

**AN ANALYSIS OF DIRECTIVE ACTS USED BY ENGLISH TEACHER AND
STUDENTS IN THE SECOND SEMESTER AT TENTH GRADE OF SMK
FATHUL ULUM PANDANHARUM GROBOGAN IN ACADEMIC YEAR
2022-2023**

THESIS

Submitted as A Partial Requirements

For the Degree of *Sarjana*



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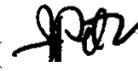
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DEDICATION

1. My beloved Parents
2. My teachers
3. My Almamater UIN Raden Mas Said Surakarta

MOTTO

“Janganlah kamu bersikap lemah dan janganlah pula kamu bersedih hati, padahal kamulah orang-orang yang paling tinggi derajatnya jika kamu beriman”

(Q.S. Ali Imran: 139)

“Stop worrying about the future, giving thanks for today, and live with as well”

-Mario Teguh

“Optimism is the faith that leads to achievement. Nothing can be done without hope and confidence”

-Hellen Keller

PRONOUNCEMENT

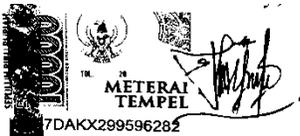
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If later proven that my thesis has discrepancies, I am willing to take the academic sanction in the form of repealing my thesis and academic degree.

Surakarta, 18 April 2022

Stated by,


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The researcher is sure that this thesis would not complete without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Surakarta, 18 April 2022

The researcher



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ABSTRACT

Ulya Darajat. 2023. *An Analysis of Directive Acts Used by English Teacher and Students in the Second Semester at Tenth Grade of SMK Fathul Ulum Pandanharum Grobogan in Academic Year 2022-2023*. Thesis. English Education Department, Faculty of Cultures and Languages, Raden Mas Said State Islamic University of Surakarta.

Advisor: Dr. Hj. Woro Retnaningsih, M.Pd.

Keywords: Pragmatics, Speech Acts, Directive Acts, and Teaching Learning Process.

This research studies about an analysis of directive acts on teaching and learning process at tenth grade of SMK Fathul Ulum Pandanharum Grobogan in academic year 2022/2023. The researcher focused on an analysis of the types of directive acts used by English teacher and students. The aim of this research is to analyze the types of directive acts used by English teacher and students at SMK Fathul Ulum Pandanharum Grobogan in academic year 2022/2023.

The researcher used descriptive qualitative as the method of research. She used the theory of Searle to analyze the types of directive acts. The researcher conducted the observation about three times for each teacher who taught in X-TKJ and X-TBSm classes. In collecting the data for the research, she used observing, recording, and taking notes by Sudaryanto (1993). Whereas, in analyzing the data of this research, the researcher used a theory of Miles & Huberman (1984), there are data collection, data reduction, data display, conclusion drawing, and verification. Furthermore, the researcher used data triangulation to check the validity of the data.

The research finding of the research, the researcher found seven types of directive acts. The researcher found that there were 88 utterances from the teacher's classes of X-TKJ and X-TBSm into the theory of Searle of directive acts during the teaching and learning process. There are 13 data in the opening activity, 68 data in the core activity, and 11 data in closing activity. There are 38 data of commands, 8 data of recommends, 10 data of requests, 20 data of forbids, 2 data of asks, 6 data of demands, and 4 data of bids. On the other hand, data from the students found 4 data of types of directive acts in the teaching and learning process. There are two data of commands, one data of recommend, and one data of ask. The researcher did not find the types of beg in the teaching and learning process. Moreover, the most dominant types of directive acts used by the teacher is command, because the teacher aims to accelerate and trigger student responses, then students immediately do what is commanded by the teacher.

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CHAPTER I

INTRODUCTION

A. Background of the Study

Humans as social beings cannot be separated from other humans. Of course, in socializing with one another, humans need an intermediary called language. Language is a tool for socializing and communicating with others. That means, language is very important for human life. As stated by Chomsky (1995) that language is used to apply their instructions in a certain way to enable us to speak and communicate between individuals. Therefore, by exchanging messages, people can understand communication's goals. In the end, the other people can provide feedback in that communication.

According to (Thakur, 2016) the most common convention in a communication is when listener and speaker communicate accurately and efficiently by collaborating and cooperating with each other. It means, between teacher and student will produce many kinds of communication. In communicating, the teacher will convey a lot of material and produce significant communication. And sometimes, teachers and students have a speech agreement during the teaching and learning process. Therefore, teacher and students are advised to study pragmatics.

Pragmatics is one of the branches of linguistics that serves to find out the real intent or purpose. Pragmatics focuses on conversational implication in which the speaker implies and the listener concludes. It can be concluded that speech is one of the speech acts in pragmatic studies. As Stated by (Yule, 1996), Pragmatic is defined as a branch of science that studies the meaning conveyed by the speaker and interpreted by the listener. In other hand, pragmatic not only analyzes the words and phrases of the words itself, moreover rather related to what people mean by their words. In pragmatics, there is a theory of speech acts which examines the meaning of language based on the relationship between speech and the actions of its speakers. According to (Searle, 1979), the classification of speech acts according to function is generally divided into 5, namely declarations, representatives, expressive, directives, and commissives. However, in this study the researcher will focus on the directive acts conveyed by the English teacher and students at the time of learning.

Directive acts are a type of speech act that is used by a speaker to expect what is being said or someone else to do something. As Searle (in Yule, 1996), that directive is a type of speech acts used by speakers to get someone else to do something. Searle also describes the use of directive acts, the speaker attempts to make the world fit the words (via the hearer). The types of directive acts such as ask, bid, beg, command, demand, forbid,

request, recommend. Directive acts are often used by the teachers when teaching and learning is taking place.

For example:

Teacher : “Attention please!”

Based on the example above, the situation shows when the teacher request to the students to focus and pay attention in learning. The sentence above is one of the types of directive acts. Therefore, the speaker in that situation not only spoke but also asked them to do something, namely to focus and pay attention to the teacher.

There are several reasons why the researcher chose the theme of directive speech acts. The reasons are as follows: *First*, because the directive is widely practiced in conversations by a teacher and students in the school environment. It is because the students that the researcher will examine are students of tenth grade of Vocational High School who still in the process of adapting the transition from junior high school to vocational high school. Moreover, there is still a need for recommendation and utterance of forbid (an example of the types of directives) from the teacher to class of tenth grade. Furthermore, it is likely that directive speech acts will occur during learning. *Second*, As Searle said about the definition of the directive, the speaker's

utterance is not just ordinary speech, but has the intention of getting the listener to do something. That is, the purpose of the directive acts is for the listener to do something as the speaker says. The last reason, because the directive shows a close relationship between the speaker and the listener. It is used with the aim that the listener gives the greatest attention during communication. Even though, the directive acts is spoken by the speaker, but the success of the speech act is also influenced by the listener. Directive acts are generated by teachers and students during the teaching and learning process to do something with words such as ask, beg, bid, command, demand, forbid, request, and recommend.

In this study the researcher determined the research location purposively, with the consideration that SMK Fathul Ulum did not only study general vocational learning materials, but also prioritized religious material and religious values applied at SMK Fathul Ulum Pandanharum Grobogan. Although SMK Fathul Ulum is a newly established school in 2014, this school was accredited "B". At SMK Fathul Ulum there are 3 major classes, namely "Teknik dan Bisnis Sepeda Motor/ Motorcycle Engineering and Business (TBSm)", "Teknik Komputer dan Jaringan/ Computer and Network Engineering (TKJ)", etc. However, the researcher focused on class X, especially class X TKJ and TBSm, because the researcher was interested in the results of speech acts in that class, whether there were more in class X TBSm or X TKJ.

To clarify the research background, there are the examples of expressive acts used by the teachers and students when the face-to-face learning happened in the classroom, as follows:

- Teacher : “who's picket today? Please get the LCD in the teacher's room!”
- Students : “Siti (the student concerned)”
- Teacher : “If you have any questions, it's best to just ask, rather than you don't understand”

From the first example above, it can be explained that the location of the directive speech is in the sentence “*Please get the LCD in the teacher's room!*” which means beg. While the second example above is a type of directive speech in the form of a recommend, which is implied in the sentence “*If you have any questions, it's best to just ask, rather than you don't understand*”.

There were two relevant studies related to this study. First, research by (Bella et al., 2022) entitled “The Analysis of Directive Speech Acts in Beauty and the Beast Film”. The types of directive acts identified were Questions, Requirements, Request, Prohibitive, Permissive, and Advisory. The aims of this study are to identify and analyze directive speech acts using the theory proposed by Keith Allan and the functions of directive speech acts using the

theory proposed by Roman Jakobson. Second, the research by (Wulansari & Suhartini, 2015) entitled “Directive Speech Acts Realization Of Indonesian EFL Teacher”, was found e three types of directives used by the teacher. They are commands, requests, and suggestions. This research was also found that there are five functions seized by the directives, they are elicitation, instruction, advice, threat, and attention-getter. Therefore, the researcher aims to discuss about speech acts especially directive action.

To analyze the directive acts used by the teacher and students in the teaching process in the second semester at tenth grade of SMK Fathul Ulum Pandanharum Grobogan in academic year 2022/2023, the researcher uses Searle's theory, because Searle's theory is easier to understand, and more famous than other theories. The researcher chose a teacher because she talks a lot when she teaches in class, and she is only one teacher teaching in class X. Meanwhile, based on previous research, no one has ever examined the directive acts used by teacher and students in the second semester at tenth grade of SMK Fathul Ulum Pandanharum Grobogan. The researcher wants to analyze the directive acts used by teacher and students in the second semester of class X SMK Fathul Ulum Pandanharum Grobogan, especially X-TKJ and X-TBSm. The researcher is focus on discussing the directive acts used by teacher and students when teaching and learning activities are taking place. Therefore, the title of this research is **“AN ANALYSIS OF DIRECTIVE ACTS USED BY ENGLISH TEACHER AND STUDENTS IN THE**

**SECOND SEMESTER AT TENTH GRADE OF SMK FATHUL ULUM
PANDANHARUM GROBOGAN IN ACADEMIC YEAR 2022-2023”.**

B. Identification of the Problems

Based on the research background, the researcher identified several problems as follows:

1. Students may have different interpretations of simple utterances spoken by teachers.
2. Sometimes, teacher also uses languages that are difficult for students to understand, so that students fail to understand.
3. The teacher's message is not clear and the student's response is not optimal.

C. Limitation of the Study

Based on the research background, the researcher limits the research about the analysis of the directives used by the teacher and students. The researcher studied an English teacher in class X-TKJ and X-TBSm in the 2022/2023 school year. She is Mrs. Atiqoh, M.Pd., who teaches 2 classes to be studied, totaling 66 students from English material at SMK Fathul Ulum Pandanharum Grobogan. In this study, the researcher used a pragmatic approach to analyze the data. To clarify, the researcher focused on the explicit

types using Searle's theory. Data analysis is based on conversation data related to speech between teacher and students during teaching and learning process.

D. Problem Statement of the Study

What are the types of directive acts used by English teacher and students at SMK Fathul Ulum Pandanharum Grobogan in the second semester at tenth grade in academic year 2022/2023?

E. Objective of the Study

To analyze the types of directive acts used by English teacher and students at SMK Fathul Ulum Pandanharum Grobogan in the second semester at tenth grade in academic year 2002/2023.

F. Benefit of the Study

In this research can be useful, both practically and theoretically. The benefits are:

1. Theoretical Benefits

The results of this study are expected to help provide an understanding of the use of illocutionary acts, especially directive acts used by English teacher and students. In addition, the finding of this study hopefully gives the explanation about what directive acts is and what directive acts are represented by English teacher and students, and also know how to

analyze the utterances of English teacher and students using Searl's theory to demonstrate kind of directive acts.

2. Practical Benefits

The results of this study provide information about the theory of speech acts, especially directive acts that are widely used in high school, which incidentally are students who need more recommend and forbid which are examples of directive acts. Some practical benefits of this research are:

a. Head master

- 1) As a reference for making quality assurance standards for educators
- 2) As one of the learning guidelines

b. Teacher

- 1) As one of the references in carrying out learning
- 2) As information material for teachers about class conditions, especially in classes where researchers are researching

c. Other researcher

This study is hopefully being able to give an important contribution for other researcher who is interested in conducting the research of the similar topic with this study in the future.

G. The Definition of Key Terms

In this study there are several keywords used. Key terms from research as follows:

1. Pragmatics

According to Yule (1996), stated that Pragmatics is concerned with the study of meaning as communicated by a speaker (or writer) and interpreted by a listener (or reader).

2. Speech Acts

As stated by Yule (1996), that the speech acts are Actions performed via utterances are generally. That is, the study of speech acts is something disclosed by the individual providing the information and performs an action too.

3. Directive

According by Searle (in Yule, 1996), defined that directive acts are those kinds of speech acts that speakers use to get someone else to do something. The speaker wants the listener or others to do something.

4. Teaching Learning

As stated by Rajagopalan (2019), that the definition of teaching is a form interpersonal influence aimed at changing the behavior potential another person. Meanwhile, as stated by Illeris (2018), learning is a basic biological capacity which is far more developed in humans than in any

other living being. Hence, humans are created and also doomed to be learners we cannot avoid accumulating an enormous amount of learning throughout our life.

CHAPTER II

THEORITICAL REVIEW

A. Theoretical Description

1. Pragmatic

The branch of linguistics consists of several branches. One of the branches is about pragmatics. In linguistics, pragmatics is a part of semiotics. According to Yule (1996), Pragmatics is the study of the relationships between linguistic forms and the users of those forms. That is, the study of pragmatics is to determine the speaker's intent and what the means of the speakers not as it is literally said. In simple words, pragmatics means the study of relationship between language, meaning, and situation. As states by Peccei (1988), pragmatics concentrates on those aspects of meaning that cannot be predicted by linguistic knowledge alone and takes into account knowledge about the physical and social world.

On the other hand, Levinson (1983) stated pragmatics are the study of those principles that will account for why a certain set of sentences are anomalous, or not possible utterances. From the various definitions above, it can be concluded that pragmatics is the study of how language is used and also the meaning of the language, which

focuses on the speaker and what is spoken. Pragmatics can also be interpreted as a branch of knowledge that studies and examines the meaning conveyed by speakers or writers and interpreted by readers or listeners by looking at the conditions and context of the delivery context.

2. Speech Acts

Speech acts is a branch of the study of pragmatics. According to Yule (1996), speech acts is actions performed via utterances. Besides, as stated by Frans H. van Eemeren and Rob Grootendorst, that speech acts are generally analyzed from the point of view of the speaker, whereas in the context of resolving disputes we are interested precisely in what conditions the listener regards as fulfilled when he treats a constellation of statements as argumentation. In conclusion, speech acts is a theory that examines or explains the meaning of language based on the relationship between speech and the actions of its speakers.

The theory of speech acts was first developed by Austin, through his book with the title “How to Do Something with Words” in 1962. This book contains to introduce the idea of speech acts, analyze the relationship between speech and performative. Based on Austin's speech act is a theory of performative language, in which to say

something is to do something. In other words, when the speaker uttering a performative utterance, the speaker simultaneously performs something. As explained above, someone not only utters utterances that contain grammar and words, but also acts on what he or she says. Therefore, a speech act can imply any utterance with the intent and purpose that comes from a particular context.

3. Types of Speech Acts

Based on Yule (1996), the types of speech acts consist of three types, there are Locutionary Acts, Illocutionary Acts, and Perlocutionary Acts. Locutionary acts can be interpreted as actions to state something or say something. Then the illocutionary act is the answer or to doing something (what are you trying to do about what the speakers say). And the last is perlocutionary acts, are the effects or effects of speech to the listener (the effect of what the speaker say).

