are you today?" In this description it can be seen that when giving the opening greeting before class begins, the teacher has implemented 2 expressive and 1 assertive in his speech.

SMP Batik PK Surakarta is a school that became a researcher internship during the PLP 1 to PLP 3 program. SMP Batik PK Surakarta is the flagship school of the Special Religious Program. The flagship programs are Tahfidz, Muhadoroh and Arabic. SMP Batik PK Surakarta has 6 classes consisting of grades 7A-7B, 8A-8B and 9A-9B. Each class is separated between male and female students. Based on that, the researcher is interested in identifying the Speech Act in learning English in the classroom. The research is entitled "An Analysis of Speech Act Produced by Teachers to facilitate Students in the English Learning Process at the Ninth Grade of SMP Batik PK Surakarta in The Academic Year 2022/2023". Besides that, the researcher is interested in pragmatic studies because in the meaning of speech acts in the explanation of

each utterance contains meaning. In this study, the researcher was interested and wanted to explore the illocutionary acts produced by the teacher and students in the classroom.

B. Identification of Problem

Based on the explanation above, the researcher can identify the problem as follows:

1. Teachers need language as a communication tool to convey material. Language is very important in every learning process, because the teaching and learning process is carried out fundamentally through language. However, in the delivery of material between teachers and students, misunderstandings often occur in interpreting a communicated utterance. Misunderstanding occurs because students tend not to understand the meaning of the teacher's words.
2. There are several factors for misinterpretation between teachers and students. First, the new vocabulary that students get. Second, the speech acts produced by the teacher in delivering speech explicitly or implicitly. But all of that sometimes makes students even more confused about what the speaker means.

C. Limitation of the Study

In this study, the researcher analyzed the illocutionary acts produced between teachers and students during English learning. In the scope of the research, it is very important to limit the data so as not to expand the discussion to be analyzed. The researcher used the triangulation method with different research objects, which refers to two teachers and two different classes. So that the researcher limits the scope of the study, namely only as an observer in class ninth grade, and the teachers at the ninth grade of SMP Batik PK Surakarta. The researcher was focus on illocutionary acts according to Searle's theory with three categories, namely expressive, assertive and directive.

D. Problem Statements

Based on the previous background, the researcher formulated the research questions form as follows:

1. What are the types of Illocutionary Acts Produced by Teachers to facilitate English Teaching and Learning Process at the Ninth Grade of SMP Batik PK Surakarta in the Academic Year 2022/2023?
2. What are the types of Illocutionary Acts Produced by Students in the English Learning Process at The Ninth Grade of SMP Batik PK Surakarta in The Academic Year 2022/2023?"

E. The Objectives of the Study

The research objectives that can be formulated are as follows:

1. To Identify Illocutionary Speech Acts Produced by Teachers to facilitate English Teaching and Learning Process at the Ninth Grade of SMP Batik PK Surakarta in the Academic Year 2022/2023.
2. To Identify Illocutionary Speech Acts Produced by Students in the English Learning Process at The Ninth Grade of SMP Batik PK Surakarta in The Academic Year 2022/2023.

F. The Benefit of the Study

The results of this study are expected to provide benefits both theoretically and practically as follows:

1. Theoretically

This research is expected to contribute to the study of pragmatics in the teaching and learning process. Especially in the pragmatic analysis of illocutionary speech acts produced by the teacher in the process of learning English in the classroom.

2. Practically

a. Teachers

The author hopes that this research can provide a solution for teachers to be able to adjust illocutionary speech acts in the teaching

and learning process. That way, what is conveyed by the teacher was be easily understood by students without misunderstanding the interpretation of the meaning of the sentence.

b. Students

The researcher hopes that these results can be used as a reference and knowledge about pragmatics, namely illocutionary speech acts to facilitate students' understanding in the process of learning English.

G. Definitions of Key Terms

The following definitions are given to make it easier for readers to recognize the key terms points of this research.

1. Pragmatics

Pragmatics is a branch of linguistics that deals with meaning in the context of sentences. In other words, pragmatics can also be defined as the study of the relationship between linguistic structures and their users. (Yule, 2006: 4).

2. Speech acts

Potts (2005:15) states that speech acts broadly categorize utterances based on the intent of the speaker in their core semantic content, indicating whether it is intended to be affirmed, commanded, asked, and etc.

3. Illocutionary acts

Austin in Simbolon (2015) states in his description of his preliminary research, that the idea of an "illocutionary act" can be captured by emphasizing that with speakers saying something, we will do it.

4. Teaching and Learning

Gage in Rajagopalan (2019), states that teaching is a form of interpersonal influence intended to change the potential behavior of others.

CHAPTER II

REVIEW ON RELATED LITERATURE

A. Theoretical Description

1. Pragmatics

According to Mey (1993:05) Pragmatics is the part of linguistics that studies the context of language contributing to meaning. Pragmatics includes speech act theory, conversational implicatures, speech in interaction, and other approaches to language behavior in linguistics and sociology. In this case, the branch of linguistic pragmatics can explain how the use of language is able to overcome the ambiguity conveyed. The ability to understand the meaning intended by speakers is called pragmatic competence. Speech that describes the function of pragmatics is referred to as metapragmatics. Pragmatic awareness is considered one of the most challenging aspects of language learning, and can only be acquired through the experience of speakers.

2. Speech Acts

According to Searle in (Sadock, 2006:109) Speech acts are the basic unit of linguistic communication. This means that the speech act is the production of what is said to be the performance of the speech act. It is the way people act through their speech. Austin in (Yuliani, 2020) identified three different levels of

action into locutionary acts, illocutionary acts, and perlocutionary acts. Speech acts are individual symptoms that are psychological and their continuity is determined by the speaker's language skills in dealing with certain situations.

Speech acts and speech events are two phenomena that can occur in one event, which connect communication so that it can take place. Speech events are basically a series of a number of speech acts arranged by speakers to achieve certain goals or meanings in their utterances. Because speech events are social events that always involve parties who speak in certain situations and places.

Speech acts according to Rahardi (2005) states that speech acts are a concrete manifestation of the function of language, which is the basis for pragmatic analysis. Speech act is a means of speakers to express thoughts and feelings. Acting speech, a person does not always say what is meant. The speaker often means more than he actually says. A person often has a different meaning to what he said, often even contradictory.

a. Austin Classification of Speech Acts

1) Locutionary Acts

Locutionary act is a basic speech act that refers to the meaning of something definite. It means the utterance that is actually expressed by the speaker. For example, when someone says "it's raining", the expression refers only to the weather that describes the rain. According to Levinson in Mey (1993), the

aspect of locutionary acts is related to the utterance of sentences with definite meanings and references.

2) Illocutionary Acts

Yule (2006:48) states that illocutionary acts are carried out through communicative utterances which are generally known as illocutionary acts. Illocutionary acts are speech acts carried out with the aim of the speaker in expressing a sentence such as stating, ordering, promising, etc. Illocutionary acts are speeches that have a specific function according to the speaker's context.

3) Perlocutionary Acts

According to Cutting (2002:16), states that perlocutionary acts can also be described as illocutionary, which means the action or effect of speech on the listener. The ultimate effect in perlocutionary utterance is of course dependent on certain circumstances and sometimes not at all predictable by the listener.

b. Searle's Classification of Illocutionary Acts

Chaer and Agustina (2004:53) state that "Illocutionary speech acts are speech acts that are usually identified with explicit performative sentences." This indicates that there is a power that requires the speaker to carry out the wishes of the speaker. Searle in (Sadock, 2006:109) classifies illocutionary speech acts as follows.

1) Illocutionary Assertive

Assertiveness is what the speaker believes. Sentences included in assertive sentences are fact sentences, questions, conclusions, and descriptions. According to Sauerle's (1997:3) Assertive action means binding the speaker to the truth of the proposition to be expressed. It can represent the speaker's belief about an utterance that can be evaluated as true or false in his utterance. So, the purpose of assertive speech acts is to find out the speaker's intentions and goals in something that is happening, to see the truth of the proposition expressed. Assertive speech acts has the following sub-classes:

- a) **'Confirm'** means agreeing or establishing the truth or validity of something by formal approval, irrefutable facts, evidence, or other actions.

Mr. Danang : All right, students, before I get into today's discussion, let's discuss the summary of the material at yesterday's meeting. Jihan, Who is the third President of Indonesia?

Jihan : **Bacharuddin Jusuf Habibie is the third president of Indonesia.**

From this example, Jihan undoubtedly answered Mr. Danang's. He confirmed his words that Bacharuddin Jusuf Habibie was the third

President of Indonesia. In using assertiveness, speakers make expressions of words according to their beliefs.

- b) **Stating** it was expressing something definitively or clearly in speech or writing. Example; “**The rain has come down**”.
- c) **Explaining** is going into more detail or expressing a revealing relevant facts or ideas. Example; “**I will divide you into 4 groups and then each group will choose one title.**”
- d) **Report** giving a verbal or written report about something that has happened. Example; “**Uh, my English book is missing.**”
- e) **Tell** meaning aims to inform speech partners. example; “**Sunday morning I visited church with my family**”.
- f) **Suggest** means mention or recommend something to think about, or something someone should do. Example; “**I don't think the teacher was absent today.**”
- g) **Predicting** is an expression that means telling or stating in advance what will happen in the future. Example “**Gio probably won't be coming home today.**”
- h) **Bragging** has a meaning in the verb or verb class so bragging can express an action, existence, experience, or other dynamic sense. Example; “**I swear, I'm really lazy today.**”

- i) **Complaining** is an expression of the speaker describing what they feel such as; suffering, sadness and others. Example; “**I feel tired from going up and down the stairs all day.**”
- j) **Claiming** is something that the speaker almost has to get from the speech partner. Claiming has the impression of forcing. Example; “**The book you're carrying is mine.**”
- k) **Concluding** is an explanation that has reached the end of what is being discussed. Example; “**...so the last one is past tense**”.
- l) **Denying** is something that the speaker states by refusing to acknowledge the truth or existence of something. Example;”**Reno denied taking my breather**”

2) Illocutionary Directives

Searle's (1977), argues that directive speech acts can occur when the speaker wants the listener to do something in response to his speech. In directive speech acts, it shows that the speaker tries to adapt the world to what he says. Directive actions can be in the form of orders, requests, suggestions, etc. Directive speech acts has the following sub-classes:

- a) **Order** is an authoritative command or instruction.

Mr. Danang : Reno, **could you close the door, please?**

Reno : Alright, Sir.

The example above includes a directive act in the form of an order where the speaker, Mr. Danang, asked the listener, Reno, to close the classroom door.

- b) **Asking** is saying something to get an answer or information.

Teacher: **What are the language elements?**

Students: Adverb of time.

The example above includes a directive action in the form of a asking where the speaker asks the speech partner.

- c) **Request** is the act of requesting something from the speaker to be presented to or practiced by the speech partner.

Teacher: **Any other answers?**

Student: not yet miss.

The example above includes a directive action in the form of requesting where the speaker requested another answer from the speech partner.

- d) **Command** a command is an order that must be followed by the speech partner, as long as the person giving the order has authority.

Teacher: **Najwa read now!"**

Students: Yes miss

The example above includes directive actions in the form of commands where the speaker has commanded the speaking partner to read.

- e) **Beg** requests something from someone sincerely or humbly.

Stuednt: Sorry guys, **I beg you to excuse me.**

Student: oh oke.

The example above includes directive actions in the form of beg.

- f) **Prohibit** is an utterance that means to order someone not to do something, have something, etc.

Teacher: **You shouldn't litter.**

The example above includes directive action in the form of prohibiting where the speaker prohibits speech partners from littering.

- g) **Permit** is an utterance that allowed the speech partner to do what is requested.

Student: **the rules permit us to wear casual shoes every Thursday.**

Student: Alright.

The example above includes directive action in the form of a permit where the speaker informed the speech partner regarding the permitted wearing of casual shoes on Thursday.

- h) **Warn** is informing someone in advance of a possible danger, problem or other unpleasant situation.

Nisa: **Hi ra, don't be late often.**

Rara: Hehe, I try.

The example above includes a directive action in the form of a warning where the speaker has warned the speaking partner not to always be late.

- i) **Advice** is offers suggestion on the best course of action to the speech partner.

Rami: **I suggest you consult a doctor to check your health condition.**

Rini: Thanks for the advice, I'll visit the doctor after this class.

The example above includes directive action in the form of advice where the speaker suggests to the speech partner to check his condition to the doctor.

- j) **Recommend** it means to advise, suggest, or praise someone or something as a good or suitable option for a purpose, action, or choice

Rama: Roni, **you should rest more if you are sick.**

Roni: Thanks ram, I'm good.

The example above includes a directive action in the form of a recommendation where the speaker recommends to the speaking partner to rest more.

- k) **Invite** it means to ask someone in a friendly, polite way to come somewhere, or to do something.

Rani: **Would you go to school with me.**

Ian: Yeah. Let's go.

The example above includes directive action in the form of an invited where the speaker is inviting the speaking partner to go with him.

- l) **Prayer** is something that is offered as a form of supplication to God.

Rumi: Be careful, I'm praying for you!

Rani: Thanks you.

The example above includes directive action in the form of pray where the speaker prayed for the safety of the speech partner.

- m) **Call** it means to speak in a loud voice, to shout, or to announce something.

Rio: **Hi! ra**, come here.

Rani: Oh. Hi! Rio.

The example above includes directive action in the form of a call where the speaker calls the speech partner to come to him.

- 3) Illocutionary Commisive

Commissive acts occur when the speaker intention refers to futures action, namely involving the speaker in a number of future actions such as swearing, promising, refusing, and so on. All of the above-mentioned actions tend to be conservative rather than competitive, and are usually implemented to serve one's interests rather than the speaker. The phrase "**I promise** to visit the office tomorrow afternoon after lunch". The

speaker makes a promise to the listener that he will visit the listener's office. This utterance is commissive because it contains promises related to some future action. Cutting (2002) adds that promising, refusing, threatening, and swearing are examples of illocutionary acts that are included in the category of commissive acts. Yule's state that commissive is the speaker trying to make the world according to the words through the speaker (2006: 54).

4) Illocutionary Expressive

Expressive is an action that expresses the speaker's expression in speech. For example, thanking, apologizing, congratulating, condoling, welcoming and regretting are examples of expressiveness. In using expressiveness, speakers must make words according to what is being felt (Yule, 2006: 54). Expressive speech acts has the following sub-classes:

- a) **Congratulate** is an expression of participation in the speaker's happiness towards the speech partner.

Maya : Rani, I heard you won the stands up comedy competition. **Congratulations on your success!**

Rani : I am so thankful for your support

The example above states that Mila is happy for Rani's victory and sincerely congratulates Rani for her victory in the stands up comedy event.

- b) **Praise** means to express words of appreciation. The term 'praise' means an expression of admiration for something that is considered good. Example;" The clothes you're wearing are perfect for you."
- c) **Protest** assumes a statement of disapproval, opposition, etc. example;" **How can you be healthy if you eat carelessly**".
- d) **Lamenting** is an expression of sadness accompanied by distressing words. Example;" may you always be protected by God".
- e) **Deplore** is one's expression towards something by simply lamenting, crying, or feeling angry about it. Example;" Kanjuruhan became a tragedy with a very large number of victims during the soccer league season in Indonesia".
- f) **Thank** is a form of expression of thanking. Example;" I would like to thank you for all your help".
- g) **Greeting** has no non-propositional substance, 'greet' is only an illocutionary act. Greeting is a kind and pleasant greeting. Example;"Hi, How are you today?"
- h) **Apologize** is the act of apologizing expresses regret, sadness, or grief over a situation that the speaker is responsible for. Example" I apologize for my oversight this afternoon".
- i) **Condole** is an expression that expresses sympathy. Example;"**Alan died. This morning. Sorry**"

- j) **Boast** is an expression of pride that is based on the assumption that the thing being boasted about is beneficial to the speaker. Example;”
I'm good at cooking spaghetti!”
- k) **Compliment** is a way of expressing the listener's approval of something that is considered to have beauty value.”**You look very graceful today”.**

5) Illocutionary Declarative

A declaration is a type of illocutionary act whose action contains an utterance which is intended to turn the utterance into a statement. The following are included in this group, namely, calling, appointing, defining, naming, abbreviating, or so on. According to Yule (2006: 53) argues that when using the declarative act type, the speaker must have a special institutional role in a particular context, in order to be able to make a good statement.

c. Context of Speech Acts

According to Cutting (2002) the context factor is an important point in the study of speech acts, especially in relation to the previously mentioned pragmatic study. In other words, it can be said that speech acts depend on the context in which the intended context also affects the illocutionary function. Nunan (1993: 7) states that “context refers to the situations that give rise to discourse and in which discourse is embedded.” From this statement, it can be interpreted that context in

simple terms is a situation or situation around that can affect communication. Thus, this is an important factor in the interpretation of speech acts.

Nunan (1993: 8) categorizes speech act contexts into two types, namely linguistic contexts and non-linguistic contexts. The first is related to the language that surrounds the discourse, while the second is related to the experimental context in which the discourse takes place. Non-linguistic contexts include usually include:

- a) The type of communicative events (i.e., conversation, story, joke, greeting etc.).
- b) The purpose function (i.e., thanking, describing, praising etc.).
- c) The setting (i.e., such as location and time).
- d) The relationship and the participant within them.
- e) Knowledge in participants' assumptions.

Holmes (2001: 2-8) also proposes that the conversion factor occurs due to the influence of social factors. This social factor is shortened by Holmes's to 5W (What, Where, Who, Whom, and Why).

- a) The participant (Who or whom)

This refers to the speaker's conversation participants i.e., "Who is speaking?", and the listener i.e. "To whom are they talking?". It also includes the relationships that occur among the participant.

b) The setting or social context (Where)

In this case, referring to the setting "Where are they talking?" which refers to the physical or psychological aspects produced during conversation. Physical aspects include time and place. While the psychological aspect includes the speaker's feelings.

c) The topic (What)

This point refers to the topic being discussed in the conversation, such as "What is being discussed?" In this case, referring to an understanding of the topic being discussed by participant speakers is needed to keep the conversation going. As a result, the same background knowledge and assumptions are a must for speakers and listeners to avoid misunderstandings.

d) The function (Why)

The refers to the purpose of the conversations that explains: "Why are they talking?", for example the speaker wants to inform, suggest, greeting, command, congratulation and etc.

Type of Speech Acts	Adjustment Direction	S = Speaker X = Situation
Declarative	Words change The World	S Induce X
Assertive	Word adapted to the World	S Believes X
Expressive	Word adapted to the World	S Feels X
Directives	World adapted to Words	S Desire X
Commissive	World adapted to Words	S Intend X

Table 1.1. Table the five general functions of speech acts (following Sarle's)

According to Searle's in Yule (2006) in the table 1.1. Context in pragmatics is all background knowledge that is shared between the speaker and the speech partner. This context is the background of understanding that the speaker and the interlocutor have so that they can interpret what the speaker means when making certain speeches. The following is the illocutionary context in the five functions of speech acts and their key characteristics.

3. Definition of Teaching and Learning Process

According to Gage in Rajagopalan (2019), "Teaching is a form of interpersonal influence aimed at changing the potential behavior of others". When

someone gives information or skills to another person it describes the action as teaching. Delivering can mean sharing experiences or communicating information as teaching. Teaching is an art or a science. Teaching is called an art because in the process it emphasizes the teacher's imaginative and innovative abilities in creating valuable situations in the classroom during the start of learning. While teaching is a science because it emphasizes logical, mechanical, or procedural steps that must be followed according to certain targets to achieve effective goals.

There are two approaches or styles in the teaching and learning process, the first is a teacher-centered approach or an approach that has existed for a long time and the second is a learner-centered approach where this is known with a newer approach. Duckworth (as cited Marini, 2017) asserts that teacher-centered learning actually tends to be less developed for student growth. Dupin-Bryant (2004) states that the teacher-centered teaching style is considered a more formal, controlled, and autocratic style of instruction in which the instructor, namely the teacher himself, is more likely to direct how the learning process is carried out. This means that in teacher centered, the teacher is the center for transferring knowledge or information to students. And on the other hand, defines a learner-centered teaching style as a collaborative, responsive, problem-centered, and democratic teaching style in which students and teachers have a role in deciding how, what, and when learning occurs. However, in a student-centered learning

process, it can be interpreted that students are the center of the teaching and learning process while the teacher is a supervisor or student facilitator in learning.

Roadman, G. J. (2010) classifies reflection responses to achieve learning objectives in the teaching and learning process into three important points, namely:

1) Learner Characteristics

Characteristics of students are explained both in terms of students' strengths and weaknesses which include skills and learning. Student characteristics also include student performance modalities. 'Learning styles' which involves identifying different learning characteristics and focusing on student learning styles that has implications for teaching that is appropriate to the learner's characteristics. Learning performance modes are described as very diverse, one of which can be student-centered by approaching learning objectives.

2) Classroom Management

Evertson and Weinstein (2011) say that classroom management refers to the definition of classroom management activities for the actions taken by teachers to create an environment that can support students' academic learning.

According to them, there are five types of actions to achieve quality classroom management. First, the teacher must develop a caring relationship

with students. Second, the teacher must be able to organize and make instructions in a way that optimizes student access to learning. Third, teachers must be able to encourage student involvement in academics, namely with student assignments that can be carried out using the group management method. Fourth, the teacher must be able to encourage the development of social skills and self-regulation of students, the goal is for students to be responsible for their behavior, and fifth, use appropriate interventions to assist students in managing appropriate classroom management.

Learning English in the ninth grade of the SMP Batik PK Surakarta is sometimes passive or even very active during the learning process. It all depends on the topic and also the readiness of students in welcoming the material, but if the lesson is felt passive then the teacher was use a question and answer system with students, then provide space for students to be able to come forward to explain what they understand.

3) Teaching Strategies

Teaching strategies include what is taught and how it is delivered. This theme is driven by how lessons are organized, in the content of teaching materials and the focus of lessons. Learning strategies i.e. planning methods, with teacher and student centered approaches to different content areas, and individual and group teaching strategies are also considered part of this theme. Teaching strategies usually range from small group activities, content rules,

conversational questions, contextual problem solving to collaboration and authentic learning experiences.

B. Previous Related Study

Speech acts are individual and determined by the ability to speak the language. Everyone has a different and even varied way of communicating that aims to maintain his personality. The form can be in the form of diction and can also be a way of expression through the meaning of the language they speak. In that context, language is a reflection of speech. There are several researcher who have conducted previous research related to speech acts.

First, the research conducted by Adhakumaladewi (2017) “Speech Acts of Teacher and Students in Teaching and Learning Process at Briton International English School of Makassar. The researcher concluded that in the teaching and learning process at the Briton International English School of Makassar, it was found that there were four types of illocutionary acts that they used during learning, namely: directive, representative, commissive and expressive. The researcher concludes that during the learning process teachers and students use direct action more often because it prevents them from understanding the material.

Second, research conducted by Ramayanti and Marlina (2018) “Analysis of Illocutionary Acts in Tangled Film. The researcher concludes that the types of

speech acts used by the characters in this film are directives. This shows that the character of the movie "Tangled" uses directives because some characters in the movie want other characters to do something.

Third, the research conducted by Simbolon *et.al*, (2018) "An Analysis of Illocutionary Acts in New Moon Movie. The findings of this study indicate that there are 379 utterances. The findings of the illocutionary acts show that the New Moon film applies five types of illocutionary acts, namely: expressive, declarative, directive, representative, and commissive. The total calculation and percentage of illocutionary acts in each type are representative 114 (30.08%), directive 127 (33.50%), expressive 43 (11.35%), declaration 57 (15.04%), commissive 38 (10.03%). but the finding that shows the dominant type of illocutionary act is directive 127 (33.50%).

Title	Actions of Teacher and Student Speech in the Teaching and Learning Process at the Briton International English School of	Analysis of Illocutionary Acts in Tangled Film	An Analysis of Illocutionary Acts In New Moon Movie	An Analysis of Illocutionary Acts Produce by Teacher and Students to Facilitate English Teaching and Learning Process at the Ninth Grade of
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	Makassar			SMP Batik PK Surakarta
Theory	Searle's	Searle's	J. L. Austin's	Searle's
Method	Descriptive qualitative	Qualitative and quantitative	Descriptive quantitative	Triangulation method in qualitative method
Object	Briton International English School of Makasar	Tangled Film	New Moon Movie	Special Program Batik High School Surakarta
Subject	Teacher and students	Characters animation in Tangled Film	The major characters	Teacher and students and how speakers use illocutionary speech acts

Table 2.2 Table the difference from previous studies.

After comparing the three studies in the table 2.2, there is a GAP in terms of illocutionary speech acts analyzed by this researcher. The difference from the three previous studies findings lies in the object of research, while the similarities between the three previous studies above are both emphasizing on illocutionary speech acts. The research object of Adhakumaladewi thesis is learning at the Briton International English School of Makassar, while Rumayanti and Simbolon's thesis is film and film. When viewed from the object of previous related study, the first research is to take an international school. However, in this study, the researcher took the SMP Batik PK Surakarta to analyze the speech of teachers and students during the learning process.

In addition, the three findings of the previous researcher only focused on the types of illocutionary acts. What makes this research different is that the researcher does not only focus on this but also focuses on how speakers use illocutionary acts in the teaching and learning process. In this study, it was be focused on the types of illocutionary acts produced by teachers and students and then determine how teachers and students use these speech acts in facilitating the teaching and learning process in the classroom.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study uses a qualitative descriptive method because the main focus of the researcher is to describe the interpersonal relationships of illocutionary acts between teachers and students. According to Moleong (2017:6) qualitative research is research that aims to understand phenomena about what is experienced by research subjects such as behavior, motivation, actions, perceptions and others holistically and by describing them in the form of words and language. A special context that is natural by utilizing various natural methods that exist in the field as a result of the findings.

Qualitative descriptive is the approach that researcher consider the most suitable, because this study focuses on examining and describing the types of illocutionary speech acts in the teaching and learning process produced by teachers and students based on Searle's illocutionary act theory and Yule's theory which suggests how speakers use illocutionary speech.

B. Research Settings

1. Place of the research

The research took place at SMP Batik PK Surakarta. SMP Batik PK Surakarta which is located at Jl. Slamet Riyadi NO. 447, Pajang, Kec. Laweyan, Surakarta City, Central Java 57146. SMP Batik PK Surakarta is the flagship school of the Special Religious Program. The flagship programs are Tahfidz, Muhadoroh and Arabic. SMP Batik PK Surakarta has 6 classes consisting of grades 7A-7B, 8A-8B and 9A-9B. Each class is separated between male and female students. The number of students in the class chosen by the researcher in this study for class 9A was 8 students and 9B was 13 students.

2. Time of the research

The time of research conducted during English learning starts until the end of the learning process in grades 9A and 9B. The researcher made observations in two classes with two different teachers in grades 9A and 9B. Observations were made from December 2022 until January 2023.

The research was conducted at the SMP Batik PK Surakarta, with the subject of two learning classes with two different teachers. Observations were made in one meeting in the teaching and learning process in class with Mr. DN class 9A and Ms. NK class 9B. The following is the research time table 3.3.

	September 2022	October 2022	November 2022	December 2022	January 2023	February 2023
Research plan						
Seminar Proposal						
Observation						
Final research						

Table 3.3 Table Time Research

C. Data and Data Resources

According to Moleong (2005) the main data sources in qualitative research are actions and words, and the rest is data in the form of documents and other literature.

In this study, researcher used two data sources, namely:

1. Primary Data Source

Meleong (2005) states that primary data sources are data sources obtained by digging directly from the source. In this study, the data taken were the utterances of words, phrases/sentences used by teachers and students during the English learning process. Researcher obtained data from

conversations in class by two teachers with two different classes in learning English at SMP Batik PK Surakarta.

2. Secondary Data Source

Secondary data sources are additional sources used in research, researcher can be responsible for their research. Secondary data sources here are in the form of words, speech, language and actions performed by teachers and ninth graders A/B SMP Batik PK Surakarta. The media used to obtain secondary data was in the form of audio recordings which were made into scripts based on observations. In addition, secondary data sources were also taken from books related to illocutionary theory.

D. Subject of Research

The subjects of this study were 2 teachers and 2 classrooms at SMP Batik PK Surakarta, which consisted of 8 students for class 9A and 13 students for class 9B. The researcher focuses on analyzing illocutionary speech acts produced by teachers and students during the teaching and learning process. In this study, researcher hope that teachers and students can provide activeness during direct learning so that what is needed in this study can be fulfilled properly.

E. Data Collection Techniques

In data collection techniques, researcher was use observation sheets to obtain field data which is carried out by means of observation to collect data about the types

of illocutionary acts presented by teachers and students and analyze how speakers use speech acts during learning. According to Yusuf (2014: 384) the key to the success of the observation method is as a data collection technique that is very widely used which is determined by the researcher himself, because with observation researcher can see and find a real research object and researcher can easily get findings from what observed. Then the researcher who gives meaning to what he observes in reality and in a natural context, is the one who asks and also sees how the relationship between one aspect and other aspects of the object under study is.

1. Observation

Observation can help researcher to directly observe expressions or utterances that are considered representative to be used as data. Researcher make observation sheets as data collection with the following format in the table 4.4:

CODE	TIME	DATA		
		Expressive	Assertive	Directive

Table 4.4 Table Observation Sheet of Data Findings

Note Code:

NKD1_ = Class 9B, First day observation

DND2_ = Class 9A, Second day of observation.

2. Recording

This technique can help researcher to listen carefully to the speech acts produced by teachers and students during the learning process in the classroom.