As stated by Yule (1996), speech acts are divided into 3 types, there are:

a. Locutionary Acts

According to theory of Yule (1996), locutionary acts are the basic act of utterance, or producing a meaningful linguistic expression. This means that the locutionary spoken by the speaker uses the

identifier of the expression, consisting of complete sentences or incomplete sentences of the language.

The example of locutionary:

“This class is the cleanest class”

From the statement, the speaker wants to inform the listeners that this class is the cleanest class. That is, what is said from the mouth of the speaker is the truth. In the statement, the speaker has the aim of understanding the listener with what the speaker is saying.

b. Illocutionary Acts

Illocutionary acts can be achieved by the speaker when the speaker says something. As stated by Yule (1996), illocutionary acts are performed via the communicative force of an utterance.

The example of Illocutionary acts:

“This class is very dirty”

Based on the statement, the speaker would like to give information to listeners that the class is very dirty. This statement implies, the speaker wants the listener to clean the very dirty class. Therefore, speech does not only function to provide information to the listener, but also refers to the listener to do something.

c. Perlocutionary Acts

Perlocutionary is known as the assumption of the speaker to the listener to recognize the desired effect that depends on the

circumstances. Austin says that perlocutionary are what we bring about or achieve by saying something.

The example of Perlocutionary Acts:

“Where is your class?”

That is, the speaker assumes that the listener will recognize the effect of the speaker's speech to indicate where the class is. With this example, it can be concluded that the perlocutionary act is speech acts that have a certain meaning to influence or influence listener.

Based on this explanation, the speech act divided into three types, namely locutionary, illocutionary, and perlocutionary act. Locutionary is about the act of saying something, the illocutionary is about the speaker's meaning the listener to do something the speaker wants, and perlocutionary is about the effect of speech that gives effect to do something.

4. The Classification of Illocutionary Speech Acts by Searle

In this research, the researcher uses the theory of speech acts proposed by John Searle. According to Searle (in Leech, 1983) it is stated that there are five types of speech acts, namely: assertive, directive, commissive, expressive, and declarative.

a. Assertive

The speaker is involved in the truth of the expressed proposition and thus carries the truth value by speaker. As for the types of assertive actions, are: stating, informing, advising, boasting, complaining, and reporting.

The example of Assertive Acts:

“You are my best friend”

From the speech above, the speaker wants to state that the listener is his/her best friend. This statement is included in assertive speech act to state something.

b. Directive

Directives are meant to produce some effect through actions by hearer. That is, the action is an effort made by the speakers desire or want to get an address to do something. The types from directive acts are: ask, beg, bid, command, demand, forbid, request, and recommend.

The example of Directive acts:

“You should do your homework at home, not at school”

From the speech above, the speaker wants to advise listeners that listeners should do their homework at home, not at school. This statement included in the directive acts to demand to someone.

c. Commissive

As stated by Yule (1996), in using a commissive, the speaker undertakes to make the world fit the words (via the speaker). In other words, commissive acts commit the speaker to some future action. The types of these acts are: promise, pledge, offer, threat, and refuse.

The example of Commissive acts:

“I promise, I’ll take care of you”

From the utterance above, the speaker promise to the hearer.

This example above is commissive acts to promise to someone.

d. Expressive

Expressive has the function of revealing or informing, the speaker's psychological attitude towards the situation presupposed by the illocutionary. The types of expressive acts are: thanking, congratulating, pardoning, blaming, praising, condoling, etc.

The example of Expressive acts:

“Congratulation on your graduation”

From the utterances above, the speaker declare congratulating because the listener has finished his education. This statement included in the expressive acts to congratulating to someone.

e. Declaration

Declaration is used to change state in the world through speech by the speaker. As stated by Yule (1996), if the speaker wants to use a declarative speech act, the speaker has an institutional role in a specific context. The types of Declaration Acts are: resigning, demising, christening, naming, excommunicating, appointing, sentencing, etc.

The example of Declarative acts:

“Now I declare you passed with perfect scores”

From the above speech, the speaker states that the listener passed with perfect scores. This statements that are included in the speech act of declaration.

Based on the classification of speech acts proposed by Searle, the researcher is interested in analyzing illocutionary speech acts, especially directive acts. There are 8 types of directive acts, such as ask, beg, bid, command, demand, forbid, recommend, and request. Therefore, according to the reasons above, the researcher decided to analyze the utterances of the English teacher and students during the teaching and learning activities.

5. Directive

The directive acts is used by someone with the aim of getting the speech partner to do something. According to Searle Yule (1996), that directive acts are those kinds of speech acts that speakers use to get someone else to do something. In other words, if the speaker wants the listener to do something according to the meaning of directive acts, the speaker can express it with the types of directive acts, namely ask, beg, bid, command, demand, forbid, recommend, and request.

For example:

“Could you lend me a pen?”

In the example above, the subject is me, and the speaker applies begging-type directive acts.

6. The Types of Directive Acts

As stated by Searle (1979), there are various expression what the speaker wants. In other words, it belongs to directive acts. There are types of directive acts such as ask, beg, bid, command, demand, forbid, recommend, and request.

a. Ask

Ask means to ask someone to do something. The use of ask is more often used in informal speech. Ask are used to ask for a

response or response to a question. Ask can also be used to ask for something more than just an answer.

For example:

“I will ask you to accompany him to the library.”

In the example above, someone asks a friend to accompany him to the library. The conversation between them is informal.

b. Beg

Begging is a directive speech act that serves to politely ask the listener to do something the speaker wants. Usually in this type, the speaker begins with polite words such as “please”. However, not all sentences containing the word “please” are categorized into directive bags, depending on the context or situation that exists during the conversation.

As the following sentence:

“Nak, minta uangnya nak!”

(“Son, ask for the money, please!”)

This speech was uttered by a beggar to someone. This type of speech includes the directive speech act of begging, because the beggar asks politely and uses the word please. Although not all sentences containing the word *please* can be categorized into the

beg type, the context that occurs in the utterance can be categorized as the directive acts type of beg.

c. Bid

The directive speech act of offering is a speech act that is uttered to offer the listener to do what the speaker says.

For example in the sentence:

“What pen do you want to buy?”

The speech is spoken by the seller to the buyer. In fact, in this speech, not all graduates teach the speech, but also act on something. The action taken by the speaker is to bid a pen to the speech partner or to the listener.

d. Command

Command directive speech acts are speech acts that are spoken to command the listener to do what the speaker says.

For example:

“Try erasing the whiteboard!”

The type of speech act spoken by the teacher to one of his students is the type of commanding directive speech act. Because the teacher expects the cooperation of his students to immediately take action to remove the blackboard.

e. Demand

The types of directive acts of demand mean to demand boldly and with full authority. Usually, in this speech there is a sentence that indicates a must that must be done by the listener.

For example:

“You must do the test honestly!”

The example above is the speech of a teacher who has full authority over his students. However, the speech form of demand is allowed.

f. Forbid

The directive speech act of the prohibition category is a speech act that aims to the speech partner should not do anything at all or be prohibited from doing something.

For example:

“It is forbidden to cheat while the test is in progress!”

The example above is an example of a forbid directive act. Because, in this example a teacher prohibit the students from cheating while the test is in progress.

g. Recommend

Recommendation is advice given to someone based on the personal experience of the recommender. In order to make a

recommendation, one must have prior experiences or definitely know what he or she is recommending.

For example:

“The teacher recommends you to read the book before the lesson starts.”

The example above is an example of a recommendation. Because the teacher is experienced in this matter and the teacher definitely knows what he is recommending.

h. Request

Ask and request, have the same meaning, namely asking. However, request is more formal than the word of *ask*. Request is usually used in official announcements, speeches, writings, or generally in the passive form.

For example:

“Students are requested not to come late”

In the example above, it is more formal and official, however it uses request.

7. English Teaching Learning in English Class

Teaching and learning for an academic is something that is common to hear. Without teachers and students, it cannot be said that the process of learning and teaching activities cannot be said.

Teaching is a process of delivering learning material or knowledge to students through the process of interaction between teachers and students. In other words, teaching is an activity carried out by teachers to deliver learning materials to students in class. As stated by Brown (2007), that teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand. Brown (2007), also stated that teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. From the statement above, it can be concluded that teaching and learning activities are a process of knowledge transfer carried out by teachers to students who are placed in the classroom. Therefore, in this study, researchers focused more on teaching and learning, especially learning English in the classroom.

The first foreign language subject taught to students, especially in Indonesia, is English. In learning English, students can study with a teacher at school, in an English course with an English tutor, or in language schools. Although with teachers or with tutors, between teachers or tutors with students requires interaction to convey information or learning materials. At the time of the interaction, it can be done verbally and also in writing according to the need to share or exchange information. In interaction, teachers need good

communication with students. The teacher build a good communication with students, teachers must choose the right language so that the language used is easily understood by students. Therefore, speaking a language that is easily understood by students makes learning effective and students can receive the material clearly and understand it. In this study, researchers focused on English subjects, especially those delivered by the teacher in class.

Moreover, in English teaching learning in SMK Fathul Ulum Pandanharum Grobogan uses curriculum 2013. Based on Undang-Undang No.20 TH. 2003 (in Winarso, 2015), Curriculum is a set of plans and arrangements regarding content and learning materials and methods used as guidelines implementation of learning activities to achieve educational goals certain.

The application of curriculum 2013 should consist of the following steps, namely:

a. Opening activities

Opening activities are activities that the teacher must first do when starting learning in his class. In the introductory activity, the teacher must:

- 1) Prepare students both psychologically and physically. Therefore, they can later follow the learning process well. Do attendance activities and do praying together.

- 2) Provide contextual learning motivation to students about the benefits and applications of teaching materials in everyday life, by providing local, national and even international examples and comparisons.
- 3) Asking questions by linking previous knowledge with the material to be studied at that time.
- 4) Explain the learning objectives or basic competencies that will be achieved through the learning activities they will participate in.
- 5) Delivering the scope of learning material coverage along with an explanation of the description of the activities to be carried out as planned as in the syllabus and lesson plans.

b. Core activities

In the core activity, which is the part with the largest time allocation from the one provided, learning models, learning methods, learning media, and learning resources are used that are tailored to the characteristics of students and subjects. The selection of integrated of scientific, discovery, learning thematic, thematic approaches that produce project-based learning must be in accordance with the characteristics of the competencies to be achieved by students and levels of education.

There are 3 types of competency aspects that must be achieved through the implementation of learning in this core activity, namely:

1) Attitude

In the core activity, to facilitate students in achieving attitude related competencies, one of the alternatives chosen is the affective process starting from receiving, carrying out, appreciating, living, to practicing. All learning activities are oriented to the stages of competence that encourage students to carry out these activities.

2) Knowledge

Knowledge can be mastered and owned by students through various activities of knowing, understanding, applying, analyzing, evaluating, and creating. The characteristics of learning activities in the knowledge domain have differences and similarities with learning activities in the skills domain which will be discussed shortly. To strengthen scientific, integrated thematic, and thematic approaches, it is highly recommended to apply discovery/research-based learning. To encourage students to produce creative and contextual work, both individually and in groups, it is recommended to use a learning approach that produces project based learning.

3) Skills

Competence skills will be obtained by students through various activities of observing, asking, trying, reasoning, presenting, and creating. The entire content of the material (topics and subtopics) of subjects derived from skills must encourage students to carry out the

process of observation to creation. To realize these skills, it is necessary to carry out learning that applies a learning/research-based learning mode (discovery/inquiry learning) and learning that produces work based on problem solving (project based learning).

c. Closing Activities

In the closing activity which is the final part of the implementation of learning according to the 2013 Curriculum, the teacher and students both individually and in groups must reflect in order to evaluate:

- 1) All series of learning activities or learning activities along with the results obtained to further jointly find direct or indirect benefits from the learning outcomes that have taken place.
- 2) The teacher provides feedback on the learning process and results
- 3) The teacher carries out follow-up activities in the form of giving assignments, both individual and group assignments
- 4) The teacher must then also provide information about the lesson plan for the next meeting.

According to the implementation of the curriculum above, it can be makes it easier for the researcher to analyze when and where teachers produce directive acts.

8. Context

Context in pragmatics is knowledge that may be known by the speaker and hearer and how knowledge guides or shows the use of language and the interpretation of speech. According to House (2006), that context is bound up with assumptions used by hearers to interpret utterances, and all interpretive efforts are made on the basis of the relevance of given assumptions, is the likelihood that adequate contextual effects are achieved with a minimum of processing efforts. Meanwhile, Sperber and Wilson (in House, 2006) stated that context does not comprise external situational, cultural factors but is rather conceived as a “cognitive environment”, implying the mental availability of internalized environmental factors in an individual’s cognitive structure. Based on the above definition, context is the basic knowledge of what the speaker is talking about and what is being said listeners hear, and about what speakers mean in their utterances.

In this study, the researcher used the context in the English class, as the following components:

- 1.) The participant : English teacher and students
- 2.) The settings or social context : in class of TKJ, and class of TBSm
- 3.) The topic : what is being talk about
- 4.) The function : why the speakers are speaking

B. Previous Study

1. The research by Bella et al., (2022) entitled “The Analysis of Directive Speech Acts in Beauty and the Beast Film”. The research aims to identify and analyze directive speech acts using the theory proposed by Keith Allan and the functions of directive speech acts using the theory proposed by Roman Jakobson. Besides, this research used descriptive qualitative and used documentation technique as a data collection method. The findings of research show that there are Questions, Requirements, Request, Prohibitive, Permissive, and Advisory. There were functions of directive speech found in the film they are: Expressive, conative, and referential. From the results of the research, it is known that Question is the most types. For functions directive speech acts, the most found is conative.
2. The research by Widodo (2019) entitled “Directive Speech Acts found in “13 Reasons Why” Serial Movie by Joseph Incaprera”. The research aims to analyze the directive utterances used by the characters in the movie. The research used descriptive qualitative design. The result of this research shows that the researcher found 41 utterances that produced by the characters of the movie that contains of directive speech act. There are two utterances with request characteristic, eight utterances with

requirement characteristic, three data of prohibitive, two data of permissive characteristic, six data of advisories characteristic.

3. The journal entitled “Directive Speech Acts Realization Of Indonesian EFL Teacher” wrote by Wulansari & Suhartini (2015). The aim of this research to examines the types and functions of directive speech act performed by an Indonesian EFL teacher in one senior high school in Kuningan, Indonesia. The study applied qualitative method. The results of this study are three types of directives used by the teacher. They are commands, requests, and suggestions. The most frequent type of directives performed is commands with 233 occurrences (94.8%). It was also found that there are five functions seized by the directives, they are elicitation, instruction, advice, threat, and attention-getter.
4. The journal entitled “Directive Speech Acts of Teachers and Students in Indonesian Language Online Learning in Multicultural Classes at SMA NEGERI 1 Pinangsori” by Simbolon et al., (2021). The research objective to be achieved in this study is to describe the directives speech acts between teachers and students in online learning of Indonesian Language via zoom in the multicultural class of SMA Negeri I Pinangsori, Central Tapanuli. The research method used is a descriptive qualitative method. The data analysis used by describing the results of the recording, data reduction, data interpretation, and drawing conclusion. The results showed that the speech acts of the teacher and students in this study were

commanding, requesting, forcing, asking, and inviting. The speech acts were conveyed directly in the video zoom which was carried out by the teacher in Indonesian Language learning Chapter V.