3. Transcription data

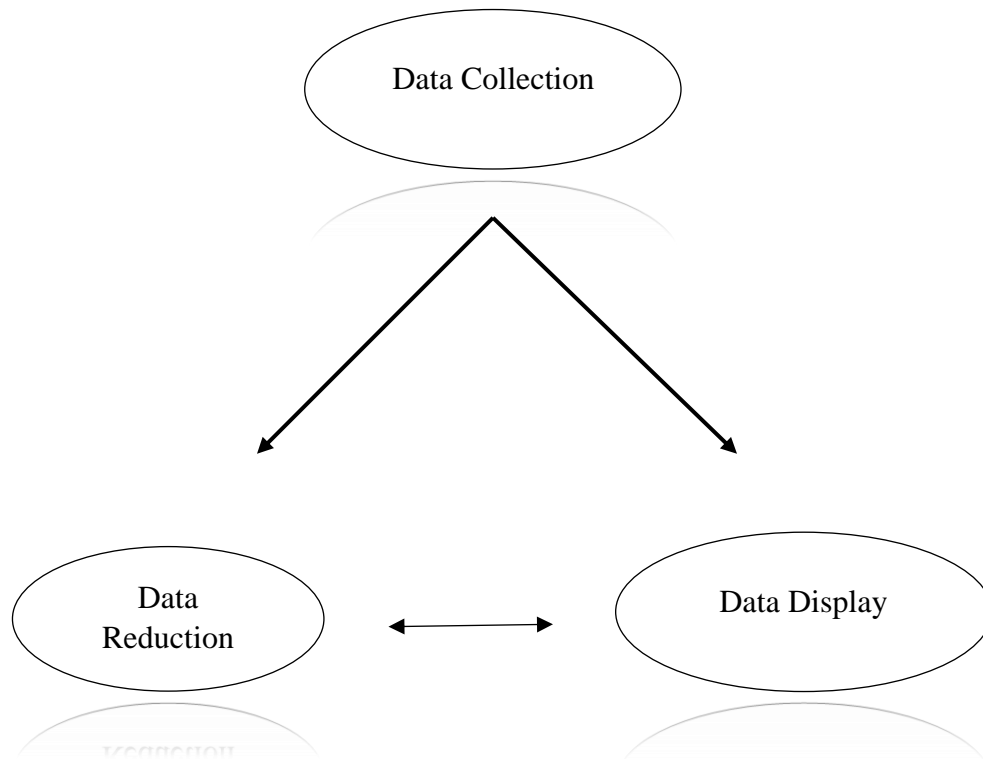
After recording during observation, researcher can transcribe and write down the results of the data so that the data that was originally in oral form becomes written data so that it is easy to process into analysis data.

F. Data Validation Techniques

Qualitative research on the validity of the data used in this study is data triangulation that utilizes something other than the data for checking purposes or as a comparison of the data (Moleong, 2005:330). In this study, the triangulation method used is inspection through field sources. Then compare and check back the degree of confidence of an information with different sources.

The purpose of triangulation is to increase theoretical power, methodological, as well as interpretive from qualitative research. This research uses source triangulation as the credibility of research data, source triangulation can be done with different sources, namely from two teachers and two classes. Data from the four different sources cannot be averaged as in quantitative research, but can be described, categorized, which results are the same, which are different, and which are specific from the four data sources.

G. Data Analysis Techniques



Tabel 5.5 Chart Model Analysis Data Techniques

The data analysis technique used by the researcher is interactive analysis according to Miles and Hubberman in the bale 5.5. Miles and Hubberman in (Sugiyono, 2009) said that research activities in qualitative data analysis were carried out interactively and continued until the required data were met. The following is an explanation of interactive data analysis:

1. Data Collection

The data collection that was be carried out by the researcher first begins with digging up information from research sources, namely English teachers at the Surakarta Special Batik Program Middle School, with interviews about learning interactions before learning begins, then was make observations in classes nine A and B. Researcher here were only as an observer in the observation that were take place. After that, the results of data collection from the two sources were be set forth in field notes using recordings, photographs, or personal documents. This study was collect data through observation and documentation.

2. Data Reduction

Data reduction means choosing the main things, focusing on the important things. Data reduction refers to summarizing the results of data collection from observations that were be carried out by researcher. Thus the data to be collected was be reduced so as to provide a complete and clear picture for the researcher to present to the next stage.

3. Data Display

The researcher analyzes the classification of illocutionary speech acts and displays data on teacher and student utterances by using tables, explanations and making percentages. The table system is as follows:

Activity	Types of Illocutionary Acts	Classification of Illocutionary Acts	Frequency	
			D1	D2
Opening	Expressive	Welcoming		
	Assertive	Confirming		
	Directive	Asking		

Table 6.6 Table Type of Illocutionary act produces by teacher and students.

In the table 6.6 the researcher made a percentage of the data to determine the use of types of illocutionary speech acts in the English teaching and learning process in class ninth 9A and 9B SMP Batik PK Surakarta. Sugiyono (2009) states that the data analysis is to find the percentage of the data findings. The following is the percentage formula:

$$P = \frac{F}{N} \times 100\%$$

Notes: P = percentage

F = frequency

N = the frequency count

The researcher makes conclusions referring to the data that has been presented in the percentage table, then describes and interprets the data so that conclusions and verification of the use of speech acts based on interactions between teachers and students during the learning process can be explained using narrative.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter consist of findings and discussion. The findings section presents the results of the data analysis of illocutionary speech acts produced by teachers and students during the learning process in classes 9A and 9B of SMP Batik PK Surakarta. Meanwhile, in the discussion section, the researcher presents a detailed description of the findings of the data analysis.

A. Research Findings

The findings data related to Searle's theory which classifies illocutionary speech acts into five types namely assertive, directive, commissive, expressive, declarative. In this study researcher focused on directive, assertive and expressive speech acts. Based on the observation of speech acts produced by teachers and students during the learning process in class 9A and 9B SMP Batik PK Surakarta, the researcher found three types of speech acts performed by teachers and students during the English Learning process according to Searle's which are directive, assertive and expressive. Field observations conducted by researcher in January researcher found 193 utterances containing illocutionary speech acts.

Speech Acts produced by Teachers during the English Learning Process.

1. Expressive

Researcher found 11 expressive speech acts produced by teachers and students during the learning process. The sub-classes of assertive speech acts found from the results of the data findings are praise, protest, thank, greet, condole and complain. The following data findings are below;

There are 4 utterances included in the expressive category in the opening activity (1 utterances in class 9A and 3 utterance in class 9B). For example, the data sample is:

CODE_NKDI

NK3/D1/0:31: *Bismillahirrahmanirrahim Assalamualaikum
warahmatullahi wabarakatuh.*

S: Waalaikumussalam warahmatullahi wabarakatuh.

NK5/D1/0:39 T: Good afternoon everybody?

S: Good afternoon.

NK7D1/0:42 T: How your day students?

NK8/D1/0:43 S: I'm fine. And you?

T: I'm fine too.

From the example found in *CODE_NKD1*, the teacher says "*Assalamualaikum Warohmatullahi Wabarokatuh*" as an opening greeting in Islam. After the greeting, the teacher greets the students with a general greeting "Good afternoon everyone". Then the teacher continued by asking how the students were doing "*How your day students?*". Students answered by saying "*I'm fine, and you?*". There are 3 opening utterances produced by the teacher and included in the expressive sub-greet, while the students produces 1 utterance assertive.

CODE_DND2

DN1/D2/0:41 T: *Assalamualaikum warahmatullahi wabarakatuh.*

S: *Waalaikumussalam warahmatullahi wabarakatuh.*

For the data findings in *DN1/D2/0:41*, the teacher produces 2 utterances that fall into the expressive category. First, the teacher says "*Assalamualaikum Warohmatullahi Wabarokatuh*" as an opening greeting.

CODE_NKD1

NK48/D1/4:49 S: "Saya rasa jika memilih kelompok sendiri akan lebih senang Belajar".

The utterance in *NK48/D1/4:49* produced by the student falls into the category of protest. From the student's statement above, it can be concluded that the students protested that it was better to divide the groups individually.

CODE_DND2

DN272/D2/27:56 S: Thank you

The utterance in *DN272/D2/27:56* From the student's statement above, it can be concluded that the student is saying thank you to his friend. In this utterance is included in the assertive with the sub-class thank.

Based on the data findings from both, the researcher can conclude that both English teachers and students in each class produced 11 expressive utterances. The English teachers produced 5 utterances, with the sub-classes greet 4 utterances, and praise 1 utterance. Meanwhile, the students produced 6 utterances. With sub-class 1 condole, 1 sub-protest, 1 sub-complain, 1 sub-praise and 2 sub-thank.

2. Directive

From the data findings, the researcher found 110 directive utterances produced by two English teachers and students in the opening and core

activities. The sub-classes of directive speech acts found from the results of the data findings are asking, request, command, and permit. With the respective number of utterances in each class being; (57 utterances in class 9A and 53 utterance in class 9B). The data are as follows:

CODE_NKD1

NK9/D1/0:50 T: Ya oke kemaren kita sudah bahas ya materinya,

Materi nya apa kemarin?

S: Narrative text.

In the example found in *NK9/D1/0:50* the teacher asks the students about the previous learning material "Materi nya apa kemarin?" the students answer "narrative texts". In both utterances between the teacher and students this is included in the directive act where the teacher asks about the discussion of the material that has been delivered before.

CODE_DND2

DN7/D2/1:55 T: **Sudah?**

T: Kalau sudah pehatikan dulu.

DN15/D2/2:40 T: **oke itu. Kemudian terakhir kemarin kita membahas tentang apa?**

This speech data is included in the questioning speech because the speaker wants to ask the students about the material that has been

learned at the last meeting. Based on the question in *DN15/D2/2:40*, there are some students who still remember the material and some who do not remember the material.

In the main activity, the researcher found various types of directive. There were 110 utterances used by two English teachers and students during the learning process (57 utterances in class 9A and 53 utterance in class 9B). The researcher found 4 types of directive speech acts, namely asking, request, command, and permit. The data are as follows:

a. Asking

From the data findings, there are 70 utterances categorized as asking during the interaction between two teachers and students in the learning process (34 utterances in class 9A and 36 utterance in class 9B). For examples of utterances that can be categorized as asking can be seen in the details of the transcript. The following is an example of the data:

CODE_NKDI

NK11/D1/1:03 T: **What the general structure of narrative text?**

S: Orientation, Compliation, Conclusion and Resolution.

NK13/D1/1:30 T: **Kemudian language fidels apa?**

S: Adverb of time.

In this data finding *NK11/D1/1:03*, this utterance shows that the teacher uses directive to ask. The teacher gives questions to students about something that refers to the material and the teacher asks about what the types of narrative text structures are, then the students answer the teacher's question by explaining about what the narrative text structures.

CODE_DND2

***DN21/D2/03:15* T: Kemarin terakhir kita sampai mengerjakan berapa soalnya?**

S: Lima.

In the example found in *DN21/D2/03:15* the teacher asked the students about the number on the exercise that had been discussed previously until what number. The students answered by saying "lima". In this example, it can be calculated that the teacher produces 2 utterances in the asking category which are included in the directive action.

CODE_DND2

***DN30/D2/4:06* S: Balik lagi pak?**

T: iya nombor 6.

From the example of the utterance in *DN30/D2/4:06*, the student asked about the number that would be discussed next with the utterance "balik lagi pak?", the teacher answered that what was asked was correct. In this example, the student produces 1 directive speech in the category of asking.

CODE_NKDI

NK158/D1/37:15 S: Miss Bahasa inggrisnya putus asa itu apa?

T: Give up.

From the example of the utterance in *NK158/D1/37:15*, it was found that the student's utterance asked about the term word in English, namely with the utterance "Miss, what is desperation in English?", the teacher answered with the utterance "Give up" and the student listened and then noted what the teacher said. In this example, the student produced 1 directive utterance in the category of asking.

CODE_NKDI

NK80/D1/9:16 S: Buk kalo muterkan berarti ada yang nulis, itu nanti nulisnya nulis yang apa?

T: Ya nulis itu yang ditanyakan.

NK82/D1/9:25 T: Misalnya paragraph 1, orientation nya tentang apa?

From the example of the utterance in *NK80/D1/9:16*, the student asked about the task he had to write by asking "itu nanti nulisnya nulis yang apa", the teacher answered that students had to answer the questions that had been given. Then the teacher explained and gave another question with the sentence "orientation nya tentang apa?". In this example the student produced 1 directive utterance, and the teacher also produced 1 directive utterance.

b. Requesting

From the data findings, there are 16 utterances categorized as requesting during the interaction between two teachers and students in the learning process (10 utterances in class 9A and 6 utterance in class 9B). For examples of utterances that can be categorized as requesting can be seen in the details of the transcript. The following is an example of the data:

CODE_NKDI

NK18/D1/1:52 T: Ya adverb of time, **terus apa lagi camila?**

S: Time conjunction.

Based on the data found *NK18/D1/1:52*, shows about the speech that invites students to continue the discussion, by asking students for other answers. From this example, the teacher produces 1 utterance that is

included in the category of request in directive speech. Then examples of other utterance data that can be categorized as requesting are as follows:

CODE_DND2

DN327/D2/36:41 T: “Oke. **Please return the book to your friends.**

Kembalikan buku temanmu”.

S: Yes Sir.

From the findings of *DN327/D2/36:41*, shows that the utterance can be classified as a command. The teacher commands the students to return the books to each student. So that students immediately do the teacher's command well, by returning the checked book to its owner. From this example, it can be seen that the teacher produced 1 utterance in the directive sub-command.

CODE_NKD1

DN242/D2/25:57 T: “**Sudah next”.**

From the example of the utterance in *DN242/D2/25:57*, the teacher requested to continue to the next number. Then the students agreed and the discussion continued to the next question. In this example, the teacher produces 1 directive speech in the category of request.

CODE_NKDI

NK26/D1/2:30 T: Ya one day at a time, **ada lagi? Terus apa lagi sudah?**

S: Sudah

The utterance in *NK26/D1/2:30* shows that the teacher asked the students for another answer with the sentence "ada lagi? Terus apa lagi sudah?" and the students answered with the utterance "sudah". From this example the teacher produces 1 requesting which is included in the directive.

From the two directive categories, the researcher found 110 directive utterances produced by two English teachers and students in the opening activity and core activity (57 utterances in class 9A and 53 utterances in class 9B). Based on the data findings from both, the researcher can conclude that both English teachers and students in each class produced 110 directive utterances. The English teachers produced 81 utterances, with the classes sub-asking 43 utterances, sub-request 16 utterances, and sub-command 22 utterance. Meanwhile, the students produced 29 utterances. With sub-asking 27 utterances, sub-tell 1 utterance, and sub-report 1 utterance.