Table 2. 2

The Differences and the Similarities between Two Thesis and Two Journal as The Previous Study

| No. | Title | The Differences | The Similarities |
|-----|----------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|
| 1. | The Analysis of Directive Speech Acts in Beauty and the Beast Film | This research focused on Directive Speech act uttered by the characters found in Beauty and the Beast Film. Furthermore, the aim of this study to identify and analyze directive speech acts using the theory proposed by Keith Allan. | Analysis Directive Speech Acts. |
| 2. | Directive Speech Acts found in “13 Reasons Why” Serial Movie by Joseph Incaprera | This research focused on Directive Speech act uttered by the characters found in “13 Reasons Why” Serial Movie by Joseph Incaprera. The aim of this study to to analyzes the directive utterances used by the characters in the movie. | Analysis Directive Speech Acts. |
| 3. | Directive Speech Acts Realization Of Indonesian EFL Teacher | This research study was about an analysis of directive speech acts used by Indonesian EFL teacher. | An analysis of directive speech acts. |
| 4. | Directive Speech | The research objective | An analysis of |

| | | | |
|--|--------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| | Acts of Teachers and Students in Indonesian Language Online Learning in Multicultural Classes at SMA NEGERI 1 Pinangsori | to be achieved in this study is to describe the directives speech acts between teachers and students in online learning of Indonesian Language via zoom in the multicultural class of SMA Negeri I Pinangsori, Central Tapanuli. | directive speech acts. The research method used is a descriptive qualitative method. |
|--|--------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher used descriptive qualitative methods. Descriptive research is research of collecting information of the research's subject. Based on Taylor & Bogdan (1989), qualitative research is a procedures that produce descriptive data. Besides, as stated by Creswell (in Sugiyono, 2015) that descriptive qualitative methods is a mean for exploring and understanding the meaning of individuals or groups assigned to a social or human problem.

According to the statement, the researcher used the descriptive qualitative method, because the data to be investigated are the utterances of directive acts in the teaching and learning process at SMK Fathul Ulum Pandanharum Grobogan. The researcher aims to describe the factual data supported by theory of Searl of directive acts. Furthermore, the researcher collects the data, analyzes data, and interprets them.

B. Setting of Research

1. Place of Research

The researcher chose the research location at SMK Fathul Ulum Pandanharum Grobogan. SMK Fathul Ulum Pandanharum Grobogan is located on Jl. Sulursari No. 20 Pandanharum, Gabus, Grobogan, Central Java. The location of the school is very strategic, because it is on the road that connects Purwodadi-Blora. SMK Fathul Ulum Pandanharum Grobogan has 22 teachers and employees.

2. Time of Research

The time of the research conducted at 16 January 2023 to 6 February 2023. The researcher analyzed one teacher from X-TKJ and X-TBSm and the students of X-TKJ and X-TBSm at SMK Fathul Ulum Pandanharum grobogan in academic year 2022/2023. The researcher analyzed the utterances from Mrs. Atiqoh, M.Pd., and the utterances from students of X-TKJ and X-TBSm on process teaching and learning of the second semester at SMK Fathul Ulum Pandanharum in the academic year 2022/2023.

Table 3. 6
Time of Research

| No. | Activities | Aug 2022 | Sep 2022 | Oct 2022 | Nov 2022 | Dec 2022 | Jan 2023 | Feb 2023 |
|-----|-------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| 1 | Observation | √ | | | | | | |
| 2 | Collecting the Data | | √ | | | | | |
| 3 | Chapter I | | √ | | | | | |
| 4 | Chapter II | | √ | | | | | |
| 5 | Chapter III | | | √ | | | | |
| 6 | Proposal of the Thesis | | | | √ | | | |
| 7 | Analysis the Data | | | | | √ | √ | |
| 8 | Submitting the Document | | | | | | | √ |

C. Subject and Object in Research

1. Subject

The subjects of this research are the teacher and the students of class X-TKJ and X-TBSm. The researcher took one teacher namely Mrs. Atiqoh, M.Pd. She is one of the teachers of SMK Fathul Ulum Pandanharum Grobogan who teaches English. The class X-TKJ that the researcher examined included 25 male and female students. While the X-TBSm class that the researcher examined is 41 male students.

2. Object

The object of this research is the directive utterance spoken by teacher and students of class X- TKJ and X-TBSm, on teaching and learning process in second semester at SMK Fathul Ulum Pandahrum in the academic year 2022/2023.

D. Data and Source Data

1. Data

The data in this study are directive acts taken by teacher and students of class X-TKJ and X-TBSm in SMK Fathul Ulum Pandanharum Grobogan in the teaching and learning process. The data are utterances made by the teacher and students in the teaching and learning process in the classroom. Moreover, in collecting data, researcher is supported by written or spoken language, such as voice recorders and notebooks. Types of spoken data consisting of words, phrases, clauses, and sentences should be transferred to written data to facilitate analysis.

2. Data Source

The data source of this research are directive acts uttered by an English teacher who teaches in class X-TKJ and X-TBSm at SMK Fathul Ulum Pandanharum Grobogan and the students of class X-TKJ and X-TBSm at SMK Fathul Ulum Pandanharum Grobogan. The

researcher wants to analyze the types of speech acts, especially directive acts in the teaching and learning process. To find out the activities of data collection and data sources, it can be seen in the following schedule:

Table 3. 7

**Research Schedule of Observations of the Second Semester
At SMK Fathul Ulum Pandanharum Grobogan
In Academic Year 2022/2023**

| No. | Teacher | Class | Date | Time |
|-----|--------------------|--------|-------------------------------------------------------|-------------------------------------|
| 1. | Mrs. Atiqoh, M.Pd. | X-TKJ | 16 January 2023 30 January 2023 6 February 2023 | 10.00 a.m 10.00 a.m 10.00 a.m |
| 2. | Mrs. Atiqoh, M.Pd | X-TBSm | 18 January 2023 25 January 2023 1 February 2023 | 08.00 am 08.00 a.m 08.00 a.m |

The source of this research data is taken from an English teacher directive speech act by Mrs. Atiqoh, M.Pd., and students of X-TKJ and X-TBSm of the second semester at SMK Fathul Ulum Pandanharum Grobogan.

E. Technique of Collecting the Data

The researcher used the observing (*simak*), recording (*rekam*), and taking notes (*catat*) method to collecting the data.

b) Recording (*Rekam*)

When the teaching and learning process in the classroom takes place, the conversation between the teacher and students during teaching and learning process is recorded with a mobile phone. Recording techniques are intended to establish the correctness of existing data and facilitate checking and correction during and after data analysis. This technique can also be used as a source to find out the context surrounding the conversation between the teacher and students. This context can then be used to find out the purpose behind the use of imperative utterances in the teacher's language in teaching and learning interactions in the classroom.

c) Taking Notes (*Catat*)

The note-taking technique is an advanced technique that is carried out when applying the listening technique. In this technique, the data found by the researcher while observing or listening to the research subject is recorded in the corpus of data that has been prepared. In the data corpus there are the results of the transcription of the teacher's speech act data from the recordings. After that, the records in the data corpus were analyzed according to the research objectives.

Based on the explanation above, it can be concluded that this research requires several steps to collect data. In this study, the

researcher joined the class and observed the teaching and learning process passively without being involved in the class. Then, the researcher listened and recorded the teacher's and students' speech in class using a smartphone recorder. The researcher made notes on dialogue recordings in the teaching and learning process for classes X-TKJ and X-TBSm. The researcher determines the types of directive acts used by teachers and students in the classroom. In the end, the researcher identified the data by coding, and classified each data according to the directive action type theory.

F. Technique of Analyzing the Data

An explanation of the steps of the researcher analyzing the data entered into data analysis techniques. The researcher analyzed the data using descriptive the analysis and the data are described in sentences. In this study, the researcher used data analysis techniques. According to Miles & Huberman (1984), the technique of analyzing the data consist of several steps, there were:

1. Data Collection

Data collection activities are cyclical and interactive processes. In collecting data, the researcher uses these four steps to try to capture all the information needed in the next step of data analysis. In other words, data collection is the stage where the researcher tries to find the raw data that

will be reduced, displayed, and concluded. In this study, the researcher collected data from a teacher, namely Mrs. Atiqoh, M.Pd., and students of class X-TKJ and X-TBSm in the second semester at SMK Fathul Ulum Pandanharum Grobogan for the academic year 2022/2023. In the process of collecting data, the researcher took notes during the teaching and learning process. In addition, the next process the researcher made a transcript of the dialogue from the recorded data.

2. Data Reduction

As stated by Miles & Huberman (1984), that data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the raw data that appear in edited field notes. In reducing the data, the researcher focuses, categorizes, and concludes the data that has been obtained on the main issues of the research. The researcher identifies research problems and then classifies the main problems from data to non-data. After the researcher performs data reduction, the researcher will find it easier to find the data. Moreover, the data that has been obtained will be further processed and irrelevant data will be discarded. At this stage is done through the coding process. Coding is a labeling process and grouping meaning units into descriptive or inferential information obtained during the study. The researcher's

purpose in coding is to assist researchers in organizing and classifying data.

As for the process of coding as follows:

- a. Directive speech act data from Mrs. Atiqoh, M.Pd., when teaching class X-TKJ and X-TBSm at SMK Fathul Ulum in the Academic Year 2022/2023.
- b. The directive speech act data from Mrs. Atiqoh, M.Pd., when explaining the English material related to the purpose of this study.
- c. Code for each data

Table 3. 9
Coding of Subject

| No. | Teacher | Class | Meeting | Coding |
|-----|-----------------------|------------|---------------|--------|
| 1. | Mrs. Atiqoh, M.Pd. | X-TKJ | 1 (16.1.2023) | MTKJ1 |
| | | | 2 (30.1.2023) | MTKJ2 |
| | | | 3 (6.2.2023) | MTKJ3 |
| 2. | Mrs. Atiqoh, M.Pd. | X- TBSm | 1 (18.1.2023) | MTBS1 |
| | | | 2 (25.1.2023) | MTBS2 |
| | | | 3 (1.2.2023) | MTBS3 |

NB.

MTKJ1 : Miss Tiq class X-TKJ Meeting 1
 MTKJ2 : Miss Tiq class X-TKJ Meeting 2
 MTKJ3 : Miss Tiq class X-TKJ Meeting 3
 MTBS1 : Miss Tiq class X-TBSm Meeting 1
 MTBS2 : Miss Tiq class X-TBSm Meeting 2
 MTBS3 : Miss Tiq class X-TBSm Meeting 3

The table below will show the code for the directive type:

Table 3. 10
Coding of the Types of Directive Acts

| No. | Directive | Coding |
|------------|------------------|---------------|
| 1. | Ask | AS |
| 2. | Beg | BG |
| 3. | Bid | BD |
| 4. | Command | CM |
| 5. | Demand | DM |
| 6. | Forbid | FB |
| 7. | Recommend | RC |
| 8. | Request | RQ |

NB.
 Ask : AS
 Beg : BG
 Bid : BD
 Command : CM
 Demand : DM
 Forbid : FB
 Recommend : RC
 Request : RQ

3. Data Display

After doing data reduction, the researcher displays the collection of data in structured and compressed information that leads to conclusions. The form of qualitative data display includes types of data display with the aim of being accessible, compacting, and organizing data information. The researcher classifies the data on directive speech acts used by the teacher when teaching classes X-TKJ and X-TBSm and the students of X-TKJ and X-TBSm. In addition, the researcher categorizes

the directive speech acts used by English teacher and students into types of directive acts such as ask, beg, bid, etc.

4. Conclusion Drawing and Verification

The researcher began to draw conclusions and verify in this last step. Conclusions and verification of data that become hypotheses and knowledge come from data taken by the researcher that have been considered and interpreted. In conclusion, the researcher describes and interprets the data about the directive acts used by the English teacher and students in X TKJ and X-TBSm.

G. Trustworthiness of the Data

The validity of the data is needed in qualitative research. The validity of the data is carried out to prove that the research carried out is scientific research as well as to test the data obtained. In this study, the researcher used data triangulation to validate the data. As stated by Denzin (in Gu, 2018), that triangulation is the combination of multiple (two or more) theories, data sources, methods, or investigators in one study of a single phenomenon. Besides, according to Susan Stainbeck (in Sugiyono, 2015) the aim is not to determine the truth about some social phenomenon, rather the purpose of triangulation is to increase one's understanding of whatever is being investigated.

Based on Patton (1999), there are 4 triangulation as mentioned data triangulation, investigator triangulation, methodology triangulation, and theory triangulation. However, the researcher used investigator triangulation to recheck the data. In investigator triangulation, there are two or more researchers or experts who analyze the same qualitative data set and then compare their findings. In other words, other researchers who have the same topic can check the validity of a research topic. After the researcher collected the data from the transcription recorder, the data was sent to the evidentiary investigator to gain confidence from the data. The researcher chose three verifiers there are Miss Unaisatuz zulfa, S.Pd., Miss Wiwit Yulianti, S.Pd., and Miss Halimatus Safitri, S.Pd., who have done a similar thesis with the researcher. The researcher asks them to check the data whether it is included in the types of directive acts or not.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

In the research finding section, the researcher displays the data collected from the method of observing (*Simak*), recording (*Rekam*), and taking notes (*Catat*). This data is related to the types of directive speech acts used by English teacher and students of class X-TKJ and X-TBSm at SMK Fathul Ulum Pandanharum Grobogan for the 2022/2023 academic year. In explaining the findings, the researcher presented what was collected from the method through the teaching and learning process. The purpose of this research is to analyze the types of directive speech acts used by English teacher and students in class X-TKJ and XTBSm at SMK Fathul Ulum Pandanharum Grobogan in the academic year 2022/2023.

In this study, the researcher divided the data into two categories which are types of directive speech acts. First, the types of directive speech acts used by English teacher and students of class X-TKJ at SMK Fathul Ulum Pandanharum Grobogan in academic year 2022/2023. Second, the types of directive speech acts used by English teacher and students of class X-TBSm at SMK Fathul Ulum Pandanharum Grobogan in academic year 2022/2023.

1. Types of Directive Acts in Class X-TKJ at SMK Fathul Ulum Pandanharum Grobogan in Academic Year 2022/2023

The researcher analyzed the types of directive acts found in the utterances of the English teacher and students in class X TKJ at SMK Fathul Ulum Pandanharum Grobogan in the academic year 2022/2023. The researcher use Searle's theory to analyze the types of directive acts. Previously in Chapter II, Searle (Yule, 1996) stated that directive acts are speech acts used by speakers to order others to do something. In other words, if the speaker wants the listener to do something according to the meaning of the directive act, the speaker can express it with the types of directive acts, namely ask, beg, bid, command, demand, forbid, recommend, and request. In this study, the data are utterances made in the teaching and learning process. The researcher conducted research in the classroom directly. Therefore, the researcher joins the class and observes the teaching and learning process without being involved in the class. This observation was carried out by the researcher during three meetings. In these three meetings, the researcher found that as a result, the teacher carried out many activities there were opening activities, core activities and closing activities. In addition, in this study, the researcher used coding to explain the data. The codings are:

| | |
|-----------|----------------------------------|
| 16.1.2023 | = Timing of Getting Data |
| 30.1.2023 | = Timing of Getting Data |
| 6.2.2023 | = Timing of Getting Data |
| T | = Teacher |
| S | = Students |
| MTKJ1 | = Miss Tiq class X-TKJ Meeting 1 |
| MTKJ2 | = Miss Tiq class X-TKJ Meeting 2 |
| MTKJ3 | = Miss Tiq class X-TKJ Meeting 3 |
| AS | = Ask |
| BG | = Beg |
| BD | = Bid |
| CM | = Command |
| DM | = Demand |
| FB | = Forbid |
| RC | = Recommend |
| RQ | = Request |

Based on the coding above, the researcher coded the time from get data with “16.1.2023”, etc. Data collection time is sorted from date, month, and year. In addition, the researcher also gave the code “T and S” to make it easier for the researcher to classify teacher and students utterances. In addition, the researcher coded “MTKJ1, MTKJ2, and MTKJ3” for coding teacher subjects at Meetings 1, 2, and 3 in the TKJ class. In addition, the researcher used the code “AS, BG, BD, CM, DM, FB, RC, RQ” to code the types of directive acts.