3. Assertive

From the data findings, the researcher found 61 assertive utterances produced by two English teachers and students in the opening and core activities. The sub-classes of directive speech acts found from the results of the data findings are explaining, tell, confirm, report and concluding. With the respective number of utterances in each class being; (34 utterances in class 9A and 27 utterance in class 9B). The data are as follows:

CODE_NKDI

NK8/D1/0:43 S: I'm fine. And you?

T: I'm fine too.

From the data *NK8/D1/0:43*, the researcher found that there were assertive statements from teachers and students in opening the lesson. The assertive speech act is classified into the type of confirming. The example occurs when students ask about the teacher's condition, then the teacher answers "I'm fine too". From this statement, the teacher stated that his condition was also fine at that time. In other words, the teacher informed the students that she was good to give the material. And students responded to the teacher's greeting with "good morning, miss".

During the core activities, researcher found assertive speech acts produced by teachers and students during the learning process, there were 68 utterances that could be categorized as assertive (42 utterances in class 9A and 30 utterance in class 9B). The researcher found two types of assertive, namely explaining and concluding

a. Explaining

There are 24 utterances categorized as explaining during the interaction between two teachers and students in the learning process (9 utterances in class 9A and 15 utterances in class 9B). For examples of utterances that can be categorized as explaining can be seen in the details of the transcript. The following is an example of the data:

CODE_NKDI

NK39/D1/3:24 T: I will divide you into 4 group kemudian nanti masing-masing kelompok akan memilih satu judul dari text narrative. Kemarin teks narasi itu ada 4 yang disebutkan: fairy tale, kemudian legend, terus apa lagi?

S: folktale, dan fabel.

The utterance data *NK39/D1/3:24* can be classified into explaining. The teacher explains the division of groups that she has prepared before,

and the teacher also explains the types of narrative texts. Then at the end of the sentence students try to explain what the teacher asked according to their understanding.

CODE_DND2

DN32/D2/4:07 T: The assignment is... **tugasnya adalah nanti I will play audio.**

S: Oke Sir.

This utterance *DN32/D2/4:07* can also be classified as explaining. The teacher explains about the delivery of the material using audio and then the teacher continues to explain the students' tasks during the learning process. The students listen to the teacher's explanation and answer the teacher when the teacher asks. Another example of an utterance classified as explaining can be found in the utterance in the transcript.

CODE_DND2

DN38/D2/4:38 T: **I only played 2 times. Saya hanya memutarakan 2 kali untuk satu ekspresi.**

S: Baik Pak.

The sample utterance in *DN38/D2/4:38* shows that the teacher is explaining the flow of learning that were be delivered, the teacher

explains if he only plays 2 times for each expression. Then the students listen and understand what the speaker says. In this speech example, the teacher produces 1 utterance in the category of explaining which goes into directive speech.

b. Concluding

There are 6 utterances categorized as concluding during the interaction between two teachers and students in the learning process (1 utterances in class 9A and 5 utterances in class 9B). For examples of utterances that can be categorized as concluding can be seen in the details of the transcript. The following is an example of the data:

CODE_DND2

DN322/D2/35:20 T: Number delapan itu bukan *are you sure*. Tapi *are you certainty*. **Jadi penyebutan nya seperti *sure*.**

Tapi bukan itu.

S: Jadi salah pak?

This utterance *DN322/D2/35* can be classified as concluding. The teacher corrects students' wrong answers by explaining the correct answer. Students listen to the teacher's explanation then ask about the answer. From this example, the teacher produced 1 concluding utterance which is included in the directive category.

CODE_NKDI

***NK70/DI/8:06* T: Kemudian, ditentukan. Jadi kalo ceritanya panjang berarti bisa jadi ada beberapa complication dan ada beberapa resolution.**

From the example data *NK70/DI/8:06* shows that the teacher produces 1 utterance in the concluding category with the intention of explaining the structure of the narrative text being studied. Students listen to the teacher's explanation and understand what is meant.

CODE_NKDI

***NK58/DI/6:49* T: nah gimana? Makanya gunanya kelompok untuk memecahkan questions yang ada. Jadi you have to discuss with your group.**

From the example data *NK58/DI/6:49* shows that the teacher produces 1 utterance in the concluding category with the intention to explain the importance of group discussion to answer the question. Students listen to the teacher's explanation and understand what is meant.

From the two directive categories of explaining and concluding, the researcher found 61 assertive utterances produced by two English

teachers and students in the opening activity and the core activity (34 utterances in class 9A and 27 utterances in class 9B).

Based on the data findings from both, the researcher can conclude that both English teachers and students in each class produced 61 assertive utterances. The English teachers produced 52 utterances, with the sub-classes explaining 23 utterances, report 2 utterances, confirm 21 and concluding 6 utterance. Meanwhile, the students produced 9 utterances. With sub-class 1 explaining, 1 sub-tell, 6 sub-confirm, and 1 sub-report.

Percentage data of illocutionary speech acts produced by teachers and students:

No	Illocutionary Acts	Frequency	Percentage %
1	Directive	29	65,9%
2	Assertive	9	20,5%
3	Expressive	6	13,6%
Total		44	100%

Table 7.7 Table Percentage of illocutionary acts produces by students

Based on table 7.7 about illocutionary data, researcher found 44 utterances of illocutionary speech acts produced by students. Expressive speech acts produced by students are 6 utterances. With 1 sub-class condoling, 1 sub protesting, 1 sub complaining, 1 sub praising and 2 sub thanking, so the total percentage is 5.4% on exprssive acts. The students' directive produced 29 utterances. With sub-ask 27 utterances, sub-tell 1 utterance, and sub-report 1 utterance, so the total percentage is 65.6% on directive acts. Assertive the students produced 9 utterances. With sub-class explain 1 utterance, sub-tell 1 utterance, sub-confirm 6 utterances, and sub-report 1 utterance, making a total percentage of 29.0% in assertive acts.

No	Illocutionary Acts	Frequency	Percentage %
1	Directive	81	58,7%
2	Assertive	52	37,7%
3	Expressive	5	3,6%
Total		138	100,0%

Table 8.8 Table Percentage of illocutionary acts produces by teachers

Based on table 8.8 about illocutionary data, researcher found 138 utterances of illocutionary speech acts produced by teachers. The English teachers produced 5 utterances expressive acts, with the sub-classes greet 4 utterances, and praise 1 utterance, so the total percentage is 3,6% on expressive acts. The English teachers produced 81 utterances directive acts, with the classes sub-asking 43 utterances, sub-request 16 utterances, and sub-command 22 utterance, so the total percentage is 58,7% on directive acts. The English teachers produced 52 utterances assertive acts, with the sub-classes explaining 23 utterances, report 2 utterances, confirm 21 and concluding 6 utterances, so the total percentage is 37,7% on directive acts.

B. Discussion

This section presents a discussion of the research findings. There is a problem statement posed in this study and the discussion focuses only on that problem statement. As mentioned in the previous chapter, the purpose of this study is to identify the illocutionary speech acts produced by teachers and students during the English teaching and learning process in class 9A and 9B of SMP Batik PK Surakarta.

In analyzing the data, the researcher used Searle's theory. Searle in Yule (2006) divides the types of illocutionary speech acts into five types, namely expressive, assertive, commissive, directive, and declaration. From the results of the data found in the field after the researcher made observations in the process of learning English in class 9A and 9B SMP Batik PK Surakarta, the researcher found three types of illocutionary acts including directive, assertive and expressive acts. The researcher only focused on 3 types of illocutionary speech acts according to Searle's theory.

1. Expressive

In the opening and closing activities, English teachers and students use expressive actions to express what they feel. Examples of data findings that are included in expressive speech acts are when the speaker says "*Assalamualaikum warahmatullahi wabarakatuh*" in this utterance

the speaker uses expressive statements when greeting in the form of 'greetings'. This is in accordance with the theory put forward by Searle (1979) that the purpose of this category of illocutionary acts is to express psychological conditions which in sincere conditions describe the situation stated in the speech proposition.

2. Assertive

In the opening activity, teachers and students use assertive actions to confirm the previous question. Teachers and students answer questions according to reality, for example, when the speaker states "I am also fine" it means that the speaker is trying to describe his condition according to what he believes. Then in the core activities, the assertive action categories used are explaining and concluding. For example, the speaker says, "I will divide you into 4 groups later..." from this utterance the speaker tries to explain about the division of groups that will be divided according to his explanation. This is in accordance with Searle's theory (1997) that the purpose of the category of assertive acts is to make the speaker commit that something that is said is true.

3. Directive

Directive action is the most dominant utterance produced by English teachers and students of grade 9A and 9B during the learning process at

SMP Batik PK Surakarta. This happens because in the teaching and learning process, the teacher always asks the students to do something related to the subject matter or the task to be given, this directive action is mostly found especially in the core activities. An example of speech in the category of asking, the speaker says "Number six, please Hanif write on the blackboard", from this utterance it can be interpreted that the speaker asks the listener to write the answer on the blackboard. This is in accordance with the theory proposed by Searle (1997) that directive speech acts are speakers' utterances to make listeners do or respond to do or respond to something for the speaker.

Based on the data findings, the researcher can conclude that there are three types of speech acts produced by English teachers and students during the learning process. English teachers and students produced 181 utterances. Of the 138 utterances produced by the English teacher, The English teachers produced 5 utterances expressive acts, with the sub-classes greet 4 utterances, and praise 1 utterance, so the total percentage is 3,6% on expressive acts. The English teachers produced 81 utterances directive acts, with the classes sub-asking 43 utterances, sub-request 16 utterances, and sub-command 22 utterance, so the total percentage is 58,7% on directive acts. The English teachers produced 52 utterances assertive acts, with the sub-classes explaining 23 utterances, report 2 utterances, confirm 21 and concluding 6 utterances, so the total percentage is 37,7% on directive acts.

Meanwhile, of the 44 utterances produced by the students, Expressive speech acts produced by students are 6 utterances. With 1 sub-class condoling, 1 sub protesting, 1 sub complaining, 1 sub praising and 2 sub thanking, so the total percentage is 5.4% on expressive acts. The students' directive produced 29 utterances. With sub-ask 27 utterances, sub-beg 1 utterance, and sub-report 1 utterance, so the total percentage is 65.6% on directive acts. Assertive the students produced 9 utterances. With sub-class explain 1 utterance, sub-tell 1 utterance, sub-confirm 6 utterances, and sub-report 1 utterance, making a total percentage of 29.0% in assertive acts.

Furthermore, researcher found data results that showed 0 data on students' utterances in the types of expressive sub-greeting. Directive sub-request, command and permit. Assertive in sub-concluding. Meanwhile, researcher found data results that showed 0 data on teachers utterances in the type of expressive sub-protest, sub-thank, sub-condole, and sub-complain. Assertive in sub-report. Directive in sub-beg. This phenomenon occurs because of the absence of utterances from teachers and students in the sub-classes of illocutionary speech acts that have been mentioned during the learning process.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of conclusions and suggestions. The conclusion summarizes the research findings related to the research formulation and objectives. Suggestions contain specific things that are suggested for future researcher.

A. Conclusion

This research was conducted to find speech acts produced by teachers and students of ninth grade in the teaching and learning process at SMP Batik PK Surakarta. The conclusion of this research can be answered based on the research questions. From two meetings, the researcher found 181 data that correspond to the types of illocutionary acts and the way speakers use speech acts.

Based on Searle's theory, the researcher found three types of illocutionary acts produced by teachers and students at SMP Batik PK Surakarta during two meetings in the teaching and learning process. The three types of illocutionary acts are *expressive, assertive and directive*. Of the three speech acts, each has a percentage of **directive** acts produced by the teacher of 58.7%, with sub-classes asking 43 utterances, request 16 utterances and command 22 utterances. **Directive** acts produced by students amounted to 65.6%, with sub-classes asking 27 utterances, beg 1 utterance, and report 1 utterance. **Assertive** acts produced by

teachers amounted to 37.7%, with sub-classes explaining 23 utterances, report 2 utterances, confirm 21 utterances and concluding 6 utterances. **Assertive** actions produced by students amounted to 29.0%, with explaining 1 utterance, tell 1 utterance, confirm 6 utterances and report 1 utterance. **Expressive** actions produced by teachers amounted to 3.6%, with greet 4 utterances and praise 1 utterance. **Expressive** actions produced by students amounted to 5.4%, with condoling 1 utterance, protest 1 utterance, complain 1 utterance, 1 praise and 2 thanking.

Directive speech acts become the dominant illocutionary speech acts both in teachers and students at SMP Batik PK Surakarta with a percentage for teachers of 58.7%, with sub-classes asking, request, and command. The percentage for students is 65.6%, with sub-classes asking, be, and report. Directive speech acts are important to keep learning activities under control. This is in line with the definition of directive speech acts according to Searle which is related to making the listener perform an action for the speaker. Thus, directive speech acts can be applied in the teaching and learning process to organize and control learning activities and students during the teaching and learning process.

Second, assertive speech acts used by teachers with a percentage of 37.7%, with sub-classes of explaining, report, confirm, and concluding. Assertive speech acts used by students with a percentage of 29.0%, with sub-classes of explaining, tell, confirm and report. In assertive speech acts, teachers use this type of speech

act more in the explaining category, which produces 23 utterances during the learning process. Third, expressive acts is the least speech act used by teachers and students during learning, this is indicated by the existence of 11 utterances with a percentage produced by the teacher of 3.6%, with the sub-class greet and praise. While students produce expressive acts of 5.4%, with the sub-class condoling, protest, compain, praise and thanking. Expressive speech acts usually function to express the psychological condition of the speaker honestly.

B. Suggestion

Based on these conclusions, several suggestions are made to several parties as follows:

1. To the students at SMP Batik PK Surakarta

The researcher suggests that students study and explore more about speech acts. By understanding speech acts, students was be more aware of how language is actually used, especially how language functions in speech acts. Thus, students can avoid misunderstandings or misconceptions in interpreting the messages intended by speakers in the learning process.

2. To the teachers at SMP Batik PK Surakarta

Language teaching especially on language phenomena related to illocutionary speech acts especially expressive, assertive and directive. The researcher suggests for English teachers to use English optimally and teach the students the importance of speech acts so that the students realize how the language should be used. The teachers should also consider giving more opportunities to the students to involve them more in classroom interactions.

3. To next researcher

The researcher hopes that the limitations of this study can encourage other researcher who want to do similar research to investigate further about speech acts. The researcher also suggests to enlarge this study by investigating all types of speech acts because this study has not fully explored speech acts. In addition, in order to make some progress from this research.