According to the research findings, the researcher presented observation results for each subject. In this section, the researcher shows the results of the data generated by English teacher and students in class X TKJ at SMK Fathul Ulum Pandanharum Grobogan, which are included in the types of directive acts. The data can be seen below:

Day : Monday, Monday, and Monday
Date : January 16th, January 30th, and February 6th 2023
Time : 10.00-10.45 a.m.
Place : SMK Fathul Ulum Pandanharum Grobogan (at class X-TKJ)
Teacher : Mrs. Atiqoh, M.Pd.
Topic : Recount Text

Observations were made on 16th January 2023, 30th January, and 6th February 2023 to observe the directive acts used by Mrs. A, class of X-TKJ in English materials. In addition, the researcher made this observation during three meetings at the same theme. The data of directive acts are explained as follows:

a. Opening

In the opening activity, the teacher opened the class by pray, do attendance activities, and pay attention to students. In addition, the teacher and students also discuss the competencies that will be learned and developed, as well as prepare teaching materials that will be used during the teaching and learning process. On the other hand, the researcher found eight data from the types of directive acts in the opening activity. The numbers of the data include:

16.1.2023/T/RC/MTKJ1/N1

16.1.2023/T/RQ/MTKJ1/N2

16.1.2023/S/CM/MTKJ1/N3

16.1.2023/T/CM/MTKJ1/N4

16.1.2023/T/FB/MTKJ1/N5

16.1.2023/T/AS/MTKJ1/N6

30.1.2023/T/RC/MTKJ2/N1

30.1.2023/T/FB/MTKJ2/N2

6.2.2023/T/RC/MTKJ3/N1

The researcher analyzed the types of directive acts data. On the analysis of the teacher's utterances that appear included:

1) Recommend

In the opening activity the researcher found sentences of recommendations uttered by the teacher in the teaching and learning process, based on an analysis in January following data 16.1.2023/T/RC/MTKJ1/N1. Data analysis in the following utterances:

T : *“Everything is all right. Baik, sebelum Miss Tiq mulai pelajarannya, **Sebaiknya kita berdoa terlebih dahulu yaa.** Semoga dengan berdoa, pelajaran yang kita dapatkan bisa bermanfaat.*
(16.1.2023/T/RC/MTKJ1/N1)

The utterance above occurred when the teacher was about to start the lesson and recommend the students to pray before studying. It can be seen from the teacher's utterance *“**Sebaiknya kita berdoa terlebih***

dahulu ya". It can be concluded that the directive utterance that appear in this data namely recommend.

2) Request

In the opening activity the researcher found sentence of beg uttered by the teacher in the teaching and learning process, based on an analysis in January following data 16.1.2023/T/RQ/MTKJ1/N2. Data analysis in the following utterances:

T : "***Mas Rahman, tolong di pimpin berdoa***"
(16.1.2023/T/RQ/MTKJ1/N2)

The utterance above occurred when the teacher was about to start the lesson and request one of the students to lead the prayer before studying. This can be seen from the teacher's words "***Mas Rahman, tolong di pimpin berdoa***". It can be concluded that the directive utterance that appear in this data is request.

3) Command

In the opening activity the researcher found a command sentence uttered by a student in the teaching and learning process, based on an analysis in January following data 16.1.2023/S/CM/MTKJ1/N3. Data analysis in the following utterances:

S : "***Iya Miss. Untuk Semuanya, berdoa mulai!***"
(16.1.2023/T/CM/MTKJ1/N1)

The utterance above occurred when a student was going to lead a prayer before studying. In other words, the student commands his friends to pray according to the command. This can be seen from the student's words "*Untuk Semuanya, berdoa mulai!*". It can be concluded that the directive utterance that appear in this data is command.

4) Forbid

In the opening activity the researcher found forbid sentence uttered by the teacher in the teaching and learning process, based on the analysis on the January follow the data 30.1.2023/T/FB/MTKJ2/N2. The analysis of the data in the following utterance:

T : *Oiya, kebersihan lingkungan sekitar terutama lingkungan kelas dijaga ya Cah. **Jangan membuang sampah sembarangan, terutama di laci meja***
(30.1.2023/T/FB/MTKJ2/N2)

The utterance above occurred when there were two students who were absent because illness. In the end, the teacher forbade students to throw garbage, especially during the rainy season. This can be seen from the student's words "*Jangan membuang sampah sembarangan, terutama di laci meja*". It can be concluded that the directive utterance that appear in this data is forbid.

5) Ask

In the opening activity the researcher found ask sentence uttered by the teacher in the teaching and learning process, based on the analysis on the January follow the data 16.1.2023/T/AS/MTKJ1/N6. The analysis of the data in the following utterance:

T : “*Dan Miss harap, ini kali terakhir ada surat izin yang tidak bertanda tangan. **Understand?***”

(16.1.2023/T/AS/MTKJ1/N6)

The utterance above occurred when the teacher is asking questions to her students, do they understand the teacher's explanation and hope that students will carry out activities, namely answering teacher questions. This can be seen from the student's words “***Understand?***. It can be concluded that the directive utterance that appear in this data is ask.

From the explanation above, the researcher provides a summary of the data findings in the opening activities for three meetings in class X-TKJ. The summary is contained in a table of types of directive acts used by the teacher and students of class X-TKJ. The table of types of directive acts used by teacher can be seen below:

Table 4. 15
The types of Directive Acts Used by English Teacher
In Opening Activities

| No. | Activity | Directive Acts | Frequency |
|-------|----------|----------------|-----------|
| 1. | Opening | Ask | 1 |
| | | Beg | - |
| | | Bid | - |
| | | Command | - |
| | | Demand | 1 |
| | | Forbid | 2 |
| | | Recommend | 3 |
| | | Request | 1 |
| Total | | | 8 |

On other hand, the types of directive acts used by students of class X-TKJ can be seen below:

Table 4. 16
The types of Directive Acts Used by Students Class X-TKJ
In Opening Activities

| No. | Activity | Directive Acts | Frequency |
|-------|----------|----------------|-----------|
| 1. | Opening | Ask | - |
| | | Beg | - |
| | | Bid | - |
| | | Command | 1 |
| | | Demand | - |
| | | Forbid | - |
| | | Recommend | - |
| | | Request | - |
| Total | | | 1 |

Based on the table above, the researcher found directive speech acts used by English teachers and students in class X-TKJ during the

opening activities of the lesson. The researcher found 9 data of types of directive utterances. Eight utterances were spoken by the English teacher, in the form of ask, demand, recommend, request, and forbid. In other words, the researcher did not find directive speech acts of beg, bid, and command types spoken by the teacher. One of the eight utterances is spoken by student, namely the command's type. Student do not use directive utterances of the type ask, beg, bid, demand, forbid, recommend, and request.

b. Core activity

In the core activity is the part with the largest time allocation provided, learning models, learning methods, learning media, and learning resources are used which are adapted to the characteristics of students and subjects. On the other hand, the researcher found 33 data of directive acts in the core activities of the teaching and learning process. The numbers of the data include:

| | |
|--------------------------|--------------------------|
| 16.1.2023/T/CM/MTKJ1/N7 | 30.1.2023/T/RQ/MTKJ2/N8 |
| 16.1.2023/T/CM/MTKJ1/N8 | 30.1.2023/T/CM/MTKJ2/N9 |
| 16.1.2023/T/CM/MTKJ1/N9 | 30.1.2023/T/RC/MTKJ2/N10 |
| 16.1.2023/T/FB/MTKJ1/N10 | 30.1.2023/S/RC/MTKJ2/N11 |
| 16.1.2023/T/BD/MTKJ1/N11 | 30.1.2023/T/DM/MTKJ2/N12 |
| 16.1.2023/T/CM/MTKJ1/N12 | 6.2.2023/T/BD/MTKJ3/N2 |

| | |
|--------------------------|-------------------------|
| 16.1.2023/T/CM/MTKJ1/N13 | 6.2.2023/T/CM/MTKJ3/N3 |
| 16.1.2023/T/FB/MTKJ1/N14 | 6.2.2023/T/FB/MTKJ3/N4 |
| 16.1.2023/T/CM/MTKJ1/N15 | 6.2.2023/T/AS/MTKJ3/N5 |
| 16.1.2023/T/CM/MTKJ1/N16 | 6.2.2023/T/CM/MTKJ3/N6 |
| 16.1.2023/T/RQ/MTKJ1/N17 | 6.2.2023/T/BD/MTKJ3/N7 |
| 16.1.2023/T/RQ/MTKJ1/N18 | 6.2.2023/T/CM/MTKJ3/N8 |
| 16.1.2023/T/CM/MTKJ1/N19 | 6.2.2023/T/FB/MTKJ3/N9 |
| 30.1.2023/T/BD/MTKJ2/N3 | 6.2.2023/T/FB/MTKJ3/N10 |
| 30.1.2023/T/RQ/MTKJ2/N4 | 6.2.2023/T/CM/MTKJ3/N11 |
| 30.1.2023/T/FB/MTKJ2/N5 | 6.2.2023/T/CM/MTKJ3/N12 |
| 30.1.2023/T/CM/MTKJ2/N6 | 6.2.2023/T/CM/MTKJ3/N13 |
| 30.1.2023/T/RQ/MTKJ2/N7 | |

The researcher analyzed the types of directive utterance. On the analysis of the English teacher and students utterances that appeared included:

1) Observing

In observing activity, the researcher did not find the types of directive acts.

2) Questioning

In questioning activity, the researcher did not find the types of directive acts.

3) Experimenting

In experimental activities, English teacher and students probably exploring, try, discuss, demonstrate, imitate shape or motion, conducting experiments, reading other sources textbooks, collect data from sources through questionnaires, interview and modify or add to or develop. Meanwhile, the researcher found types of directive acts in experimental activities. Based on the observations, the researcher found five speech data of utterance in experimenting activity. Based on the analysis in January, follow data 16.1.2023/T/CM/MTKJ1/N6. The analysis of the data in the following utterance:

T : *“Waduuh, Miss tiq bantu kalian mengingat-ingat lagi tentang materi recount text. **Jadi, make a group, masing-masing 6 orang.** Akan ada 4 kelompok, kelompok pertama silahkan mencari tentang pengertian, kelompok kedua mencari tentang struktur recount text, kelompok ketiga mencari macam-macam recount text, dan kelompok yang terakhir mencari tentang contoh text recount.”*

(16.1.2023/T/CM/MTKJ1/N6)

The utterance above occurred when the teacher commands the students to create a discussion group to discuss the subject matter to be discussed. This can be seen from the teacher's words “*Jadi, make a group, masing-masing 6 orang.*”. It can be concluded that the directive utterance that appear in this data is command.

In the other utterance, the researcher found data of utterance about the forbid uuetrance. The utterance occurs in the data 16.1.2023/T/FB/MTKJ1/N8. For example in the following utterance:

T : “*Waktu kalian diskusi yaitu 20 minutes, dimulai dari sekarang. Dan jangan gunakan handphone selain untuk kepentingan diskusi kelompok*”

(16.1.2023/T/FB/MTKJ1/N8)

The utterance above occurred when the teacher forbade students to use smartphones except for group discussion purposes. This can be seen from the teacher's words “*Dan jangan gunakan handphone selain untuk kepentingan diskusi kelompok*”. It can be concluded that the directive utterance that appear in this data is forbid.

4) Associating

In associating activity, the researcher did not find the types of directive acts.

5) Communicating

In communicating activity, students are asked to communicate the results of the learning process that has been carried out. Students compile the results obtained in a coherent and systematic manner starting from the process, results, to the cure verbally by presenting in the classroom. Meanwhile, the researcher found types of directive acts in communicating activities. Based on the observations, the researcher found 28 data of utterance in communicating activity. Based on the analysis in January, follow data 30.1.2023/T/BD/MTKJ2/N3. The analysis of the data in the following utterance:

T : *“Miss kira sudah presentasi semua. Padahal rencananya, Miss ada kuis buat kalian. **Kalau begitu, kalian mau menyelesaikan yang presentasi dulu atau langsung ke kuis?**”*

(30.1.2023/T/BD/MTKJ2/N3)

The utterance above occurred when the teacher announced that there would be a quiz, but last week's

presentation had not been completed. Therefore, the teacher bid to continue last week's presentation or quiz first. This can be seen from the teacher's words “: *Kalau begitu, kalian mau menyelesaikan yang presentasi dulu atau langsung ke kuis?*”. It can be concluded that the directive utterance that appear in this data is bid.

In the other utterance, the researcher found data of utterance about the request utterance. The utterance occurs in the data 16.1.2023/T/CM/MTKJ1/N13. For example in the following utterance:

T : “*Masih ada sisa waktu beberapa menit, untuk hari ini ada 2 kelompok yang maju presentasi. Dan yang kelompok sisanya akan presentasi minggu depan. Sekarang kelompok yang duduknya paling depan kanan dan yang paling belakang kiri, yang akan mempresentasikan hasil diskusi kelompok mereka. **Kelompok paling depan kanan maju terlebih dahulu***”

(16.1.2023/T/CM/MTKJ1/N13)

The utterance above occurred when the teacher request one of the groups to come forward to present the results of their discussion. This can be seen from the teacher's words “*Silahkan kelompok paling depan kanan maju terlebih*

dahulu”. It can be concluded that the directive utterance that appear in this data is request.

From the explanation above, the researcher gave a summary of the data finding in the core activities for three meetings at class X-TKJ. The summary showed in the table the types of directive acts used by an English teacher and the student class of X-TKJ. The table of types of directive acts used by English teacher in class X-TKJ can be seen below:

Table 4. 17
The types of Directive Acts Used by English Teacher
In Core Activities

| No. | Activity | Directive Acts | Frequency |
|-------|---------------|----------------|-----------|
| 1. | Observing | - | - |
| 2. | Questioning | - | - |
| 3. | Experimenting | Command | 3 |
| | | Forbid | 1 |
| | | Bid | 2 |
| 4. | Associating | - | - |
| 5. | Communicating | Command | 13 |
| | | Forbid | 5 |
| | | Bid | 2 |
| | | Request | 5 |
| | | Recommend | 1 |
| | | Demand | 1 |
| | | Ask | 1 |
| Total | | | 34 |

On the other hand, the table of types of directive acts used by students in class X-TKJ can be seen below:

Table 4. 18
The types of Directive Acts Used by Students Class X-TKJ
In Core Activities

| No. | Activity | Directive Acts | Frequency |
|-------|---------------|----------------|-----------|
| 1. | Observing | - | - |
| 2. | Questioning | - | - |
| 3. | Experimenting | - | - |
| 4. | Associating | - | - |
| 5. | Communicating | Recommend | 1 |
| Total | | | 1 |

Based on the table above, the researcher found six types of directive acts carried out by a teacher and students in the core activities in the teaching and learning process. There are command, forbid, bid, request, demand, and recommend. Meanwhile, the researcher found 35 data of utterances of directive acts. The researcher found the data in experimenting, and communicating activity. From the teacher there is three of commands types, one of ask type, one of forbid type, and two of bids types in experimenting, 13 directive speech acts of command type, 5 directive speech acts of forbid type, 2 directive speech acts of bid type, one directive acts of ask type, one directive acts of demand type, 5 directive speech acts of request type, and 2 directive speech acts of recommend type in communicating.

Meanwhile, the researcher did not find the data directive acts in observing activity, questioning activity, and associating activity. In addition, the researcher found one type of directive speech act uttered by the students, namely a directive speech act of the recommend type in communicating activity. In other words, the researcher did not find directive speech acts of the types ask and beg in core activity.

c. Closing Activities

The closing activity is the final part of the implementation of learning according to the 2013 Curriculum. The teacher and students both individually and in groups must reflect in order to evaluate the entire series of learning activities and the results obtained for further jointly looking for direct or indirect benefits from the learning outcomes that have been going on. On the other hand, the researcher has found 5 data showing directive utterances in concluding activities in the teaching and learning process. The numbers of the data included:

16.1.2023/T/CM/MTKJ1/N20

30.1.2023/T/CM/MTKJ2/N13

30.1.2023/T/FB/MTKJ2/N14

6.2.2023/T/RQ/MTKJ3/N13

6.2.2023/T/DM/MTKJ3/N14

1) Command

In the closing activities, the researcher found the data about request uttered by teacher in teaching and learning process. The utterance occurs in the data 16.1.2023/T/CM/MTKJ1/N18. The analysis of the data in the following utterances:

T : *“Good. Berhubung waktu sudah habis, Miss cukupkan pelajaran hari ini. **Let’s end today’s lesson by reciting hamdalah together.** Alhamdulillah Rabbil Alamin. Thank you very much for your attention, and see you next week. Wassalamualaikum warahmatullahi wabarokaatuh”*

(16.1.2023/T/CM/MTKJ1/N18)

The utterance above occurred when the teacher command to the students to end the lesson by reciting *hamdalah* together. This can be seen from the teacher's words *“Let’s end today’s lesson by reciting hamdalah together”*. Therefore, the speech above is a directive speech. The directive utterance that appears in the utterance is command.

2) Forbid

In the closing activities, the researcher found the data about forbid uttered by teacher in teaching and learning

process. The utterance occurs in the data 30.1.2023/T/FD/MTKJ2/N14. The analysis of the data in the following utterances:

T : “*Satu lagi, jangan ramai dan jangan ada yang keluar kelas sebelum bel ya, Cah (Cah: Nak). Minggu depan kita bahas bersama*”
(30.1.2023/T/FD/MTKJ2/N14)

The utterance above occurred when the teacher was about to leave the class, the teacher forbade the students not to make noise and forbade the students not to leave the class before the bell rang. This can be seen from the teacher's words “*jangan ramai dan jangan ada yang keluar kelas sebelum bel ya, Cah*”. Therefore, the speech above is a directive speech. The directive utterance that appears in the utterance is forbid.

3) Demand

In the closing activities, the researcher found the data about command uttered by teacher in teaching and learning process. The utterance occurs in the data 6.2.2023/T/DM/MTKJ3/N14. The analysis of the data in the following utterances:

T :*“Yap, betul Nisa. Pas banget ya, jam pelajaran Miss Tiq udah selesai, kuis kalian juga selesai. Untuk minggu depan Miss Tiq mau kalian semua lebih aktif lagi dalam pelajarannya Miss Tiq, dan semuanya harus semangat!”*

(6.2.2023/T/CM/MTKJ3/N14)

The utterance above occurred when the teacher demand her students to be more enthusiastic and active in next week's lesson. This can be seen from the teacher's words *“Untuk minggu depan Miss Tiq mau kalian semua lebih aktif lagi dalam pelajarannya Miss Tiq, dan semuanya harus semangat!”*. Therefore, the speech above is a directive speech. The directive utterance that appears in the utterance is demand.

From the explanation above, the researcher gave a summary of the data finding in the closing activities for three meetings at class X-TKJ. The summary showed on the table the types of directive acts used by English teacher and student of X-TKJ. The table of the types of directive acts used by teacher can be seen bellow:

Table 4. 19**The types of Directive Acts Used by English Teacher Class X-TKJ
In Closing Activities**

| No. | Activity | Directive Acts | Frequency |
|-------|-----------------------|----------------|-----------|
| 1. | Closing Activities | Ask | - |
| | | Beg | - |
| | | Bid | - |
| | | Command | 2 |
| | | Demand | 1 |
| | | Forbid | 1 |
| | | Recommend | - |
| | | Request | 1 |
| Total | | | 5 |

The table of the types of directive acts used by students can be seen below:

Table 4. 20**The types of Directive Acts Used by Students Class X-TKJ
In Closing Activities**

| No. | Activity | Directive Acts | Frequency |
|-------|-----------------------|----------------|-----------|
| 1. | Closing Activities | Ask | - |
| | | Beg | - |
| | | Bid | - |
| | | Command | - |
| | | Demand | - |
| | | Forbid | - |
| | | Recommend | - |
| | | Request | - |
| Total | | | - |

Based on the table above, the researcher found four types directive acts used by the teacher in closing activities. There were

requests, demand, commands, and forbids. In addition, the researcher did not find ask, beg, bid, and recommend. Meanwhile, the researcher found 5 data of utterances of directive acts. The researcher found data from the teacher there were one request, 2 commands, one demand, and one forbid. Moreover, the researcher did not find the types of directive acts used by the students in closing activity.

Based on the explanation above, the researcher gave the whole summary of the data finding in the teaching and learning process. The summary showed on the table of the types of directive acts used by English teacher and student of X-TKJ. The table can be seen below:

Table 4. 21

The Data Findings of the Types of Directive Acts Used By English Teacher and Students of X-TKJ in the Teaching and Learning Process

| X-TKJ | | | | |
|--------------|-----------------|-------------------------------|-----------------------|------------------|
| No | Activity | The Number Of The Data | Directive Acts | Frequency |
| 1. | Opening | 16.1.2023/T/RC/MTKJ1/N1 | Re commend | 3 |
| | | 30.1.2023/T/RC/MTKJ2/N1 | | |
| | | 6.2.2023/T/RC/MTKJ3/N1 | | |
| | | 16.1.2023/T/RQ/MTKJ1/N2 | Request | 1 |
| | | 16.1.2023/S/CM/MTKJ1/N3 | Command | 1 |
| | | 16.1.2023/T/DM/MTKJ1.N4 | Demand | 1 |
| | | 16.1.2023/T/FB/MTKJ1/N5 | Forbid | 2 |
| | | 30.1.2023/T/FB/MTKJ2/N2 | | |
| | | 16.1.2023/T/FB/MTKJ1/N6 | Ask | 1 |
| 2. | Observing | - | - | - |
| 3. | Question | - | - | - |

| | | | | |
|--------------------------|-------------------|--------------------------|----------|----|
| | ing | | | |
| 4. | Experim enting | 16.1.2023/T/CM/MTKJ1/N7 | Command | 3 |
| | | 16.1.2023/T/CM/MTKJ1/N8 | | |
| | | 16.1.2023/T/CM/MTKJ1/N9 | | |
| | | 16.1.2023/T/FB/MTKJ1/N10 | Forbid | 1 |
| | | 16.1.2023/T/BD/MTKJ1/N11 | Bid | 2 |
| | | 6.2.2023/T/BD/MTKJ3/N2 | | |
| 5. | Associati ng | - | - | - |
| 6. | Communi cating | 16.1.2023/T/CM/MTKJ1/N12 | Command | 13 |
| | | 16.1.2023/T/CM/MTKJ1/N13 | | |
| | | 16.1.2023/T/CM/MTKJ1/N14 | | |
| | | 16.1.2023/T/CM/MTKJ1/N15 | | |
| | | 16.1.2023/T/CM/MTKJ1/N16 | | |
| | | 30.1.2023/T/CM/MTKJ2/N6 | | |
| | | 30.1.2023/T/CM/MTKJ2/N9 | | |
| | | 6.2.2023/T/CM/MTKJ3/N3 | | |
| | | 6.2.2023/T/CM/MTKJ3/N6 | | |
| | | 6.2.2023/T/CM/MTKJ3/N8 | | |
| | | 6.2.2023/T/CM/MTKJ3/N11 | | |
| | | 6.2.2023/T/CM/MTKJ3/N12 | | |
| | | 6.2.2023/T/CM/MTKJ3/N13 | | |
| | | 16.1.2023/T/FB/MTKJ1/N14 | Forbid | 5 |
| | | 30.1.2023/T/FB/MTKJ2/N5 | | |
| | | 6.2.2023/T/FB/MTKJ3/N4 | | |
| | | 6.2.2023/T/FB/MTKJ3/N9 | | |
| | | 6.2.2023/T/FB/MTKJ3/N10 | | |
| | | 30.1.2023/T/BD/MTKJ2/N3 | Bid | 2 |
| | | 6.2.2023/T/BD/MTKJ3/N7 | | |
| | | 16.1.2023/T/RQ/MTKJ1/N17 | Requests | 5 |
| 16.1.2023/T/RQ/MTKJ1/N19 | | | | |
| 30.1.2023/T/RQ/MTKJ2/N4 | | | | |
| 30.1.2023/T/RQ/MTKJ2/N7 | | | | |
| 30.1.2023/T/RQ/MTKJ2/N8 | | | | |
| 30.1.2023/T/RC/MTKJ2/N10 | Re commend | 2 | | |
| 30.1.2023/S/RC/MTKJ2/N11 | | | | |
| 6.2.2023/T/AS/MTKJ3/N5 | Ask | 1 | | |
| 30.1.2023/T/DM/MTKJ2/N12 | Demand | 1 | | |
| 3. | Closing | 6.2.2023/T/RQ/MTKJ3/N14 | Request | 1 |
| | | 16.1.2023/T/CM/MTKJ1/N20 | Command | 2 |
| | | 30.1.2023/T/CM/MTKJ2/N13 | | |

| | | | | |
|-------|--|--------------------------|--------|----|
| | | 30.1.2023/T/FD/MTKJ2/N14 | Forbid | 1 |
| | | 6.2.2023/T/DM/MTKJ3/N15 | Demand | 1 |
| Total | | | | 49 |

Based on the table above, the researcher found 49 types of data directive acts in the teaching and learning process in class X-TKJ. The researcher found 7 types of directive acts. There are ask, bid, command, demand, recommend, request, and forbid. Meanwhile, the researcher did not find the type of beg. The researcher found 9 data on opening activities, 35 data on core activities, and 5 data on closing activities. The researcher found 6 types of directive acts in the opening activity. There are three directive speech acts of recommend type, one is ask type, one is request type, one is demand type, one is command type, and two are the forbid type. Meanwhile, the researcher did not find directive speech acts of the types bid, and beg, in the opening activities of the teaching and learning process in class X-TKJ.

On the other hand, the researcher found 7 types of directive acts in the core activities. The researcher found the data in experimenting and communicating. The teacher uttered three commands, one forbid, and two bids in experimenting, 13 directive acts of command type, one directive acts of ask type, 5 directive speech acts of forbid type, 2 directive acts of bid type, one directive acts of demand type, 5 directive acts of request type, and one speech

acts of recommend type in communicating. In addition, the researcher found one type of directive speech act uttered by the students, namely a directive speech act of the recommend type in communicating activity. Moreover, the researcher did not find directive acts of the types beg in core activity. Meanwhile, the researcher did not find the data directive acts in observing activity, questioning activity, and associating activity.

Furthermore, the researcher found four types of directive acts in closing activities. There are request, command, demand, and forbid. Meanwhile, the researcher found 5 data of directive acts in closing activities. There were one data of request type, two data of command type, one data of demand type, and one data of forbid type. Moreover, the researcher did not find directive speech acts of the type ask, beg, bid, and recommend in closing activities. Therefore, data from a teacher found 44 directive speech acts data, and data from X-TKJ class students found 2 directive speech acts data in the teaching and learning process.

2. Types of Directive Acts in Class X-TBSm at SMK Fathul Ulum Pandanharum Grobogan in Academic Year 2022/2023

The researcher analyzed the types of directive acts found in the utterances of the teacher and students in class X TBSm at SMK Fathul Ulum Pandanharum Grobogan in the academic year 2022/2023. The researcher used Searle's theory to analyze the types of directive acts used by English teacher and students in class X-TBSm at SMK Fathul Ulum Pandanharum Grobogan in the 2022/2023 academic year. In general, the researcher used the same method when the researcher examines directive acts in class of X-TKJ. The research conducted by the researcher carried out in the classroom directly. In other words, the researcher joins the class and observes the teaching and learning process without being involved in the class. This observation was carried out by the researcher during three meetings. In these three meetings, the researcher found that as a result the teacher carried out many activities, namely opening activities, core activities and closing activities. In addition, in this study, researchers used coding to explain the data. The codings are:

18.1.2023 = Timing of Getting Data

25.1.2023 = Timing of Getting Data

1.2.2023 = Timing of Getting Data

T = Teacher

| | |
|-------|-----------------------------------|
| S | = Students |
| MTBS1 | = Miss Tiq class X-TBSm Meeting 1 |
| MTBS2 | = Miss Tiq class X-TBSm Meeting 2 |
| MTBS3 | = Miss Tiq class X-TBSm Meeting 3 |
| AS | = Ask |
| BG | = Beg |
| BD | = Bid |
| CM | = Command |
| DM | = Demand |
| FB | = Forbid |
| RC | = Recommend |
| RQ | = Request |

Based on the coding above, the researcher coded the time from get data with “18.1.2023”, etc. Data collection time is sorted from date, month, and year. In addition, the researcher also gave the code “T and S” to make it easier for the researcher to classify teacher and students utterances. In addition, the researcher coded “MTBS1, MTBS2, and MTBS3” for coding teacher subjects at Meetings 1, 2, and 3 in the TBSm class. In addition, the researcher uses the code “AS, BG, BD, CM, DM, FB, RC, RQ” to code the types of directive acts.

Based on the research findings, the researcher presented the results of observations for each meeting in the process of teaching and learning English lessons. In this section the researcher shows the results of the data uttered by an English teacher who teaches in class XTBSm and students of class X-TBSm, which are included in the types of directive acts. The data can be seen below:

Day : Wednesday, Wednesday, and Wednesday
 Date : January 18th, January 25th, and February 1st 2023
 Time : 08.00-08.45 a.m.
 Place : SMK Fathul Ulum Pandanharum Grobogan (at class X-TBSm)
 Teacher : Mrs. Atiqoh, M.Pd.
 Topic : Recount Text and Descriptive Text

Observations were made on 18th January 2023, 25th January, and 1st February 2023 to observe the directive acts used by Mrs. A, class of X-TBSm in English materials. In addition, the researcher made this observation during three meetings at the same theme. The data of directive acts are explained as follows:

a. Opening

In the opening activity, the teacher opened the class by pray, do attendance activities, and pay attention to students. In addition, the

teacher and students also discuss the competencies that will be learned and developed, as well as prepare teaching materials that will be used during the teaching and learning process. On the other hand, the researcher found four data from the types of directive acts in the opening activity. The numbers of the data include:

18.1.2023/T/CM/MTBS1/N1

25.1.2023/T/FB/MTBS2/N1

25.1.2023/T/CM/MTBS2/N2

1.2.2023/T/CM/MTBS3/N1

The researcher analyzed the types of directive acts data. On the analysis of the teacher's utterances that appear included:

1) Command

In the opening activity the researcher found command sentence uttered by the teacher in the teaching and learning process, based on the analysis on the January follow the data 18.1.2023/T/Cm/MTBS1/N1. The analysis of the data in the following utterance:

T : “Well, *let's start our lesson today by reciting basmalah together, Bismillahirrahmanirrahim*”

(18.1.2023/T/RQ/MTBS1/N1)

The utterance above occurred when a teacher commands the students to start the lesson by reciting *basmalah* together. This can be seen from the teacher's words "***let's start our lesson today by reciting basmalah together***". It can be concluded that the directive utterance that appear in this data is command.

2) Forbid

In the opening activity the researcher found forbid sentence uttered by the teacher in the teaching and learning process, based on the analysis on the January follow the data 25.1.2023/T/FB/MTBS2/N1. The analysis of the data in the following utterance:

T : "***Jangan seenaknya sendiri ya, Le!***"

(25.1.2023/T/FB/MTBS2/N1)

The utterance above occurred when there were two students who did not attend school and did not have permission. Then the teacher forbids students to do whatever they want. Due to school regulations, absent students are required to include a permit. This can be seen from the teacher's words "***Jangan seenaknya sendiri ya, Le!***". It can be concluded that the directive utterance that appear in this data is forbid.