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APPENDIX I



Figure A: The researcher meets English Teacher, Mrs. Ninik when observation day 1 at SMP Batik PK Surakarta,



Figure B: *The researcher meets English Teacher, Mr. Dony when observation day 2 at SMP Batik PK Surakarta,*



Figure C: *Students in the class Ninth B with teacher Mrs. Ninik (day 1)*

APPENDIX 2

T = TEACHER

S= STUDENTS

DAY 1

SENIN, 09 JANUARI 2023

MISS NK = 9B

CODE	TIME	DATA
NK1/D1/0:29	00:00:29	T: Bisa dimulai ya?
NK2/D1/0:30	00:00:30	S: Bisa.
NK3/D1/0:31	00:00:31	T: <i>Bismillahirrahmanirrahim... Assalamualaikum warahmatullahi wabarakatuh.</i>
NK4/D1/0:35	00:00:35	S: <i>Walaikumussalam warahmatullahi wabarakatuh.</i>
NK5/D1/0:39	00:00:39	T: Ya. Good afternoon everybody?
NK6/D1/0:40	00:00:40	S: Good afternoon.
NK7/D1/0:42	00:00:42	T: How are you?
NK8/D1/0:43	00:00:43	S: I'm fine. And you?
NK9/D1/0:50	00:00:50	T: I'm fine too. Ya oke kemaren kita sudah bahas ya materinya ya, Materi nya apa kemarin.
NK10/D1/0:58	00:00:58	S: Narrative text
NK11/D1/1:03	00:01:03	T: Ya, narrative text, yang bagiannya apa? What the general structure of narrative text?
NK12/D1/1:10	00:01:10	S: Orientation, Compliation, Conclusion and Resolution.
NK13/D1/1:30	00:01:30	T: Kemudian language fidels apa?
NK14/D1/1:31	00:01:31	S: Adverb of time,
NK15/D1/1:34	00:01:34	T: Camila, apa language fidels nya?
NK16/D1/1:46	00:01:46	T: Unsur kebahasaannya apa saja?
NK17/D1/1:50	00:01:50	S: Adverb of time,
NK18/D1/1:52	00:01:52	T: Ya adverb of time, terus apa lagi camila?
NK19/D1/2:02	00:02:02	S: Time conjunction,
NK20/D1/2:06	00:02:06	T: And then, apa lagi? Conclusions
NK21/D1/2:13	00:02:13	S: Action verb,

NK22/D1/2:16	00:02:16	T: Action verb, terus?
NK23/D1/2:17	00:02:17	S: Itu, adverb of time.
NK24/D1/2:19	00:02:19	T: Adverb of time the examples is... contohnya adverb of time apa?
NK25/D1/2:23	00:02:23	S: One day at a time
NK26/D1/2:30	00:02:30	T: Ya one day at a time, ada lagi? Terus apa lagi? Sudah?
NK27/D1/2:37	00:02:37	S: Sudah
NK28/D1/2:38	00:02:38	T: terus menggunakan tenses nya apa? Tenses nya apa?
NK29/D1/2:54	00:02:54	S: Past tense...
NK30/D1/2:55	00:02:55	T: yaa jadi yang terakhir past tense.
NK31/D1/2:57	00:02:57	T: Kenapa ragu- ragu?
NK31/D1/3:00	00:03:00	T: Ya gitu ya, sudah hafal yaa?
NK32/D1/3:02	00:03:02	T: Any questions?
NK33/D1/3:03	00:03:03	T: Ada pertanyaan tentang narrative text?
NK34/D1/3:11	00:03:11	S: No, No, No. tidak.
NK35/D1/3:12	00:03:12	T: Tidak ada ya, kalo gitu kayak kemarin yang sudah saya...
NK36/D1/3:16	00:03:16	S: Hei Ra, feeling ku gak enak.
NK37/D1/3:18		T: Feeling apa?
NK38/D1/3:20		S: Pasti soal.
NK39/D1/3:24	00:03:24	T: Tidak ya. Yaa nanti, I will divide you into 4 groups. Kemudian nanti masing-masing kelompok akan memilih satu judul dari text narrative. Kemarin teks narasi itu ada 4 yang disebutkan: fairy tale, kemudian legend, terus apa lagi?
NK40/D1/3:33	00:03:33	S: folkktale, dan fabel.
NK41/D1/3:34	00:03:34	T: Ya benar jadi ada 4 itu, nanti kalian dibentuk 4 kelompok. Kemudian salah satu perwakilan kelompoknya milih tema, milih jenis narasinya.
NK42/D1/3:53	00:03:53	S: Satu orang satu tema?
NK43/D1/4:01	00:04:01	T: Satu kelompok satu tema, nanti kalian memilih nomor acak.
NK44/D1/4:06	00:04:06	S: Buk nanti satu kelompok ada berapa orang?

NK45/D1/4:14	00:04:14	T: Ada yang 4 orang, dan ada yang 5 orang.
NK46/D1/4:20	00:04:20	S: Pilih sendiri kan buk?
NK47/D1/4:23	00:04:23	T: Tidak. Saya sudah siapkan kelompok.
NK48/D1/4:49	00:04:49	S: Saya rasa jika memilih kelompok sendiri akan lebih senang Belajar.
NK49/D1/4:50	00:04:50	S: Iya sih. Jelas sih.
NK50/D1/5:15	00:05:15	T: Ini akan tetap saya bagi kelompok dan kalian akan memilih satu nomor. Kemudian jika sudah mengambil nomor acak silahkan untuk bergabung dengan nomor yang sama dengan kalian dapat. Dan pilih satu orang untuk mengambil tema apa yang akan kalian pilih.
NK51/D1/6:01	00:06:01	S: Buk nanti kalo tidak tahu ceritanya bagaimana?
NK52/D1/6:05		T: Yakan dibuat kelompok gunanya itu.
NK53/D1/6:07	00:06:07	T: Okay. This is your job. (explains materi ppt) Yang pertama coba bilqis dibaca.
NK54/D1/6:10	00:06:10	S: Arrange the paragraph into good narrative!
NK55/D1/6:21	00:06:21	T: Ya arrange the paragraph into good narrative jadi nanti ceritanya saya potong-potong.
NK56/D1/6:29	00:06:29	S: Uh Masyaallah.
NK57/D1/6:30	00:06:30	T: jadi nanti silahkan kalian susun sesuai urutannya. Nah jika sudah tersusun nanti kalian temple dikarton yang nanti akan saya bagi 1 karton untuk satu kelompok.
NK58/D1/6:49	00:06:49	T: Nah gimana? Makanya gunanya kelompok untuk memecahkan questions yang ada. Jadi you have to discuss with your group.
NK59/D1/6:58	00:06:58	S: Buk nanti kalo kelompoknya gak full Bahasa English gimana?
NK60/D1/6:59	00:06:59	T: ouh, nanti kalo butuh translate gunain laptop ini. Silahkan digunakan jika kesulitan dalam mentanslate.
NK61/D1/7:11	00:07:11	T: for the second is your text belongs to...apa? Misalnya timun mas. Yang dapat Timun mas itu masuk ke kategori apa? Legend, couktale, atau vabel?

NK62/D1/7:29	00:07:29	S: Legend itu dari sesuatu tempat gitu.
NK63/D1/7:35	00:07:35	T: For the third task Asher bacakan!
NK64/D1/7:40	00:07:40	S: Nomor tiga itu; identify the general structures and the language picture of each paragraph.
NK65/D1/7:54	00:07:54	T: Nah ini tentang Materi pertemuan kemarin itu lho.
NK66/D1/8:00	00:08:00	T: Kemarin sudah nulis sendiri-sendirikan.
NK67/D1/8:00		T: Paragraph pertama apa?
NK68/D1/8:01	00:08:01	T: Yang complication itu yang mana?
NK69/D1/8:03	00:08:03	T: Yang arrange itu yang mana?
NK70/D1/8:06	00:08:06	T: Kemudian, ditentukan. jadi kalo ceritanya panjang berarti bisa jadi ada beberapa complication dan ada beberapa resolution.
NK71/D1/8:25	00:08:25	T: Okay and then, the last one is... Najwa read now!
NK72/D1/8:30	00:08:30	S: Write down the moral values of the text!
NK73/D1/8:36	00:08:36	T: Ya jadi nanti biasanya kan ada message atau moral nya.
NK74/D1/8:36	00:08:36	T: Jadi silahkan nanti kira-kira untuk setiap cerita moral value nya apa. Silahkan dituliskan!
NK75/D1/8:46	00:08:46	T: Terus nanti tugas teams nya dibuat seperti window shopping.
NK76/D1/8:50	00:08:50	T: Nanti dibuat ada beberapa market shop, nanti ada yang bertugas jaga atau menjelaskan materi, dan ada yang keliling.
NK77/D1/9:00	00:09:00	S: Buk, itu nanti jelasin apanya?
NK78/D1/9:02	00:09:02	T: Ya, dijelaskan ini lho general structure nya...
NK79/D1/9:08	00:09:08	S: Oh. Berarti ini orientation nya. Ini complication nya dll.
NK80/D1/9:16	00:09:16	S: Buk kalo muterkan berarti ada yang nulis, itu nanti nulisnya nulis yang apa?
NK81/D1/9:21		T: Ya nulis itu yang ditanyakan.
NK82/D1/9:25	00:09:25	T: Misalnya paragraph 1, orientation nya tentang apa?
NK83/D1/9:33	00:09:33	T: Berarti nanti kamu kalo yang jaga marketnya tidak menjelaskan berarti kamu tanya ceritanya tentang apa? Tokohnya siapa?
NK84/D1/9:43	00:09:43	S: Oh iya.

NK85/D1/9:45	00:09:45	T: Paham ya?
NK86/D1/9:46	00:09:46	S: Paham.
NK87/D1/9:52	00:09:52	T: Any questions?
NK88/D1/9:53	00:09:53	S: Tidak.
NK89/D1/9:53	00:09:53	T: Silahkan maju one by one!
NK90/D1/9:55	00:09:55	T: Silahkan ambil satu, sekalian absensi.
NK91/D1/10:02	00:10:02	S: Kelompoknya dikocok ya?
NK92/D1/10:04	00:10:04	T: Iya kelompoknya dikocok sesuai urat angkat 1,2,3,4.
NK93/D1/10:52	00:10:52	S: Siapa yang nomor empat?
NK94/D1/11:06	00:11:06	S: Kita sama kan.
NK95/D1/11:30	00:11:30	S: Kamu berapa?
NK96/D1/11:34	00:11:34	S: Nomor satu.
NK97/D1/11:52	00:11:52	T: Silahkan bergabung dengan masing-masing nomor yang sama.
NK98/D1/13:59	00:13:59	T: Ayo sudah silahkan duduk!
NK99/D1/14:06	00:14:06	T: Oke selanjutnya menentukan tema untuk setiap kelompok.
NK100/D1/14:16	00:14:16	T: Najwa silahkan maju dan ambil satu.
NK101/D1/14:23	00:14:23	S: Yang mana Buk?
NK102/D1/14:25	00:14:25	T: bebas ambil satu.
NK103/D1/14:29	00:14:29	T: Kemudian kelompok dua silahkan maju dan ambil satu.
NK104/D1/14:38	00:14:38	T: Berikutnya kelompok tiga silahkan maju.
NK105/D1/14:43	00:14:43	S: Khansa.
NK106/D1/14:48	00:14:48	T: Dan ini terakhir untuk kelompok 4.
NK107/D1/14:48	00:14:48	S: Pas ya.
NK108/D1/14:49	00:14:49	T: Iya pas.
NK109/D1/14:50	00:24:50	S: Dapat apa Nis?
NK110/D1/14:52	00:24:52	S: Timun mas.
NK111/D1/14:53	00:24:53	T: Kelompok berapa yang belum?
NK112/D1/14:59	00:24:59	S: Sudah semua Buk.
NK113/D1/15:25	00:15:25	T: Before you start,
NK114/D1/25:28	00:25:28	T: Sebelum dimulai.
NK115/D1/15:29	00:15:29	T: Hello. Hi!
NK116/D1/15:30	00:15:30	T: Silahkan kalian kerjakan besok kalian

		presentasikan di depan teman-temannya!
NK117/D1/15:34	00:15:34	T: Jadi hari ini harus selesai.
NK118/D1/15:36	00:15:36	S: Oke.
NK119/D1/15:48	00:15:48	S: Miss kartonnya mana?
NK120/D1/15:50	00:15:50	T: Itu didepan silahkan diambil satu.
NK121/D1/16:15	00:16:15	T: Kalo yang gak tau artinya silahkan bisa translate.
NK122/D1/16:50	00:16:50	S: Buk ini boleh dipotong-potong
NK123/D1/16:56	00:16:56	T: Boleh-boleh, silahkan disesuaikan.
NK124/D1/17:01	00:17:01	T: Yang penting tulisannya jangan dipotong.
NK125/D1/17:05	00:17:05	S: Tidak Miss.
NK126/D1/17:15	00:17:15	S: Potong lenkung ujungnya aja.
NK127/D1/17:20	00:17:20	S: Tapi cukup besar ras.
NK128/D1/17:44	00:17:44	S: Miss jangan di foto ya.
NK129/D1/17:46	00:17:46	T: Tidak, lanjutkan saja.
NK130/D1/18:28	00:18:28	S: Ini ditulisin nama kelompoknya tidak?
NK131/D1/18:33	00:18:33	T: Iya, dituliskan identitas kelompoknya juga.
NK132/D1/18:35	00:18:35	S: Baik Buk. “
NK133/D1/19:58	00:19:58	S: Buk ini benar tidak?
NK134/D1/21:05	00:21:05	T: coba lihat, oke bagus.
NK135/D1/21:41	00:21:41	T: Intinya penting paragrafnya nyambung.
NK136/D1/21:43	00:21:43	S: Baik miss.
NK137/D1/22:24	00:22:24	S: Ini kaya gini semua atau jangan?
NK138/D1/22:26	00:22:26	S: Ih kayak anak TK.
NK139/D1/23:07	_00:23:07	S: Miss ini selesainya hari ini banget miss?
NK140/D1/23:10	00:23:10	T: Iya dong.
NK141/D1/23:16	00:23:16	S: Tapi yang muter-muternya besok kan?
NK142/D1/23:17	00:23:17	T: Iya besok.
NK143/D1/29:00	00:29:00	S: Miss kalo yang tidak ada resolution nya?
NK144/D1/29:07	00:29:07	T: Ditulis aja kasih keterangan.
NK145/D1/29:38	00:29:38	T: Ayok udah selesai belum?
NK146/D1/29:42	00:29:42	S: Dikit lagi miss.
NK147/D1/29:50	00:29:50	S: Yuk kita pulang yuk.
NK148/D1/30:56	00:30:56	S: Bilqis aku mau pinjam penggaris.
NK149/D1/30:57	00:30:57	S: Semangat guys.
NK150/D1/32:38	00:32:38	T: Urutannya gimana sudah?
NK151/D1/33:40	00:33:40	S: Sudah.