From the explanation above, the researcher provides a summary of the data findings in the opening activities for three meetings in class X-TBSm. The summary is contained in a table of types of directive acts used by the teacher and students of class X-TBSm. The table of types of directive acts used by English teacher can be seen below:

Table 4. 22

**The types of Directive Acts Used by English Teacher
In Opening Activities**

| No. | Activity | Directive Acts | Frequency |
|-------|----------|----------------|-----------|
| 1. | Opening | Ask | - |
| | | Beg | - |
| | | Bid | - |
| | | Command | 3 |
| | | Demand | - |
| | | Forbid | 1 |
| | | Recommend | - |
| | | Request | - |
| Total | | | 4 |

The table of types of directive acts used by students can be seen below:

Table 4. 23
The types of Directive Acts Used by Students Class X-TBSm
In Opening Activities

| No. | Activity | Directive Acts | Frequency |
|-------|----------|----------------|-----------|
| 1. | Opening | Ask | - |
| | | Beg | - |
| | | Bid | - |
| | | Command | - |
| | | Demand | - |
| | | Forbid | - |
| | | Recommend | - |
| | | Request | - |
| Total | | | - |

Based on the table above, the researcher found two types of directive acts used by an English teacher in opening activities. There were forbid and commands. In addition, the researcher did not find ask, beg, bid, demand, request and recommend. Meanwhile, the teacher found 4 data of directive acts. That the researcher found data from a teacher that there were three directive utterances of the command type, and one directive utterance of the forbid type. In addition, the researcher did not find the types directive acts used by students in opening activities.

b. Core activities

In the core activity is the part with the largest time allocation provided, learning models, learning methods, learning media, and

learning resources are used which are adapted to the characteristics of students and subjects. On the other hand, the researcher found 35 data of directive speech acts in the core activities of the teaching and learning process. The numbers of the data include:

| | |
|--------------------------|--------------------------|
| 18.1.2023/T/FB/MTBS1/N2 | 25.1.2023/T/CM/TBS2/N3 |
| 18.1.2023/S/AS/MTBS1/N3 | 25.1.2023/T/RQ/TBS2/N4 |
| 18.1.2023/S/CM/MTBS1/N4 | 25.1.2023/T/CM/MTBS2/N5 |
| 18.1.2023/T/CM/MTBS1/N7 | 25.1.2023/T/FB/MTBS2/N6 |
| 18.1.2023/T/RC/MTBS1/N8 | 25.1.2023/T/CM/MTBS2/N7 |
| 18.1.2023/T/DM.MTBS1/N9 | 25.1.2023/T/FB/MTBS2/N8 |
| 18.1.2023/T/CM/MTBS1/N10 | 25.1.2023/T/CM/MTBS2/N9 |
| 18.1.2023/T/RQ/MTBS1/N11 | 25.1.2023/T/RC/MTBS2/N10 |
| 18.1.2023/T/CM/MTBS1/N12 | 25.1.2023/T/FB/MTBS2/N11 |
| 18.1.2023/T/CM/MTBS1/N13 | 1.2.2023/T/RC/MTBS3/N2 |
| 18.1.2023/T/FB/MTBS1/N14 | 1.2.2023/T/CM/MTBS3/N3 |
| 18.1.2023/T/FB/MTBS1/N15 | 1.2.2023/T/FB/MTBS3/N4 |
| 18.1.2023/T/FB/MTBS1/N16 | 1.2.2023/T/CM/MTBS3/N5 |
| 18.1.2023/T/DM/MTBS1/N17 | 1.2.2023/T/CM/MTBS3/N6 |
| 18.1.2023/T/RQ/MTBS1/N18 | 1.2.2023/T/FB/MTBS3/N7 |
| 18.1.2023/T/CM/MTBS1/N19 | 1.2.2023/T/CM/MTBS3/N8 |
| 18.1.2023/T/CM/MTBS1/N20 | |

18.1.2023/T/CM/MTBS1/N19

18.1.2023/T/CM/MTBS1/N20

The researcher analyzed the types of directive utterance. On the analysis of the teacher and students utterances that appeared included:

1) Observing

In observing activity, the researcher did not find the types of directive acts.

2) Questioning

In the questioning activity, the teacher and students probably make questions, frequently asked questions, discuss the information that has not been understood, the additional information wanted to know, or ask a clarification. Based on the observation, the researcher found 15 data of utterance in questioning activity. The data of utterance occur in questioning activity, the number data of 18.1.2023/S/BD/MTBS1/N3. The analysis of the data in the following utterance:

S : “*Iya Miss, Siap. Sekalian kamus e mboten Miss?(Sekalian kamus e mboten Miss: Sekalian kamusnya tidak Miss)*”

(18.1.2023/S/AS/MTBS1/N3)

The utterance above occurred when a student asks to the teacher to bring dictionaries or only books to take. This can be seen from the student's words "*Sekalian kamus e mboten Miss? (Sekalian kamus e mboten Miss: Sekalian kamusnya tidak Miss)*". It can be concluded that the directive utterance that appear in this data is ask.

In other utterance, the researcher found the data of utterance about the types of directive acts of command. The utterance occurs in the data 18.1.2023/S/CM/MTBS1/N4. For example in the following utterance:

S : "*Iya Miss. Ayo **Bim, ambil buku***"

(18.1.2023/S/CM/MTBS1/N4)

The utterance above occurred when a student command one of his friends to take books and dictionaries from the library. This can be seen from the student's words "*Ayo **Bim, ambil buku***". It can be concluded that the directive utterance that appears in this data is command.

3) Experimenting

In experimental activities, teacher and students probably exploring, try, discuss, demonstrate, imitate shape or motion, conducting experiments, reading other sources textbooks, collect data from sources through questionnaires, interview and modify or add to or develop. Meanwhile, the researcher found types of directive acts in experimental activities. Based on the observations, the researcher found six speech data

of utterance in experimenting activity. Based on the analysis in January, follow data 18.1.2023/T/CM/MTBS1/N12. The analysis of the data in the following utterance:

T : “*Tugas kalian, carilah text recount...*”
(18.1.2023/T/CM/MTBS1/N12)

The utterance above occurred when the English teacher commanded to students to search for a recount text. This can be seen from the student's words “*carilah text recount*”. It can be concluded that the directive utterance that appears in this data is command.

4) Associating

In associating activities, students are asked to utilize existing data to solve problems. The teacher plays a role in guiding and fostering, with the aim that students can connect the data that has been collected to make conclusions. In the end, this activity is carried out with the aim that students are able to analyze the work that has been done and can compare the results of their work with other students. Meanwhile, the researcher types of directive acts in experimental activities. Based on the observations, the researcher found five speech data of utterance in associating activity. Based on the analysis in January, follow data

25.1.2023/T/FB/MTBS2/N6. The analysis of the data in the following utterance:

T : “***Jangan lirik lirik pekerjaan teman kalian! Belum tentu jawabannya lebih benar daripada punya kalian. Yakin sama jawaban kalian sendiri!***”

(25.1.2023/T/FB/MTBS2/N6)

The utterance above occurred when the English teacher forbids the students to cheat by glancing at a friend's work. This can be seen from the student's words “***Jangan lirik lirik pekerjaan teman kalian!***”. It can be concluded that the directive utterance that appears in this data is forbid.

5) Communicating

In communicating activity, students are asked to communicate the results of the learning process that has been carried out. Students compile the results obtained in a coherent and systematic manner starting from the process, results, to the cure verbally by presenting in the classroom.

Meanwhile, the researcher found types of directive acts in communicating activities. Based on the observations, the researcher found five data of utterance in communicating activity. Based on the analysis in January, follow data 18.1.2023/T/RQ/MTBS1/N18. The analysis of the data in the following utterance:

T : *“Tolong nanti dibawa ke meja nya Miss Tiq ya, Le”*
(18.1.2023/T/RQ/MTBS1/N18)

The utterance above occurred when the English teacher request for one of the students to bring the student's work books to the teacher's desk in the teacher's office. This can be seen from the student's words *“Tolong nanti dibawa ke meja nya Miss Tiq ya, Le”*. It can be concluded that the directive utterance that appears in this data is request.

From the explanation above, the researcher gave a summary of the data finding in the core activities for three meetings at class X-TBSm. The summary showed in the table of the types of directive acts used by a teacher and students class of X-TBSm. The table of the types of directive acts used by teacher can be seen below:

Table 4. 24
The types of Directive Acts Used by English Teacher
In Core Activities

| No. | Activity | Directive Acts | Frequency |
|-------|---------------|----------------|-----------|
| 1. | Observing | - | - |
| 2. | Questioning | Forbid | 3 |
| | | Recommend | 3 |
| | | Command | 4 |
| | | Demand | 1 |
| | | Request | 2 |
| 3. | Experimenting | Command | 5 |
| | | Forbid | 1 |
| 4. | Associating | Command | 2 |
| | | Forbid | 4 |
| 5. | Communicating | Command | 1 |
| | | Forbid | 2 |
| | | Demand | 1 |
| | | Recommend | 1 |
| | | Request | 1 |
| Total | | | 31 |

The table of the types of directive acts used by students can be seen below:

Table 4. 25
The types of Directive Acts Used by Students Class X-TBSm
In Core Activities

| No. | Activity | Directive Acts | Frequency |
|-------|---------------|----------------|-----------|
| 1. | Observing | - | - |
| 2. | Questioning | Command | 1 |
| | | Ask | 1 |
| 3. | Experimenting | - | - |
| 4. | Associating | - | - |
| 5. | Communicating | - | - |
| Total | | | 2 |

Based on the table above, the researcher found six types of directive acts carried out by an English teacher and students in the core activities of the teaching and learning process. There are forbid, recommend, command, beg, bid, and ask. Meanwhile, the researcher found 33 data directive acts. The researcher found the data in questioning, experimenting, associating, and communicating activity. From the teacher there are 5 directive speech acts of the command type, 2 directive speech acts of the forbid type, 2 directive speech acts of the beg type, and 3 directive speech acts of the recommend type in questioning activities, 6 directive speech acts of the command type, one directive speech acts of the forbid type in experimenting activities, one directive speech acts of the command type, 4 directive speech acts of the forbid type in associating activities, 2 directive speech acts of the command type, one directive speech acts of the beg type, one directive speech acts of the forbid type, and one directive speech acts of the recommend type in communicating activities. In other words, the researcher did not find directive acts of the type ask, bid, demand, and request. Meanwhile, the researcher did not find the data directive acts in observing activity. In addition, the researcher found two types of directive acts uttered by students, namely directive speech acts of the bid and ask types in questioning activities. Meanwhile, the researcher did not find directive acts of the types beg, command, demand,

recommend, request, and forbid, in the utterances used by students in core activities.

c. Closing activities

The closing activity is the final part of the implementation of learning according to the 2013 Curriculum. The teacher and students both individually and in groups must reflect in order to evaluate the entire series of learning activities and the results obtained for further jointly looking for direct or indirect benefits from the learning outcomes that have been going on. On the other hand, the researcher has found 5 data showing directive utterances in concluding activities in the teaching and learning process. The numbers of the data included:

18.1.2023/T/CM/MTBS1/N19

18.1.2023/T/RQ/MTBS1/N20

25.1.2023/T/RQ/MTBS2/N10

1.2.2023/T/DM/MTBS3/N9

1.2.2023/T/CM/MTBS3/N10

1.2.2023/T/RQ/MTBS3/N11

In the utterance below, the researcher analyzed the data about directive acts of the command type. The utterances occur in the data 18.1.2023/T/CM/MTBS1/N19. The analysis of the data in the following utterance:

T : “*Well, Miss Tiq akhiri pelajaran hari ini. Untuk minggu depan jangan lupa kita ulangan tentang text recount. **Jangan lupa belajar dan persiapkan sebaik mungkin!***”
 (18.1.2023/T/CM/MTBS1/N19)

Based on the utterance above, the teacher commands the students to prepare as well as possible and not forget to study because next week there will be an exam on the recount chapter. This can be seen from the student's words “***Jangan lupa belajar dan persiapkan sebaik mungkin***”. It can be concluded that the directive utterance that appears in this data is command.

In the other utterance, the researcher analyzed the data of utterance of request. The utterance occurs in the data 25.1.2023/T/RQ/MTBS2/N10. The analysis of the data in the following utterance:

T : “*Thanks for your attention. **Let's end our lesson by reciting Hamdalah together.***”
 (25.1.2023/T/RQ/MTBS2/N10)

Based on the utterance above, the teacher requests the students to end the lesson by reciting *hamdalah* together. This can be seen from the student's words “***Let's end our lesson by reciting Hamdalah***”

together". It can be concluded that the directive utterance that appears in this data is request.

From the explanation above, the researcher gave a summary of the data finding in the closing activities for three meetings at class X-TBSm. The summary showed on the table the types of directive acts used by English teacher and student of X-TBSm. The table of the types of directive acts used by English teacher can be seen bellow:

Table 4. 26
The types of Directive Acts Used by English Teacher Class X-TBSm
In Closing Activities

| No. | Activity | Directive Acts | Frequency |
|-------|--------------------|----------------|-----------|
| 1. | Closing Activities | Ask | - |
| | | Beg | - |
| | | Bid | - |
| | | Command | 2 |
| | | Demand | 1 |
| | | Forbid | - |
| | | Recommend | - |
| | | Request | 3 |
| Total | | | 6 |

The table of the types of directive acts used by students can be seen bellow:

Table 4. 27
The types of Directive Acts Used by Students Class X-TBSm
In Closing Activities

| No. | Activity | Directive Acts | Frequency |
|-------|--------------------|----------------|-----------|
| 1. | Closing Activities | Ask | - |
| | | Beg | - |
| | | Bid | - |
| | | Command | - |
| | | Demand | - |
| | | Forbid | - |
| | | Recommend | - |
| | | Request | - |
| Total | | | - |

Based on the table above, the researcher found three types directive acts used by the teacher in closing activities. There were requests, demand and commands. In addition, the researcher did not find ask, beg, bid, forbid and recommend. Meanwhile, the researcher found 6 data of utterances of directive acts. The researcher found data from the teacher there were 3 of requests types, one of demand type and 2 of commands types. Moreover, the researcher did not find the types of directive acts used by the students in closing activity.