NK152/D1/33:45	00:33:45	S: Yuk kita temple yuk.
NK153/D1/33:47	00:33:47	S: Gini yah.
NK154/D1/34:00	00:34:00	S: Alaina jadi pinjam tidak?
NK155/D1/34:03	00:34:03	S: Jadi.
NK156/D1/35:15	00:35:15	S: Yea... Finally selesai.
NK157/D1/36:00	00:36:00	S: Di dunia ini tidak ada yang sempurna kecuali Allah.
NK158/D1/37:15	00:37:15	S: Miss Bahasa inggrisnya putus asa itu apa?
NK159/D1/37:20	00:37:20	T: give up
NK160/D1/37:23	00:37:23	S: Makasih miss.
NK161/D1/37:55	00:37:55	S: Kalau pakai ballpoint itu tidak kelihatan lhoo.
NK162/D1/38:20	00:38:20	S: Ayo guys 15 menit lagi guys
NK163/D1/38:23	00:38:23	T: Iya fifteen minutes lagi, lima belas menit lagi.
NK164/D1/39:23	00:39:23	S: Yuk gusy yuk... lima belas menit lagi.
NK165/D1/40:24	00:40:24	S: Ayok cepat!
NK167/D1/42:15	00:42:15	S: Buk background itu termasuk paragraph juga?
NK168/D1/42:22	00:42:22	T: Iya itu termasuk kedalam paragraph.
NK169/D1/43:43	00:43:43	S: Miss ini udah benar?
NK170/D1/43:46	00:43:46	T: Ini ada resolution, sebelumnya harusnya ada complication.
NK171/D1/43:55	00:43:55	S: Berarti dikalimat sebelumnya miss?
NK172/D1/43:56	00:43:56	T: Iya coba cari lagi.
NK173/D1/44:19	00:44:19	T: Dibuat kesimpulan ya.
NK174/D1/44:28	00:44:28	T: Jadi misalnya kan ini dari sehubungan dengan resolutionnya apa?
NK175/D1/44:31	00:44:31	T: Kayak mentages.
NK176/D1/44:35	00:44:35	T: Dibuat satu rangkuman, yang mencakup isi ceritanya apa.
NK177/D1/46:00	00:46:00	T: Ini kan conflict nya bisa sangkuriang.
NK178/D1/46:05	00:46:05	S: Berarti ini ditulis juga?
NK179/D1/46:08	00:46:08	T: Iya.
NK180/D1/46:53	00:46:53	T: Berarti dicari main idea nya juga di buat satu paragraph.
NK181/D1/47:21	00:47:21	T: Finish... sudah selesai?
NK182/D1/47:25	00:47:25	S: Belum.
NK183/D1/48:36	00:48:36	T: Udah selesai?

NK184/D1/48:37	00:48:37	S: Belum!
NK185/D1/49:01	00:49:01	S: Miss mau cuci tangan.
NK186/D1/49:02	00:49:02	T: Silahkan
NK187/D1/52:05	00:52:05	T: Oke. Sudah ya.
NK188/D1/52:07	00:52:07	T: Sudah selesai. Kembali ke tempat masing-masing.
NK189/D1/52:10	00:52:10	T: Kalo belum selesai kita lanjut besok dijam pertama.
NK190/D1/52:13	00:52:13	S: Baik miss
NK191/D1/52:33	00:52:33	T: Sudah ya, dibereskan kembali.
NK192/D1/52:56	00:52:56	T: Ayok!
NK193/D1/53:29	00:53:29	T: Bisa nanti selesaikan lagi. Ayok.
NK194/D1/56:12	00:56:12	S: Buk marahin buk, kansa gak pernah piket
NK195/D1/56:18	00:56:18	S: Naswa buk.
NK196/D1/56:27	00:56:27	S: Aku piket.
NK197/D1/56:36	00:56:36	T: Udah ya, kita tutup.
NK198/D1/57:27	00:57:27	T: Let's saying <i>Hamdallah</i> together.
NK199/D1/57:31	00:57:31	<i>Alhamdulillah hirobbil'amin</i>
NK200/D1/57:46	00:57:46	T: Wassalamu'alaikum <i>warahmatullahi wabarakatuh.</i>
NK201/D1/57:50	00:57:50	S: <i>Walaikumussalam warahmatullahi wabarakatuh.</i>

APPENDIX 3

DAY 2

KAMIS, 12 JANUARI 2023

MR. DN = 9A

CODE	TIME	DATA
DN1/D2/0:41	00:00:41	T: <i>Assalamualaikum warahmatullahi wabarakatuh.</i>
DN2/D2/0:45	00:00:45	S: <i>Waalaikumussalam warahmatullahi wabarakatuh.</i>
DN3/D2/0:56	00:00:56	T: Okay let's say <i>Hamdalah</i> together.
DN4/D2/0:57	00:00:57	S: <i>Alhamdulillah Robbil'alamiin.</i>
DN5/D2/1:03	00:01:03	T: Silahkan disiapkan bukunya.
DN6/D2/1:07	00:01:07	S: Eh buku Bahasa inggris ku gak ada ya.
DN7/D2/1:55	00:01:55	T: Sudah?
DN8/D2/1:58	00:01:58	T: Kalau sudah perhatikan dulu.
DN9/D2/2:00	00:02:00	T: Karena hari ini kita bersama mba siapa mba?
DN10/D2/2:06	00:02:06	R: <i>Erika</i>
DN11/D2/2:07	00:02:07	T: Erika ya dari UIN Surakarta.
DN12/D2/2:11	00:02:11	T: Universitas Islam Negeri Surakarta.
DN13/D2/2:14	00:02:14	T: Hari ini mba Erika ingin ikut dikelas 9A ya dalam Pembelajaran Bahasa inggris.
DN14/D2/2:32	00:02:32	T: Selama Pembelajaran nanti satu jam nanti akan mengamati peroses Pembelajaran.
DN15/D2/2:40	00:02:40	T: oke itu. Kemudian terakhir kemarin kita membahas tentang apa?
DN16/D2/2:44	00:02:44	T: Lupa?
DN17/D2/2:46	00:02:46	T: Buka bukunya.

DN18/D2/3:06	00:03:06	T: oke jadi sampe Materi uncomfortable things.
DN19/D2/3:10	00:03:10	T: sudah di buka belum bukunya?
DN20/D2/03:13	00:03:13	S: Sudah
DN21/D2/03:15	00:03:15	T: Kemarin terakhir kita sampai mengerjakan berapa soalnya?
DN22/D2/3:20	00:03:20	S: Lima.
DN23/D2/3:22	00:03:22	T: Lima ya.
DN24/D2/3:23	00:03:23	T: Oke, pembelajaran kali ini nanti akan menggunakan audio. Jadi tolong nanti perhatikan baik-baik.
DN25/D2/3:35	00:03:35	T: Sekarang kalian buka buku tugas.
DN26/D2/3:39	00:03:39	T: Open your books.
DN27/D2/3:40	00:03:40	T: And continue... melanjutkan the assignment.
DN28/D2/3:50	00:03:50	T: kalo kemarin five. Sekarang new bride number six.
DN29/D2/3:57	00:03:57	T: Kita mulai from number six ya.
DN30/D2/4:06	00:04:06	S: Balik lagi pak?
DN31/D2/4:07	00:04:07	T: nombor 6.
DN32/D2/4:07	00:04:07	T: The assignment is... tugasnya adalah nanti I will play audio.
DN33/D2/4:16	00:04:16	T: Saya akan memutar audio from my laptop. And then you write.
DN34/D2/4:23	00:04:23	T: Kamu tulis. You write down what is the expressions.
DN35/D2/4:28	00:04:28	T: Apa ekspresi yang disampaikan oleh the audio tersebut.
DN36/D2/4:33	00:04:33	T: Okay?

DN37/D2/4:34	00:04:34	T: I only played 2 times.
DN38/D2/4:38	00:04:38	T: I only played 2 times. Saya hanya memutarakan 2 kali untuk satu ekspresi.
DN39/D2/4:46	00:04:46	T: So please pay attention very carefully
DN40/D2/4:49	00:04:49	T: perhatikan baik-baik apa yang dikatakan.
DN41/D2/4:53	00:04:53	T: Oke any questions?
DN42/D2/4:56	00:04:56	T: Oke any questions?
DN43/D2/4:57	00:04:57	T: Ada pertanyaan?
DN44/D2/4:59	00:04:59	S: Not yet.
DN45/D2/4:50	00:04:50	T: Ya sebelum kita mulai. Kita reviews dulu sambil mengingat-ingat.
DN46/D2/5:06	00:05:06	T: Open your note please.
DN47/D2/5:07	00:05:07	T: Buka catatannya.
DN48/D2/5:10	00:05:10	T: Dibuka dulu, sambil mengingat-ingat expressions to asking or giving surely and unsurely.
DN49/D2/5:29	00:05:29	T: Baca dulu sebentar, nanti ketika kalian mendengarkan you can answer.
DN50/D2/5:39	00:05:39	T: Kalian akan bisa jawab. Oh itu yang dikatan apa sih.
DN51/D2/5:42	00:05:42	T: Questions?
DN51/D2/5:45	00:05:45	S: Pak saya salah bawa buku.
DN53/D2/5:46	00:05:46	T: Salah bawa buku?
DN54/D2/5:47	00:05:47	S: Buku baha inggirs gak ada pak.
DN55/D2/5:49	00:05:49	T: Gak ada?
DN56/D2/5:50	00:05:50	S: Iya
DN57/D2/5:50	00:05:50	T: Kok bisa?
DN58/D2/5:54	00:05:54	T: Kok bisa gak ada. Dimana bukunya?
DN59/D2/5:57	00:05:57	T: Kamu taruh mana?
DN60/D2/6:02	00:06:02	T: Kamu gak bisa baca catatan yang kemarin.
DN61/D2/06:14	00:06:14	T: You can borrow Rafis note

DN62/D2/6:16	00:06:16	S: Baik pak.
DN63/D2/16:31	00:06:31	T: Remember the expressions.
DN64/D2/6:37	00:06:37	T: Remember the expressions.
DN65/D2/6:37	00:06:37	T: Diingat-ingat. Apa ekspresinya.
DN66/D2/6:45	00:06:45	T: Make sure you understand the expressions
DN67/D2/6:53	00:06:53	T: Ya make sure. Pastikan you understand the expressions.
DN68/D2/6:58	00:06:58	T: Kamu mengerti ekspresi apa saja.
DN69/D2/7:23	00:07:23	T: Hanif tomorrow... kemarin kamu tidak masuk.
DN70/D2/7:28	00:07:28	T: Kemarin masuk?
DN71/D2/7:29	00:07:29	S: Masuk
DN72/D2/7:32	00:07:32	T: Pas Pelajaran Bahasa Inggris hari apa?
DN73/D2/7:33	00:07:33	S: Selasa.
DN74/D2/7:34	00:07:34	T: Tugasnya apa sudah tahu?
DN75/D2/7:36	00:07:36	T: Yang 5 itu. Nanti silahkan ask your friends.
DN76/D2/7:43	00:07:43	T: Ask your friends what is the assignment.
DN77/D2/7:46	00:07:46	T: apa tugasnya tanya teman kamu.
DN78/D2/7:54	00:07:54	T: You ready?
DN79/D2/7:54	00:07:54	T: Sudah siap?
DN80/D2/7:57	00:07:57	T: I hope you're ready. Saya harap sudah siap.
DN81/D2/7:59	00:07:59	T: This is simple.
DN82/D2/8:01	00:08:01	T: Ini hanya mudah ya. Jadi tugas kalian cuma repeating the last expressions saja.
DN83/D2/8:08	00:08:08	T: Ekspresi-ekspresi yang sudah kita bahas kemarin itu apa saja?
DN84/D2/8:13	00:08:13	T: Hanya repeat the expressions.
DN85/D2/8:20	00:08:20	T: Oke. Number six.
DN86/D2/8:21	00:08:21	T: Number six.

DN87/D2/8:22	00:08:22	T: Number six oke.
DN88/D2/0:30	00:08:30	T: Number six.
DN89/D2/8:35	00:08:35	T: Remember the assignment. Ingat the assignment tadi apa?
DN89/D2/8:43	00:08:43	T: write the expressions. Tulis apa ekspresinya.
DN90/D2/8:52	00:08:52	T: Oke lets hear number six.
DN91/D2/8:53	00:08:53	Audio <i>are you sure.</i>
DN92/D2/9:07	00:09:07	T: Kita dengarkan sekali lagi. Again.
DN93/D2/9:08	00:09:08	Audio <i>are you sure.</i>
DN94/D2/9:14	00:09:14	T: Write down.
DN95/D2/9:21	00:09:21	T: Kedengaran dari sini ya? Kedengaan tidak?
DN96/D2/9:27	00:09:27	S: Kedengaran.
DN97/D2/9:29	00:09:29	T: Kalo gitu saya maju ke tengah.
DN98/D2/9:36	00:09:36	T: Marsel please help me.
DN99/D2/9:39	00:09:39	S: Yes sir.
DN100/D2/10:04	00:10:04	T: Oke number six finis?
DN101/D2/10:!!1	00:10:11	T: easy right?
DN102/D2/10:11	00:10:11	T: Mudah bukan.
DN103/D2/10:14	00:10:14	T: Seven
DN104/D2/10:15	00:10:15	T: This is for number seven
DN105/D2/10:25	00:10:25	<i>Audio replay...</i>
DN106/D2/11:16	00:11:16	T: Kamu boleh lihat catatanmu juga
DN107/D2/11:29	00:11:29	T: Finis?
DN108/D2/11:33	00:11:33	T: Seven. Number seven. Now we go to number eight.
DN109/D2/11:46	00:11:46	T: Listen very carefully.
DN110/D2/11:49	00:11:49	<i>Audio replay...</i>
DN111/D2/11:59	00:11:59	S: Again.

DN112/D2/12:03	00:12:03	<i>Audio replay...</i>
DN113/D2/13:08	00:13:08	T: Next.
DN114/D2/13:10	00:13:10	S: Yes.
DN115/D2/13:14	00:13:14	T: We go to number?
DN116/D2/13:16	00:13:16	S: Nine.
DN117/D2/13:18	00:13:18	T: we go to number nine.
DN118/D2/13:25	00:13:25	<i>Audio replay.</i>
DN119/D2/13:40	00:13:40	T: Sekali lagi.
DN120/D2/13:43	00:13:43	<i>Audio replay.</i>
DN121/D2/13:48	00:13:48	T: Number?
DN122/D2/13:51	00:13:51	S: Ten.
DN123/D2/13:53	00:13:53	T: Ini tadi number berapa?
DN124/D2/13:59	00:13:59	S: Sembilan
DN125/D2/14:24	00:14:24	T: Number ten. Sekarang number sepuluh.
DN126/D2/14:24	00:14:24	S: Sepuluh.
DN127/D2/15:39	00:15:39	T: You don't need to answer.
DN128/D2/15:41	00:15:41	T: Tidak usah dijawab.
DN129/D2/15:44	00:15:44	T: Tidak usah dijawab.
DN130/D2/25:46	00:25:46	S: Cuma dengerin doang pak?
DN131/D2/25:46	00:25:46	T: Iya.
DN132/D2/25:47	00:25:47	T: Listen and write down.
DN133/D2/25:51	00:25:51	T: Listen and write down.
DN134/D2/15:55	00:15:55	T: Dengarkan dan tulis.
DN135/D2/15:58	00:15:58	T: You don't answer.
DN136/D2/16:03	00:16:03	T: Tidak usah dijawab.
DN137/D2/16:03	00:16:03	S: Tidak usah dijawab.
DN138/D2/16:13	00:16:13	T: Information just write down oke?
DN139/D2/16:17	00:16:17	T: Tulis saja.
DN140/D2/16:26	00:16:26	T: Next.
DN141/D2/16:32	00:16:32	S: Next pak?
DN142/D2/16:33	00:16:33	T: Iya.