Based on the explanation above, the researcher gave the whole summary of the data finding in the teaching and learning process. The summary showed on the table of the types of directive acts used by English teacher and student of X-TBSm. The table can be seen below:

Table 4. 28

The Data Findings of the Types of Directive Acts Used By English Teacher and Students of X-TBSm in the Teaching and Learning Process

| X-TBSm | | | | |
|-------------------------|-----------------|-------------------------------|-----------------------|------------------|
| No | Activity | The Number Of The Data | Directive Acts | Frequency |
| 1. | Opening | 18.1.2023/T/CM/MTBS1/N1 | Command | 3 |
| | | 25.1.2023/T/CM/MTBS2/N2 | | |
| | | 1.2.2023/T/CM/MTBS1/N1 | | |
| | | 25.1.2023/T/FB/MTBS2/N1 | Forbid | 1 |
| 2. | Observing | - | - | - |
| 3. | Questioning | 18.1.2023/T/FB/MTBS1/N2 | Forbid | 3 |
| | | 18.1.2023/T/FB/MTBS1/N6 | | |
| | | 1.2.2023/T/FB/MTBS3/N4 | | |
| | | 18.1.2023/S/AS/MTBS1/N3 | Ask | 1 |
| | | 18.1.2023/T/RC/MTBS1/N5 | Recommend | 3 |
| | | 18.1.2023/T/RC/MTBS1/N8 | | |
| | | 1.2.2023/T/RC/MTBS3/N2 | | |
| | | 18.1.2023/S/CM/MTBS1/N4 | Command | 5 |
| | | 18.1.2023/T/CM/MTBS1/N7 | | |
| | | 18.1.2023/T/CM/MTBS1/N10 | | |
| | | 25.1.2023/T/CM/MTBS2/N3 | | |
| | | 1.2.2023/T/CM/MTBS3/N3 | | |
| | | 18.1.2023/T/RQ/MTBS1/N11 | Request | 2 |
| | | 25.1.2023/T/RQ/MTBS2/N4 | Demand | 1 |
| 18.1.2023/T/DM/MTBS1/N9 | | | | |
| 4. | Experimenting | 18.1.2023/T/CM/MTBS1/N12 | Command | 5 |
| | | 18.1.2023/T/CM/MTBS1/N13 | | |
| | | 1.2.2023/T/CM/MTBS3/N5 | | |
| | | 1.2.2023/T/CM/MTBS3/N6 | | |
| | | 1.2.2023/T/CM/MTBS3/N8 | | |
| | | 1.2.2023/T/FB/MTBS3/N7 | Forbid | 1 |
| 5. | Associating | 18.1.2023/T/FB/MTBS1/N14 | Forbid | 4 |
| | | 18.1.2023/T/FB/MTBS1/N15 | | |
| | | 18.1.2023/T/FB/MTBS1/N16 | | |
| | | 25.1.2023/T/FB/MTBS2/N6 | | |
| | | 25.1.2023/T/CM/MTBS2/N5 | Command | 2 |
| | | 25.1.2023/T/CM/MTBS2/N7 | | |

| | | | | |
|-------|---------------|--------------------------|----------|----|
| 6. | Communicating | 18.1.2023/T/DM/TBS1/N17 | Demand | 1 |
| | | 18.1.2023/T/RQ/TBS1/N18 | Request | 1 |
| | | 25.1.2023/T/FB/MTBS2/N8 | Forbid | 2 |
| | | 25.1.2023/T/FB/MTBS2/N11 | | |
| | | 25.1.2023/T/CM/MTBS2/N9 | Command | 1 |
| | | 25.1.2023/T/RC/MTBS2/N10 | Recomend | 1 |
| 7. | Closing | 18.1.2023/T/CM/TBS1/N19 | Command | 5 |
| | | 18.1.2023/T/RQ/TBS1/N20 | | |
| | | 25.1.2023/T/RQ/MTBS2/N10 | | |
| | | 1.2.2023/T/CM/MTBS3/N10 | | |
| | | 1.2.2023/T/RQ/MTBS3/N11 | | |
| | | 1.2.2023/T/DM/MTBS3/N10 | Demand | 1 |
| Total | | | | 43 |

Based on the table above, the researcher found 43 types of data directive acts in the teaching and learning process in class X-TBSm. The researcher found six types of directive acts. There are ask, demand, command, recommend, request, and forbid. Meanwhile, the researcher did not find the type of beg and bid. The researcher found 4 data on opening activities, 31 data on core activities, and 6 data on closing activities. The researcher found two types of directive speech acts in the opening activity. There are one is the directive acts of the forbid type, and three are the directive acts of the command type. Meanwhile, the researcher did not find directive speech acts of the types ask, beg, bid, demand, request, and recommend in the opening activities of the teaching and learning process in class X-TBSm.

On the other hand, the researcher found 6 types of directive acts in the core activities. The researcher found the data in questioning,

experimenting, associating, and communicating. Besides, the researcher found 33 data of directive acts in core activities. There are 31 data uttered by the English teacher, namely 3 data of forbids, 3 data of recommends, 4 data of commands, 2 data of request in questioning activities, 5 data of commands, one data of forbid in experimenting activities, 2 data of commands, and 4 data of forbids in associating activities, one data of command, two data of forbid, one data of request, one data of demand, and one data of recommend in communicating activities. Thus, the other 2 data are spoken by students, namely a directive acts of ask and bid type in questioning activities. In other words, the researcher did not find the data directive acts in observing activity.

Furthermore, the researcher found two types of directive acts in closing activities, namely command and demand. Meanwhile, the researcher found 6 data of directive acts in closing activities. Moreover, the researcher did not find directive acts of the type ask, beg, bid, forbid, and recommend in closing activities. Therefore, data from a teacher found 41 directive acts data, and the data from X-TBSm class students found 2 directive acts data in the teaching and learning process.

From the explanation above, the researcher provides a summary to compare the findings of data on an English teachers and students in class X-

TKJ and X-TBSm. The comparison showed in the table of types of directive speech acts used by an English teacher and students in class X-TKJ and X-TBSm in the teaching and learning process. The table can be seen below:

Table 4. 29

The Comparison of Data Findings of the Types of Directive Acts Used By English Teacher and Students in Class X-TKJ between English Teacher and Students in Class X-TBSm in the Teaching and Learning Process

| No. | Activity | The Subject Of The Study | | | | | | | | | | | | | | | |
|-----|---------------|-------------------------------------|--------|--------|--------|--------|--------|--------|--------|--------------------------------------|--------|--------|--------|--------|--------|--------|--------|
| | | Teacher and Students in Class X-TKJ | | | | | | | | Teacher and Students in Class X-TBSm | | | | | | | |
| | | A S | B G | B D | C M | D M | F B | R C | R Q | A S | B G | B D | C M | D M | F B | R C | R Q |
| 1. | Opening | √ | - | - | √ | √ | √ | √ | - | - | - | √ | - | √ | - | - | |
| 2. | Observing | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| 3. | Questioning | - | - | - | - | - | - | - | √ | - | - | √ | √ | √ | √ | √ | |
| 4. | Experimenting | - | - | √ | √ | - | √ | - | - | - | - | √ | - | √ | - | - | |
| 5. | Associating | - | - | - | - | - | - | - | - | - | - | √ | - | √ | - | - | |
| 6. | Communicating | √ | - | √ | √ | √ | √ | √ | - | - | - | √ | √ | √ | √ | √ | |
| 7. | Closing | - | - | - | √ | √ | √ | - | √ | - | - | √ | √ | - | - | √ | |

Based on the table above, the researcher compared the data findings the type of directive acts used by an English teacher and students of class X-TKJ between an English teacher and students of X-TBSm in the teaching and learning process. From the table, the

researcher found 7 types of directive acts uttered by a teacher and students in class X-TKJ in the teaching and learning process, both in opening activities, core activities, and closing activities. There are asks, demand, bids, commands, forbids, recommends, and requests. On the other hand, the researcher did not find the data of the types of directive acts in observing, questioning, and associating activities. In addition, the researcher did not find data on directive acts of beg types in the teaching and learning process in class X-TKJ.

On the other hand, the researcher found six types of directive acts performed by an English teacher and students in class X-TBSm. There are ask, command, demand, forbid, recommend, and request. Besides, the researcher did not find beg and bid of types of directive acts in the teaching and learning process in class X-TBSm. In addition, the researcher did not find directive acts produced by an English teacher and students in observing activities.

B. Discussion

This section discussed about the findings of directive acts in the teaching and learning process. The researcher focused on discussing the objectives of the research. The objective of the research included describing the types of directive acts used by the English teacher and students at SMK Fathul Ulum Pandanharum Grobrogan at tenth grade in the second semester of the 2022/2023 academic year. In addition, the researcher classified the types of

directive acts by John Searle's theory. Searle divided directive acts into 8 types. There are ask, beg, bid, command, demand, forbid, request, and recommend. Based on the data findings above, the researcher discussed the types of directive acts used by the English teacher and students at SMK Fathul Ulum Pandanharum Grobrogan at tenth grade in the second semester of the 2022/2023 academic year.

The researcher observed, recorded, and took notes directly joining the X-TKJ and X-TBSm classes. This research was taken from an English teacher and students from class X-TKJ and X-TBSm. The researcher has conducted research in X-TKJ class on 16th January 2023, 30th January 2023, and 6th February 2023. Furthermore, in class X-TBSm, the researcher conducted research on 18th January 2023, 25th January 2023, and 1st February 2023.

Besides, the researcher conducted three meetings in each class. The theme for the three meetings in XTKJ class was recount text. And the themes for the three meetings in class X-TBSm were recount text and descriptive text. In the core activity, the teaching and learning process conducted activities, there are observing, questioning, experimenting, associating, and communicating. Meanwhile, the researcher did not find data from observing activities. In addition, the researcher found 49 data from an English teacher and students in class X-TKJ which are in accordance with the directive acts theory by Searl, in the teaching and learning process. There are 9 data types of directive acts in opening activities, 35 data types of directive acts in core

activities, and 5 data types of directive acts in closing activities. In addition, the researcher found 43 data from an English teacher and students in class X-TBSm which are in accordance with Searl's directive acts theory, in the teaching and learning process. There are 4 types of directive acts in opening activities, 33 data types of directive acts in core activities, and 6 data types of directive acts in closing activities.

In the opening activity in class X-TKJ, the researcher found 9 data indicating the types of directive acts. The researcher found data from a teacher with frequency of three recommends, one type of request, one type of ask, one type of demand, and two types of forbid. Besides that, there is one data generated by students in the opening activity, namely one type of command uttered by students. The teacher used utterances in the form of command to command the students to do something. On the other hand, student also makes utterances in the form of commands to command the other students to start the lesson by praying du'a together. The other examples, when the teacher request to one of the students in class X-TKJ to lead for pray together to start learning. In other words, each type of speech spoken by the teacher and students has its own function. Meanwhile, the researcher did not find data indicating directive acts of ask, bid, demand, and request types in the opening activities in class X-TKJ.

In the opening activity in X-TBSm class, the researcher found 4 data indicating the types of directive acts. The researcher found data from a teacher

with frequency of three data of the command type, and one data of the forbid type. For example, the teacher makes a forbid utterance to students to study only if there is a test tomorrow, but must study every day. Meanwhile, the researcher did not find directive acts of the types ask, beg, bid, demand, request, and recommend, in the opening activities in class X-TBSm. The four data were generated by an English teacher. In other words, in the opening activity in X-TBSm class, the students did not utter directive acts.

In the core activities, the researcher found 32 data on types of directive acts uttered by a teacher and two types of directive acts uttered by students in the teaching and learning process in class X-TKJ. Besides, the researcher found 31 data on types of directive acts uttered by an English teacher and 2 types of directive acts uttered by students in the teaching and learning process in class X-TBSm. In this activity, both in class X-TKJ and in class X TBSm, the teacher uttered command-type of directive acts with the highest frequency compared to other types of directive acts. Command type speech acts are widely used by the teacher because the teacher aims to accelerate and trigger student responses, then students immediately do what is commanded by the teacher. For example, when the teacher commands students to do exercises or commands students to come forward, the teacher uttered command utterance. It can be conclude, the students immediately do what is commanded by the teacher. Besides, the teacher has uttered a lot of directive acts in the core

activities because the core activities are the most effective activities in the teaching and learning process.

In the closing activity, the directive acts uttered by the teacher and students began to decrease. Therefore, in the closing activity, the researcher found 5 directive acts uttered by the teacher in class X-TKJ. There are one type of directive acts of the request type, one type of directive acts of the demand type, two type directive acts of the command type, and one type of directive act of the forbid type. On the other hand, the researcher also found 6 directive acts uttered by the teacher in class X-TBSm, namely the directive acts of command and demand types. In other words, students in class X-TKJ and students in class X-TBSm, did not uttered directive acts in the closing activity. The teacher uttered a command in closing activities to command the students to say *hamdalah* as a sign of the end of the lesson. Besides that, the researcher did not find directive acts of ask, beg, bid, and recommend types in the closing activities.

Based on the discussion above, the researcher found conclusions on the learning methods used by the English teacher and also from the characters of the two classes. The learning method used by the English teacher in class X-TKJ is the cooperative learning method. The reason is class X-TKJ is a small class but a mixed class of male and female students. This class is dominantly passive, because female and male students are still shy when communicating with each other. Therefore, the teacher used the cooperative

learning method to further familiarize students in the class and build self-confidence in students by commands the students to present the results of their group discussions in front of the class. This resulted in directive acts uttered by the teacher in class X-TKJ, especially directive acts of the command type which were higher than other types of directive acts. The data obtained from an English teacher during three meetings is 47 data directive acts. There are ask, commands, demand, bid, forbid, request, and recommend. On the other hand, students only uttered 2 directive acts in the teaching and learning process. There are recommend and command.

On the other hand, the method used by the English teacher in class X-TBSm is the question and answer method. Because, class X-TBSm is a large class but all students in class X-TBSm are males. This class is more active than class X-TKJ. Therefore, the teacher used the question and answer method. It is expected that students are active in learning, not active in the sense that they are busy and don't listen to the lessons delivered by the teacher. In addition, the teacher also asked students to analyze texts from library books. In the end, when the students were working on the assignment, the teacher uttered several utterances of forbid during the teaching and learning process. This resulted in the occurrence of directive acts spoken by the English teacher, especially directive acts of the command and forbid types uttered more by English teacher than other types of directives. The data obtained from an English teacher for three meetings is 41 data types of

directive acts. There are bid, demand, commands, forbids, requests, and recommends. On other hand, students only say 2 directive acts in the teaching and learning process. There are command and ask.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

In this research, the researcher focused on analysis of directive acts used by English teacher and students in the second semester at tenth grade of SMK Fathul Ulum Pandanharum Grobogan in academic year 2022-2023. Based on the discussion, the researcher found 49 utterances from an English teacher and students in class X-TKJ. On the other hand, the researcher found 43 utterances from an English teacher and students in class X-TBSm. Therefore, the researcher found 92 utterances which included directive acts from the teacher and students in both classes. There are 13 data types of directive acts in opening activities, 68 data types of directive acts in core activities, and 11 data types of directive acts in closing activities. Meanwhile, the data from the teacher found 88 data on types of directive acts and data from students in the two classes for the three meetings there were only 4 data on types of directive acts in the teaching and learning process. In other words, the researcher found seven types of directive acts, such as ask, bid, command, demand, forbid, request, and recommend. Thus, it is in accordance with Searle's theory. Meanwhile, the researcher did not find directive speech acts of the beg type in the teaching and learning process in the two classes.

B. Suggestion

Based on the conclusions and the implications, some suggestions are proposed to somebody as follows:

1. To students

The results of this study can provide students with knowledge about the types of directive acts used by English teachers and students in the teaching and learning process. The researcher suggests that the reader understand the types of directive acts. By knowing the types of directive acts, students can find out and immediately do what the teacher said.

2. To English teacher

This research is expected to provide English teachers with an understanding and insight into the types of directive acts that should be used when they teach and learn English in class. English teachers must use the right language to use in delivering material to students. Therefore, students immediately do what the teacher wants.

3. To other researcher

In this research, the researcher focuses on discussing the types of directive acts. The researcher suggests that this research probably lead other researchers to do further research with the same or different approach. In addition, the researcher hopes that other researchers are interested in

analyzing pragmatic approaches in other classifications to make this study better and more perfect.