DN143/D2/16:46	00:16:46	T: Bawa jadwal tidak?
DN144/D2/16:50	00:16:50	S: Tidak dibawa pak.
DN145/D2/16:53	00:16:53	T: Kok bisa gak dibawa?
DN146/D2/16:19	00:16:19	S: Salah bawa jadwal pak.
DN147/D2/17:07	00:17:07	T: Awas bukunya ilang lho.
DN148/D2/17:15	00:17:15	T: jika seperti itu tugas mu bisa tidak ada nilainya.
DN149/D2/17:16	00:17:16	S: Jangan dong pak.
DN150/D2/17:17	00:17:17	T: Lah bukunya kalo sampai ilang nilainya gimana.
DN151/D2/17:38	00:17:38	T: Kalo buku mu hilang terus tugasmu nilainya dari mana?
DN152/D2/17:45	00:17:45	T: Oke. Sekarang number? Number berapa?
DN153/D2/17:53	00:17:53	S: Sebelas.
DN154/D2/18:19	00:18:19	T: Sebelas.
DN155/D2/18:24	00:18:24	Audio replay...
DN156/D2/18:32	00:18:32	T: Sebalas. Number elevent.
DN157/D2/18:34	00:18:34	Audio replay...
DN158/D2/19:08	00:19:08	S: Can you speak indian... nananaaa.
DN159/D2/19:18	00:19:18	T: Oke next.
DN60/D2/19:24	00:19:24	S: Number twelve
DN161/D2/19:35	00:19:35	Audio replay...
DN162/D2/19:36	00:19:36	S: Hah. Apa pak?
DN163/D2/19:37	00:19:37	T: Sudah?
DN164/D2/19:38	00:19:38	S: Repeat.
DN165/D2/19:41	00:19:41	T: Oke listen.
DN166/D2/19:42	00:19:42	Audio replay...
DN167/D2/20:23	00:20:23	T: Oke number?
DN168/D2/20:26	00:20:26	S: Thirty.
DN169/D2/20:27	00:20:27	T: Thirty.
DN170/D2/20:46	00:20:46	T: Ya be quiet.

DN171/D2/20:48	00:20:48	Audio replay...
DN172/D2/20:52	00:20:52	S: Ulang pak, ulang.
DN173/D2/20:56	00:20:56	T: Oh...
DN174/D2/20:59	00:20:59	S: Oh my god.
DN175/D2/21:07	00:21:07	T: Ya oke sampe number berapa?
DN176/D2/21:15	00:21:15	S: Tigabelas.
DN177/D2/21:18	00:21:18	T: Two more. Dua lagi.
DN178/D2/21:31	00:21:23	S: Oke.
DN179/D2/21:31	00:21:31	T: Next number?
DN180/D2/21:34	00:21:34	S: Number fourteen
DN181/D2/21:44	00:21:44	T: Listen very carefully
DN182/D2/21:50	00:21:50	Audio replay...
DN183/D2/21:58	00:21:58	T: One more.
DN184/D2/22:01	00:22:01	S: Yes sir.
DN185/D2/22:02	00:22:02	Audio replay...
DN186/D2/22:04	00:22:34	S: Can you speak English?
DN187/D2/22:25	00:22:25	S: Yes.
DN188/D2/22:38	00:22:38	T: The last.
DN189/D2/22:41	00:22:41	T: Periksa catatanmu.
DN190/D2/22:49	00:22:49	T: Ridwan
DN191/D2/22:50	00:22:50	S: Apa pak.
DN192/D2/22:52	00:22:52	T: your smile means, senyum mu itu maksudnya apa?
DN193/D2/23:03	00:23:03	S: Palsu, palsu.
DN194/D2/23:06	00:23:06	T: Ibadah namanya.
DN195/D2/23:09	00:23:09	S: ya senyum terus masuk sunah.
DN196/D2/23:13	00:23:13	T: Your smile means? Setelah dengerin senyum. Maksudnya apa?
DN197/D2/23:19	00:23:19	S: Tidak paham pak.
DN198/D2/23:30	00:23:20	S: Tidak paham pak.
DN199/D2/23:24	00:23:24	S: Artinya tidak paham pak.

DN200/D2/23:30	00:23:30	T: Oke next. Fivteen.
DN201/D2/23:38	00:23:38	S: Last pak last?
DN202/D2/23:42	00:23:42	S: Last.
DN203/D2/23:43	00:23:43	S: Last.
DN204/D2/23:44	00:23:44	Audio reapeplay...
DN205/D2/23:46	00:23:46	T: Be quiet.
DN206/D2/23:48	00:23:48	Audio replay...
DN207/D2/23:53	00:23:53	S: Oh.
DN208/D2/24:10	00:24:10	S: I'm fine
DN209/D2/24:11	00:24:11	S: I'm fine
DN210/D2/24:15	00:24:15	S: Can speak india. Can speak india.
DN211/D2/14:15	00:24:15	T: Now I will repeat only one.
DN212/D2/24:21	00:24:21	S: Ya pak.
DN213/D2/24:22	00:24:22	S: Oke, oke.
DN214/D2/24:24	00:24:24	T: Only one from number six.
DN215/D2/24:24	00:24:24	S: Oke
DN216/D2/24:26	00:24:16	T: And you can check your answer is true or false.
DN217/D2/24:31	0:24:31	S: Yes sir.
DN218/D2/24:35	00:24:35	T: Silahkan cek jawabannya bener atau salah.
DN219/D2/24:36	00:24:36	S: True.
DN220/D2/24:45	00:24:45	T: Oke kita ulang dari number six.
DN221/D2/24:49	00:24:49	Audio replay...
DN222/D2/24:59	00:24:49	S: Bentar.
DN223/D2/24:57	00:24:57	T: Next?
DN224/D2/24:57	00:24:57	S: Next.
DN225/D2/24:58	00:24:58	Audio replay...
DN226/D2/25:03	00:25:03	S: Ah, Udah Tau ini. Next pak.
DN227/D2/23:06	00:25:06	T: Next?
DN228/D2/25:07	00:25:07	S: Next.
DN229/D2/25:08	00:25:08	Audio replay...

DN230/D2/25:10	00:25:10	S: Oh ini.
DN231/D2/25:13	00:25:13	T: Sudah?
DN232/D2/25:13	00:25:13	S: Bentar pak, bentar.
DN233/D2/25:15	00:25:15	S: Next.
DN234/D2/25:27	00:25:27	T: Udah next?
DN235/D2/25:28	00:25:28	S: Next.
DN235/25:28	00:25:28	S: Next.
DN236/D2/25:29	00:25:29	Audio replay...
DN237/D2/25:36	00:25:36	S: Next.
DN238/D2/25:28	00:25:28	S: Next pak
DN239/D2/25:38	00:25:38	T: Oke next number.
DN240/D2/25:42	00:25:42	Audio replay...
DN241/D2/25:50	00:25:50	S: Next.
DN242/D2/25:57	00:25:57	T: Next?
DN243/D2/25:57	00:25:57	S: Next.
DN244/D2/25:58	00:25:58	Audio replay...
DN245/D2/26:06	00:26:04	S: Next.
DN246/D2/26:11	00:26:11	T: Oke next.
DN247/D2/26:12	00:26:12	Audio replay...
DN248/D2/26:14	00:26:14	S: Next.
DN249/D2/26:24	00:26:24	T: The next?
DN250/D2/26:24	00:26:24	S: Ya.
DN251/D2/26:25	00:26:25	Audio replay...
DN252/D2/26:29	00:26:29	S: Next
DN253/D2/26:36	00:36:36	T: Next?
DN254/D2/26:36	00:26:36	S: Ya.
DN255/D2/26:37	00:26:37	Audio replay...
DN256/D2/26:46	00:26:45	S: Aku tahu ini.
DN257/D2/26:46	00:26:46	S: Next. Eh, bentar pak.
DN258/D2/26:48	00:26:48	S: Bentar sebentar.
DN259/D2/26:53	00:26:53	S: Next.

DN260/D2/26:54	00:26:54	T: Oke the last.
DN261/D2/26:58	00:56:58	Audio replay...
DN262/D2/37:02	00:27:01	S: Oke.
DN263/D2/37:02	00:27:02	S: Oke.
DN264/D2/27:12	00:27:12	T: Finis?
DN265/D2/27:13	00:27:13	S: Finis.
DN266/D2/27:14	00:27:14	S: Yes
DN267/D2/27:16	00:27:16	T: Ya, and then bukunya di acak silang. Kita akan cocokan jawabannya.
DN268/D2/27:36	00:27:36	T: Stop. Stop.
DN269/D2/27:54	00:27:52	S: Lah punya ku mana?
DN270/D2/27:54	00:27:54	S: Ini.
DN271/D2/27:54	00:27:54	S: Oke.
DN272/D2/27:56	00:27:56	S: Thank you.
DN273/D2/27:57	00:27:57	T: Look at the friends answer.
DN274/D2/28:10	00:28:10	S: Rizki pak.
DN275/D2/28:16	00:28:16	T: Number six please.
DN276/D2/28:28	00:28:28	T: You can write from number six, tulis dari number enam.
DN277/D2/28:34	00:28:34	T: Number satu sampai lima sduah kemarin.
DN278/D2/28:43	0:28:43	T: Number six please hanif. Write down in the blkboard.
DN279/D2/28:46	00:28:46	S: Enam pak?
DN280/D2/28:49	00:28:49	S: Six.
DN281/D2/29:21	00:39:21	T: Ya, are you sure?
DN282/D2/29:23	00:29:23	T: Itu pertanyaan bukan?
DN283/D2/29:24	00:29:24	T: Question or not?
DN284/D2/29:27	00:29:27	T: Pertanyaan bukan?
DN285/D2/29:29	00:29:29	S: Iya.
DN286/D2/29:30	00:29:30	T: Question or not?
DN287/D2/29:32	00:29:32	S: Question.

DN288/D2/29:34	00:29:34	T: Kalo pertanyaan biasanya dikasih tanda apa?
DN289/D2/29:36	00:29:36	S: Tanda tanya.
DN290/D2/29:43	00:29:43	T: Next number seven.
DN291/D2/29:45	00:29:45	T: Give the marker to your friend
DN292/D2/30:23	00:30:23	T: Ya seven.
DN293/D2/30:25	00:30:25	T: Sebelum melanjutkan ke number delapan. Under answer bisa dituliskan jawaban yang lain.
DN294/D2/30:45	00:30:45	T: Tetep number tujuh, coba jawaban yang lain
DN295/D2/30:46	00:30:46	S: Masih nomor tujuh. Jawaban yang lain
DN296/D2/31:13	00:31:13	T: Ya next give to your friends.
DN297/D2/31:18	00:31:18	S: Masih number tujuh?
DN298/D2/31:19	00:31:19	T: Iya.
DN299/D2/32:15	00:32:15	T: Oke number seven the best answer is this. Cuma ini kurang kata sure.
DN300/D2/32:46	00:32:46	S: Number delapan pak?
DN301/D2/32:46	00:32:46	T: Iya
DN302/D2/33:03	00:33:03	S: Kalo absolutely pak?
DN303/D2/33:04	00:33:04	T: No. kalo jawaban salah ya salah.
DN304/D2/33:12	00:33:12	S: Pak kalo I'm not sure. Salah ya?
DN305/D2/33:13	00:33:13	T: Salah
DN306/D2/33:30	00:33:30	S: Salah-salah aja.
DN307/D2/33:50	00:33:50	T: Still eight.
DN308/D2/34:05	00:34:05	S: Survei membuktikan.
DN309/D2/34:07	00:34:07	T: Loh apa itu?
DN310/D2/34:07	00:34:07	S: Sama pak.
DN311/D2/34:10	00:34:10	T: Tidak boleh begitu. Ditulis.
DN312/D2/34:16	00:24:16	S: Iya pak.
DN313/D2/34:21	00:34:21	T: Ditulis dulu. Apa jawabannya.

DN314/D2/34:32	00:34:23	S: Sama.
DN315/D2/34:24	00:34:24	T: Jangan pernah ditulis seperti itu. Kalau sama ditulis juga biar tahu apa jawabannya.
DN316/D2/35:45	00:34:45	T: Satu lagi.
DN317/D2/34:48	00:34:48	S: Last pak.
DN318/D2/34:48	00:34:48	S: Last.
DN319/D2/35:01	00:35:01	T: Tidak ada yang benar semua.
DN320/D2/35:10	00:35:10	T: Number delapan itu bukan <i>are you sure</i> . Tapi <i>are you certainty</i> .
DN321/D2/35:19	00:35:19	S: Oh.
DN322/D2/35:20	00:35:20	T: Jadi penyebutan nya seperti <i>sure</i> . Tapi bukan itu.
DN323/D2/35:34	00:35:34	S: Jadi salah pak?
DN324/D2/35:57	00:35:57	T: Are you certain about...
DN325/D2/36:32	00:36:32	T: Ya oke times is out. Waktunya sudah habis. Kita lanjutkan setelah sholat dzuhur.
DN326/D2/36:40	00:36:40	S: Oke.
DN327/D2/36:41	00:36:41	T: Oke. Please return the book to your friends. Kembalikan buku temanmu.
DN328/D2/36:51	00:36:51	T: prepear for shalat dzuhur.
DN329/D2/37:33	00:37:33	T: Oke kita akhiri. Saya sudahi dulu sampai sini, nanti kita lanjutkan after break
DN330/D2/37:40	00:37:40	T: <i>Wassalamu'alaikum warahmatullahi wabarakatuh</i>
DN331/D2/37:43	00:37:43	S: <i>Walaikumussalam warahmatullahi wabarakatuh</i>
DN332/D2/37:47	00:37:47	T: Setelah ini segera kemasjid.

APPENDIX 4

Data Result Analysis

DAY 1 (NKD1)

SENIN, 09 JANUARI 2023

MISS NK 9B

NK1/DI/0:01 : NK1 = Teacher name/Sub Utterances

D1 = Day description

0:01 = Minute Description

A. Expressive Speech Acts

Detail data result of sub Expressive Spesch Acts according to Searle's Theory:

1. **Praise** means to express words of appreciation. The term 'praise' means an expression of admiration for something that is considered good.
2. **Protest** assumes a statement of disapproval, opposition, etc.
3. **Lamenting** is an expression of sadness accompanied by distressing words.
4. **Deplore** is one's expression towards something by simply lamenting, crying, or feeling angry about it.
5. **Thank** is a form of expression of thanking.
6. **Greeting** has no non-propositional substance, 'greet' is only an illocutionary act. Greeting is a kind and pleasant greeting.
7. **Apologize** is the act of apologizing expresses regret, sadness, or grief over a situation that the speaker is responsible for.
8. **Condole** is an expression that expresses sympathy.
9. **Congratulate** is an expression of participation in the speaker's happiness towards the speech partner.
10. **Complain** is an expression that describes grief, pain, or discontent.
11. **Boast** is an expression of pride that is based on the assumption that the thing being boasted about is beneficial to the speaker.
12. **Compliment** is a way of expressing the listener's approval of something that is considered to have beauty value.

No	Number of data	Context	Utterance	Types of Expressive Speech Acts											T/ F		
				Pra	Pro	Lam	Dep	Tha	Gre	Apo	Cnd	Cng	Cpn	Boa		Cp m	
1	NK3/D1/0:31	The teacher greeted students.	“Bismillahirrahmanirrahim. Assalammualaikum warahmatullahi wabarakatuh.”							V							
2	NK5/D1/0:39	The teacher greeted students.	“Good afternoon everybody?”							V							
3	NK7D1/0:42	The teacher greeted about the condition of the students.	“How your day students?”							V							
4	NK31/D1/2:57	Students expressed their	“Hei Ra, feeling ku gak enak.”									V					

		feelings towards the teacher.														
5	NK48/D1/4:49	Students protested that it was better to divide the groups individually .	“Saya rasa jika memilih kelompok sendiri akan lebih senang Belajar.”		V											
6	NK56/D1/6:29	Student said word of praise.	“Uh Masyaallah.”		V											
7	NK134/D1/21:05	The teacher praised the students on their work.	“coba lihat, oke bagus.”		V											
8	NK138/D1/22:26	Student complained	“Ih kayak anak TK.”										V			

		about something from their friends' work.														
9	NK160/D1/37:2 3	Student said thank to the teacher for answering their questions.	“Makasih miss.”					V								

B. Assertive Speech Acts:

Detail data result of sub Assertive Speech Acts according to Searle's Theory:

1. **Stating** it was expressing something definitively or clearly in speech or writing.
2. **Explaining** is going into more detail or expressing a revealing relevant facts or ideas.
3. **Report** giving a verbal or written report about something that has happened.
4. **Tell** meaning aims to inform speech partners.
5. **'Confirm'** means agreeing or establishing the truth or validity of something by formal approval, irrefutable facts, evidence, or other actions.
6. **Suggest** means mention or recommend something to think about, or something someone should do.
7. **Predicting** is an expression that means telling or stating in advance what will happen in the future.
8. **Bragging** has a meaning in the verb or verb class so bragging can express an action, existence, experience, or other dynamic sense.
9. **Complaining** is an expression of the speaker describing what they feel such as; suffering, sadness and others.
10. **Claiming** is something that the speaker almost has to get from the speech partner. Claiming has the impression of forcing.
11. **Concluding** is an explanation that has reached the end of what is being discussed.
12. **Denying** is something that the speaker states by refusing to acknowledge the truth or existence of something.

No	Number of data	Context	Utterance	Types of Assertive Speech Acts												T/F
				Stat	Expl	Rprt	Tell	Cnfr	Sug	Pred	brag	Cpn	Cla	cncl	Dny	
1	NK8/D1/0:43	Students answered, and went back to confirm the teacher's condition.	“I’m fiue. And you?”					V								
2	NK9/D1/0:50	The teacher confirmed the condition and asking the previous material.	“I’m fine too. Ya oke kemaren kita sudah bahas ya materinya ya, Materi nya apa kemarin.”					V								
3	NK30/D1/2:55	The teacher concluded the final	“yaa jadi yang terakhir past										V			

		structure of the narrative text.	tense.“														
4	NK39/D1/3:24	The teacher explained about the division of groups that have been prepared beforehand.	“I will divide you into 4 group kemudian nanti masing-masing kelompok akan memilih satu judul dari text narrative.”		V												
5	NK41/D1/3:34	The teacher concluded the number of groups that have been divided.	“Ya benar jadi ada 4 itu. Nanti kalian dibentuk kelompok kemudian salah satu perwakilan kelompoknya										V				

		explanation.	bertugas jaga atau menjelaskan materi, dan ada yang keliling.”													
20	NK83/D1/9:33	The teacher explained about the market shop system.	“Berarti nanti kamu kalo yang jaga marketnya tidak menjelaskan berarti kamu harus tanya, ceritanya tentang apa? Tokohnya siapa?”		V											
21	NK85/D1/9:45	The teacher confirmed	“Paham ya?”					V								

		students had to find the main idea.	juga di buat satu paragraph”													
27	NK197/D1/56:36	The teacher confirmed that the lesson was over and she would close it.	“Udah ya, kita tutup.”					V								

C. Directive Speech Acts:

Detail data result of sub Directive Speech Acts according to Searle's Theory:

1. **Asking** is saying something to get an answer or information.
2. **Request**; the act of requesting something from the speaker to be presented to or practiced by the speech partner
3. **Order** is an authoritative command or instruction.
4. **Command** a command is an order that must be followed by the speech partner, as long as the person giving the order has authority.
5. **Beg** requests something from someone sincerely or humbly.
6. **Prohibit** is an utterance that means to order someone not to do something, have something, etc.
7. **Permit** is an utterance that allowed the speech partner to do what is requested.
8. **Warn** is informing someone in advance of a possible danger, problem or other unpleasant situation.
9. **Advice** is offers suggestion on the best course of action to the speech partner.
10. **Recommend** it means to advise, suggest, or praise someone or something as a good or suitable option for a purpose, action, or choice.
11. **Invite** it means to ask someone in a friendly, polite way to come somewhere, or to do something.
12. **Prayer** is something that is offered as a form of supplication to God.
13. **Call** it means to speak in a loud voice, to shout, or to announce something.

APPENDIX 5

Data Result Analysis

DAY 2 (DND2)

KAMIS, 12 JANUARI 2023

MR. DN = 9A

DN1/DI/0:01 : DN1 = Teacher name/Sub Utterances

D1 = Day description

0:01 = Minute Description

A. Expressive Speech Acts

Detail data result of sub Expressive Speech Acts according to Searle's Theory:

1. **Praise** means to express words of appreciation. The term 'praise' means an expression of admiration for something that is considered good.
2. **Protest** assumes a statement of disapproval, opposition, etc.
3. **Lamenting** is an expression of sadness accompanied by distressing words.
4. **Deplore** is one's expression towards something by simply lamenting, crying, or feeling angry about it.
5. **Thank** is a form of expression of thanking.
6. **Greeting** has no non-propositional substance, 'greet' is only an illocutionary act. Greeting is a kind and pleasant greeting.
7. **Apologize** is the act of apologizing expresses regret, sadness, or grief over a situation that the speaker is responsible for.
8. **Condole** is an expression that expresses sympathy.
9. **Congratulate** is an expression of participation in the speaker's happiness towards the speech partner.
10. **Complain** is an expression that describes grief, pain, or discontent.
11. **Boast** is an expression of pride that is based on the assumption that the thing being boasted about is beneficial to the speaker.
12. **Compliment** is a way of expressing the listener's approval of something that is considered to have beauty value.

B. Assertive Speech Acts:

Detail data result of sub Assertive Speech Acts according to Searle's Theory:

1. **Stating** it was expressing something definitively or clearly in speech or writing.
2. **Explaining** is going into more detail or expressing a revealing relevant facts or ideas.
3. **Report** giving a verbal or written report about something that has happened.
4. **Tell** meaning aims to inform speech partners.
5. **'Confirm'** means agreeing or establishing the truth or validity of something by formal approval, irrefutable facts, evidence, or other actions.
6. **Suggest** means mention or recommend something to think about, or something someone should do.
7. **Predicting** is an expression that means telling or stating in advance what will happen in the future.
8. **Bragging** has a meaning in the verb or verb class so bragging can express an action, existence, experience, or other dynamic sense.
9. **Complaining** is an expression of the speaker describing what they feel such as; suffering, sadness and others.
10. **Claiming** is something that the speaker almost has to get from the speech partner. Claiming has the impression of forcing.
11. **Concluding** is an explanation that has reached the end of what is being discussed.
12. **Denying** is something that the speaker states by refusing to acknowledge the truth or existence of something.

		who followed the lesson.	Pembelajaran Bahasa Inggris.”												
4	DN14/D2/2:32	The teacher explained about the researcher who followed the lesson.	“Selama Pembelajaran nanti satu jam nanti akan mengamati peroses Pembelajaran.”		V										
5	DN16/D2/2:44	The teacher confirmed whether the students had forgotten the previous	“Lupa?”					V							

			perhatikan baik-baik.”													
9	DN28/D2/3:50	The teacher explained the number to be discussed.	“ kalo kemarin five. Sekarang new bride number six. ”		V											
10	DN32/D2/4:07	The teacher explained the learning task.	“ The assignment is... tugasnya adalah nanti I will play audio. ”		V											
11	DN36/D2/4:33	The teacher confirmed that the students agreed.	“ Okay? ”					V								

12	DN38/D2/4:38	The teacher explain edthe audio playback system.	“I only played 2 times. Saya hanya memutarakan 2 kali untuk satu ekspresi.”		V										
13	DN51/D2/5:45	The student confirmed that he brought the wrong book.	“Pak saya salah bawa buku.”					V							
14	DN54/D2/5:47	Students confirmed that their English book was missing.	“Buku bahasa inggris saya gak ada pak.”					V							

15	DN74/D2/7:34	The teacher confirmed whether the students know what the tasks were.	“Tugasnya apa sudah tahu?”					V							
16	DN78/D2/7:54	The teacher confirmed whether the students were ready.	“You ready?”					V							
17	DN79/D2/7:54	The teacher confirmed whether the students were ready.	“Sudah siap?”					V							

18	DN82/D2/8:01	The teacher explained the learning system.	“Ini hanya mudah ya. Cuma repeating the last expressions.”		V										
19	DN84/D2/8:13	The teacher explained the learning system.	“Hanya repeat the expressions.”		V										
20	DN95/D2/9:21	The teacher confirmed whether the students could listen to the audio.	“Kedengaran dari sini ya? Kedengaan tidak?”					V							

21	DN100/D2/10:0 4	The teacher confirmed whether number six was correct.	“Oke number six finis?”					V							
22	DN163/D2/19:3 7	The teacher confirmed whether the students were finished.	“Sudah?”					V							
23	DN175/D2/21:0 7	The teacher confirmed which number has up.	“Ya oke sampe number berapa?”					V							
24	DN264/D2/27:1	The teacher	“Finish?”					V							

	2	confirmed whether it was finished.													
25	DN130/D2/25:4 6	Students confirmed whether they were just listening.	“Cuma dengerin doing pak?”					V							
26	DN277/D2/28:3 4	The teacher reported that numbers one to five had been completed in the previous meeting.	“Number satu sampai lima sudah kemarin.”			V									
27	DN281/D2/29:2	The teacher	“Ya, are you					V							

	1	confirmed whether the students were convinced.	sure?"												
28	DN283/D2/29:2 4	The teacher confirmed to the students whether it was a question.	"Question or not?"					V							
29	DN284/D2/29:2 7	The teacher confirmed to the students whether it was a question.	"Pertanyaan bukan?"					V							
30	DN297/D2/31:1	Students	"Masih					V							

		answer to number eight.	bukan <i>are you sure. Tapi are you certainty.</i>												
34	DN322/D2/35:20	The teacher give the conclusion for number eight.	“Jadi penyebutan nya seperti <i>sure. Tapi bukan itu.</i>”											V	
34	DN329/D2/37:3	The teacher confirmed that the lesson was over.	“Oke kita akhiri. Saya sudah dulu sampai sini, nanti kita lanjutkan after break”					V							

C. Directive Speech Acts:

Detail data result of sub Directive Speech Acts according to Searle's Theory:

1. **Asking** is saying something to get an answer or information.
2. **Request**; the act of requesting something from the speaker to be presented to or practiced by the speech partner
3. **Order** is an authoritative command or instruction.
4. **Command** a command is an order that must be followed by the speech partner, as long as the person giving the order has authority.
5. **Beg** requests something from someone sincerely or humbly.
6. **Prohibit** is an utterance that means to order someone not to do something, have something, etc.
7. **Permit** is an utterance that allowed the speech partner to do what is requested.
8. **Warn** is informing someone in advance of a possible danger, problem or other unpleasant situation.
9. **Advice** is offers suggestion on the best course of action to the speech partner.
10. **Recommend** it means to advise, suggest, or praise someone or something as a good or suitable option for a purpose, action, or choice.
11. **Invite** it means to ask someone in a friendly, polite way to come somewhere, or to do something.
12. **Prayer** is something that is offered as a form of supplication to God.
13. **Call** it means to speak in a loud voice, to shout, or to announce something.

		asked what the students' smiles were.	means, senyum mu itu maksudnya apa?"														
36	DN196/D2/23:13	The teacher again asked what the students' smiles meant.	Your smile means? Setelah dengerin senyum. Maksudnya apa?	V													
37	DN218/D2/24:35	The teacher permitted the students to check their answers.	"Silahkan cek jawabannya benar atau salah."							V							

VALIDATION SHEET

Subjects : Thesis of Erika Surnani
SRN : 196121080
Title : Illocutionary Acts by Teachers and Students in the English Learning Process at the Ninth Grade of SMP Batik PK Surakarta in the Academic Year 2022/2023.

This sheet is an attestation sheet from the validation of the data of the researcher findings entitled "*Illocutionary Acts by Teachers and Students in The English Learning Process at the Ninth Grade of SMP Batik PK Surakarta in The Academic Year 2022/2023*". With this, it was hoped that the results of the data analysis that has been researched can be justified.

Thank you for the attention.

Sukoharjo, 28-03-2023

Validator,



Dwi Cahyono, M.Pd.



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بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

SURAT KETERANGAN

No. : 048/421/B.PK/SKet/II/2023

Yang bertanda tangan di bawah ini, Kepala SMP Batik Program Khusus Surakarta menerangkan dengan sesungguhnya bahwa :

Nama : Erika Surnani
N I M : 196121080
Program Studi : Pendidikan Bahasa Inggris
Semester : 7
Judul Skripsi : An Analysis of Illocutionary Acts Produced by Teachers and Students to Facilitate English Teaching and Learning Process at The 9th Grade of SMP Batik PK Surakarta in The Academic Year 2022/2023

Yang bersangkutan telah melakukan penelitian di SMP Batik Program Khusus Surakarta yang telah dilaksanakan pada tanggal 3 November 2022 s.d. 15 Januari 2023.

Demikian surat keterangan ini dibuat dengan sesungguhnya agar dapat dipergunakan sebagaimana mestinya.

Surakarta, 15 Februari 2023
Kepala Sekolah,

Danang Sulistyanto, M.Pd.