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APPENDIX 1

The First Data Validation of an English Teacher and Students of X-TKJ by Verifier 1, Verifier 2, Verifier 3

| No. | Number of Datum | Verified | |
|-----|--------------------------|----------|-------------|
| | | Confirm | Not Confirm |
| 1. | 16.1.2023/T/RC/MTKJ1/N1 | √ | |
| 2. | 16.1.2023/T/BG/MTKJ1/N2 | √ | |
| 3. | 16.1.2023/S/CM/MTKJ1/N3 | √ | |
| 4. | 16.1.2023/T/CM/MTKJ1/N4 | | √ |
| 5. | 16.1.2023/T/FB/MTKJ1/N5 | √ | |
| 6. | 16.1.2023/T/AS/MTKJ1/N6 | √ | |
| 7.. | 16.1.2023/T/CM/MTKJ1/N7 | √ | |
| 8. | 16.1.2023/T/CM/MTKJ1/N8 | √ | |
| 9. | 16.1.2023/T/CM/MTKJ1/N9 | √ | |
| 10. | 16.1.2023/T/FB/MTKJ1/N10 | √ | |
| 11. | 16.1.2023/T/BD/MTKJ1/N11 | √ | |
| 12. | 16.1.2023/T/CM/MTKJ1/N12 | √ | |
| 13. | 16.1.2023/T/CM/MTKJ1/N13 | √ | |
| 14. | 16.1.2023/T/FB/MTKJ1/N14 | √ | |
| 15. | 16.1.2023/T/CM/MTKJ1/N15 | √ | |
| 16. | 16.1.2023/T/CM/MTKJ1/N16 | √ | |
| 17. | 16.1.2023/T/RQ/MTKJ1/N17 | √ | |
| 18. | 16.1.2023/T/RQ/MTKJ1/N18 | √ | |
| 19. | 16.1.2023/T/CM/MTKJ1/N19 | √ | |
| 20. | 16.1.2023/T/CM/MTKJ1/N20 | √ | |
| 21. | 30.1.2023/T/RC/MTKJ2/N1 | √ | |
| 22. | 30.1.2023/T/FB/MTKJ2/N2 | √ | |
| 23. | 30.1.2023/T/BD/MTKJ2/N3 | √ | |
| 24. | 30.1.2023/T/RQ/MTKJ2/N4 | √ | |
| 25. | 30.1.2023/T/FB/MTKJ2/N5 | √ | |
| 26. | 30.1.2023/T/CM/MTKJ2/N6 | √ | |
| 27. | 30.1.2023/T/RQ/MTKJ2/N7 | √ | |
| 28. | 30.1.2023/T/RQ/MTKJ2/N8 | √ | |
| 29. | 30.1.2023/T/CM/MTKJ2/N9 | √ | |
| 30. | 30.1.2023/T/RC/MTKJ2/N10 | √ | |
| 31. | 30.1.2023/S/BD/MTKJ2/N11 | | √ |
| 32. | 30.1.2023/T/CM/MTKJ2/N12 | √ | |
| 33. | 30.1.2023/T/CM/MTKJ2/N13 | √ | |

| | | | |
|-----|--------------------------|---|--|
| 34. | 30.1.2023/T/FB/MTKJ2/N14 | √ | |
| 35. | 6.2.2023/T/RC/MTKJ3/N1 | √ | |
| 36. | 6.2.2023/T/BD/MTKJ3/N2 | √ | |
| 37. | 6.2.2023/T/CM/MTKJ3/N3 | √ | |
| 38. | 6.2.2023/T/AS/MTKJ3/N4 | √ | |
| 39. | 6.2.2023/T/FB/MTKJ3/N5 | √ | |
| 40. | 6.2.2023/T/CM/MTKJ3/N6 | √ | |
| 41. | 6.2.2023/T/BD/MTKJ3/N7 | √ | |
| 42. | 6.2.2023/T/CM/MTKJ3/N8 | √ | |
| 43. | 6.2.2023/T/FB/MTKJ3/N9 | √ | |
| 44. | 6.2.2023/T/FB/MTKJ3/N10 | √ | |
| 45. | 6.2.2023/T/CM/MTKJ3/N11 | √ | |
| 46. | 6.2.2023/T/CM/MTKJ3/N12 | √ | |
| 47. | 6.2.2023/T/CM/MTKJ3/N13 | √ | |
| 48. | 6.2.2023/T/RQ/MTKJ3/N14 | √ | |
| 49. | 6.2.2023/T/DM/MTKJ3/N15 | √ | |

Surakarta, 4 April 2023

Verifier 1



Mrs. Unaisatuz Zulfa, S.Pd.

Surakarta, 4 April 2023

Verifier 2



Mrs. Wiwit Yulianti, S.Pd

Surakarta, 4 April 2023

Verifier 3



Mrs. Halimatus Safitri, S.Pd.

From the results of the first validation, the three validators namely Unaisatuz Zulfa, S.Pd., Wiwit Yulianti, S.Pd., and Halimatus Safitri, S.Pd., did not confirm two of the 49 directive actions from the data researcher. Data numbered 16.1.2023/T/CM/MTKJ1/N4 is a command types. However, the three validators did not justify the researcher's statement that the teacher's words were not a command type, but a demand type.

The second is data number 30.1.2023/S/BD/MTKJ2/N11. In this data, the researcher states that the teacher's words in data number 30.1.2023/S/BD/MTKJ2/N11 are directive acts of the bid type. However, the three validators did not justify the researcher's statement because the teacher's speech in this data is types of directive acts of recommendation. Moreover, in the data validation discussion, the three validators had confirmed that all data from the research have been confirmed and approved.

**The Second Data Validation of an English Teacher and Students of X-TBSm by
Verifier 1, Verifier 2, Verifier 3**

| No. | Number of Datum | Verified | |
|-----|--------------------------|----------|-------------|
| | | Confirm | Not Confirm |
| 1. | 18.1.2023/T/CM/MTBS1/N1 | √ | |
| 2. | 18.1.2023/T/FB/MTBS1/N2 | √ | |
| 3. | 18.1.2023/S/BD/MTBS1/N3 | | √ |
| 4. | 18.1.2023/S/AS/MTBS1/N4 | | √ |
| 5. | 18.1.2023/T/RC/MTBS1/N5 | √ | |
| 6. | 18.1.2023/T/FB/MTBS1/N6 | √ | |
| 7. | 18.1.2023/T/CM/MTBS1/N7 | √ | |
| 8. | 18.1.2023/T/RC/MTBS1/N8 | √ | |
| 9. | 18.1.2023/T/DM/MTBS1/N9 | √ | |
| 10. | 18.1.2023/T/CM/MTBS1/N10 | √ | |
| 11. | 18.1.2023/T/RQ/MTBS1/N11 | √ | |
| 12. | 18.1.2023/T/CM/MTBS1/N12 | √ | |
| 13. | 18.1.2023/T/CM/MTBS1/N13 | √ | |
| 14. | 18.1.2023/T/FB/MTBS1/N14 | √ | |
| 15. | 18.1.2023/T/FB/MTBS1/N15 | √ | |
| 16. | 18.1.2023/T/FB/MTBS1/N16 | √ | |
| 17. | 18.1.2023/T/CM/MTBS1/N17 | | √ |
| 18. | 18.1.2023/T/RQ/MTBS1/N18 | √ | |
| 19. | 18.1.2023/T/CM/MTBS1/N19 | √ | |
| 20. | 18.1.2023/T/CM/MTBS1/N20 | √ | |
| 21. | 25.1.2023/T/FB/MTBS2/N1 | √ | |
| 22. | 25.1.2023/T/CM/MTBS2/N2 | √ | |
| 23. | 25.1.2023/T/CM/TBS2/N3 | √ | |
| 24. | 25.1.2023/T/RQ/TBS2/N4 | √ | |
| 25. | 25.1.2023/T/CM/MTBS2/N5 | √ | |
| 26. | 25.1.2023/T/FB/MTBS2/N6 | √ | |
| 27. | 25.1.2023/T/CM/MTBS2/N7 | √ | |
| 28. | 25.1.2023/T/FB/MTBS2/N8 | √ | |
| 29. | 25.1.2023/T/CM/MTBS2/N9 | √ | |
| 30. | 25.1.2023/T/RC/MTBS2/N10 | √ | |
| 31. | 25.1.2023/T/FB/MTBS2/N11 | √ | |
| 32. | 25.1.2023/T/CM/MTBS2/N12 | √ | |
| 33. | 1.2.2023/T/CM/MTBS3/N1 | √ | |
| 34. | 1.2.2023/T/RC/MTBS3/N2 | √ | |
| 35. | 1.2.2023/T/CM/MTBS3/N3 | √ | |

| | | | |
|-----|-------------------------|---|--|
| 36. | 1.2.2023/T/FB/MTBS3/N4 | √ | |
| 37. | 1.2.2023/T/CM/MTBS3/N5 | √ | |
| 38. | 1.2.2023/T/CM/MTBS3/N6 | √ | |
| 39. | 1.2.2023/T/FB/MTBS3/N7 | √ | |
| 40. | 1.2.2023/T/CM/MTBS3/N8 | √ | |
| 41. | 1.2.2023/T/DM/MTBS3/N9 | √ | |
| 42. | 1.2.2023/T/CM/MTBS3/N10 | √ | |
| 43. | 1.2.2023/T/CM/MTBS3/N11 | √ | |

Surakarta, 4 April 2023

Verifier 1



Mrs. Unaisatuz Zulfa, S.Pd.

Surakarta, 4 April 2023

Verifier 2



Mrs. Wiwit Yulianti, S.Pd

Surakarta, 4 April 2023

Verifier 3



Mrs. Halimatus Safitri, S.Pd.

From the results of the first validation, the three validators namely Unaisatuz Zulfa, S.Pd., Wiwit Yulianti, S.Pd., and Halimatus Safitri, S.Pd., did not confirm three of the 43 directive acts from the data researcher. Data numbered 18.1.2023/S/BD/MTBS1/N3 is a bid types. However, the three validators did not justify the researcher's statement that the students's words were not a bid type, but a ask type.

The second is data number 18.1.2023/S/AS/MTBS1/N4. In this data, the researcher states that the students's words in data number 18.1.2023/S/AS/MTBS1/N4 are directive acts of the ask type. However, the three validators did not justify the researcher's statement because the teacher's speech in this data is types of directive acts of command's types.

The third is data number 18.1.2023/T/CM/MTBS1/N17. In this data, the researcher states that the teacher's words in data number 18.1.2023/T/CM/MTBS1/N17 are directive acts of the command type. However, the three validators did not justify the researcher's statement because the teacher's speech in this data is types of directive acts of demand. Moreover, in the data validation discussion, the three validators had confirmed that all data from the research have been confirmed and approved.

The Picture of Discussing between The Researcher and Three Verifiers to Data

Validation via Telephone and Video Call WhatsApp



(Via Telephone WhatsApp)



(Via Video Call WhatsApp)

APPENDIX 2

TRANSKRIP 1

Day : Monday

Date : January, 16th 2023

Time : 10.00-10.45 a.m. / Offline classroom

Classroom Place : SMK Fathul Ulum Pandanharum Grobogan (X-TKJ)

Teacher : Mrs. Atiqoh, M.Pd.

T : “Assalamualaikum warahmatullahi Wabarokaatuh”

S : “Walaikumussalam Warahatullahi Wabarokaatuh”

T : “Good Morning, Students”

S : “Good Morning, Miss”

T : “How are you today?”

S : “I’m fine, thank you. And you?”

T : “Everything is all right. Baik, sebelum Miss Tiq mulai pelajarannya, **Sebaiknya kita berdoa terlebih dahulu yaa.** Semoga dengan berdoa, pelajaran yang kita dapatkan bisa bermanfaat. **Mas Rahman, tolong di pimpin berdoa**”

S : “Iya Miss. **Untuk Semuanya, berdoa mulai!**”

T : “Terima kasih mas Rahman.”

S : “Sama-sama, Miss.”

- T : “Untuk hari ini, siapa yang tidak masuk?”
- S : “Siti, Feri, sama Annisa, Miss. Surat izinnya ada di meja Miss”
- T : “Oh, ini. Loh, ini surat izinnya Feri kok tidak ada tanda tangannya?”
- S : “Kurang tau, Miss”
- T : “Anak-anak, **kalau kalian tidak masuk, kalian harus menyertakan tanda tangan orang tua kalian. Jangan menyerahkan surat izin yang tidak ada tangan orang tua kalian.** Dan Miss harap, ini kali terakhir ada surat izin yang tidak bertanda tangan. Understand?”
- S : “Yess, Miss”
- T : “Okay, siapa yang sudah membaca di buku LKS tentang materi apa saja yang akan kita pelajari in this second semester?”
- S : “Sudah Miss”
- T : “Good. Jadi, untuk hari ini materi kita apa, students?”
- S : “Recount Text, Miss”
- T : “Siip. Berarti, kalian benar-benar membacanya ya. Barangkali ada yang sudah mengetahui apa itu recount text? Atau ada yang belum pernah dengar sama sekali istilah recount text?”
- S : “Kalau dengar, sudah pernah dengar Miss. Tapi pengertiannya lupa”
- T : “Waduuuh, Miss tiq bantu kalian mengingat-ingat lagi tentang materi recount text. **Jadi, make a group, masing-masing 6 orang.** Akan ada 4 kelompok, kelompok pertama silahkan mencari tentang pengertian, kelompok kedua mencari tentang struktur recount text, kelompok ketiga mencari macam-macam recount text, dan kelompok yang terakhir mencari tentang contoh text recount. Kalian boleh mengeluarkan handphone kalian dan **carilah informasi yang sebanyak-banyaknya mengenai masing-masing pembagian dan diskusikan dengan teman sekelompok kalian.** Jika sudah, semua anggota maju dan mempresentasikan hasil diskusinya masing-masing. Understand?”
- S : “Yess, Miss”

T : “Waktu kalian diskusi yaitu 20 minutes, dimulai dari sekarang. **Dan jangan gunakan handphone selain untuk kepentingan diskusi kelompok**”

S : “Okay, Miss”

T : “**Kalau ada yang perlu ditanyakan, silahkan Tanya ditanyakan ke saya, yaa**”

S : “Siap Miss”

(20 minutes later)

T : “Time is up, Students. **Handphone segera di non aktifkan dan kembali fokus ke depan!**”

S : “Iya Miss”

T : “Masih ada sisa waktu beberapa menit, untuk hari ini ada 2 kelompok yang maju presentasi. Dan yang kelompok sisanya akan presentasi minggu depan. Sekarang kelompok yang duduknya paling depan kanan dan yang paling belakang kiri, yang akan mempresentasikan hasil diskusi kelompok mereka. **Silahkan kelompok paling depan kanan maju terlebih dahulu**”

S : “Okay Miss”

T : “Good luck, students. **Untuk yang lain jangan bicara sendiri-sendiri, dan dengarkan apa yang teman kalian sampaikan di depan**”

S : “Baik teman-teman, kami dari kelompok pertama akan mempresentasikan hasil diskusi kami. Pengertian recount text, recount text is a text that retells events or events in the past. Atau dalam bahasa Indonesia, recount text adalah sebuah teks yang menceritakan kembali kejadian atau peristiwa di masa lampau. Setiap teks memiliki tujuannya masing-masing. Kalau recount text tujuannya adalah memberikan informasi mengenai suatu kejadian pada pembaca, atau menghibur pembaca. Dalam bahasa Inggris bisa kita katakan to inform or to entertain the readers. Dari penjelasan kelompok kami, apakah sudah bisa dipahami teman-teman?”

T : “Bagaimana anak-anak, sudah sangat jelas ya penjelasan dari kelompok pertama.”

S : “Jelas Miss”

T : “**Beri tepukan untuk kelompok satu**”

S : (*Memberikan tepukan*)

T : “**Kelompok satu, silahkan kembali ke tempat.** Dan untuk pengertian, Miss ulangi lagi ya, jadi pengertian dari recount text adalah salah satu jenis teks yang berisi cerita pengalaman kita di masa lampau. Tujuan Recount Text biasanya untuk menceritakan kembali dan memberikan informasi serta menghibur pembaca. **Selanjutnya, kelompok dua silahkan maju kedepan**”

S : “Baik Miss”

T : “Yang lain sembari mendengarkan, lebih baik jika kalian juga mencatat di buku kalian masing-masing, meskipun sudah ada LKS. Ayo kelompok dua, segera maju kedepan”

S : “Baik Miss. Sebelumnya, perkenalkan kami dari kelompok dua akan mempresentasikan hasil diskusi kelompok kami yang mendiskusikan tentang struktur recount text. Pada teks recount, tentu ada struktur yang harus kita ikuti. Generic structure of recount text atau struktur umum recount text ada tiga, yaitu orientation, series of events, dan reorientation. Dalam bahasa Indonesia, artinya orientasi alias pengenalan. Sudah pasti, isi dari orientation adalah informasi mengenai tokoh atau karakter, lokasi, waktu kejadian, dan lain sebagainya. Melalui orientation, harapannya pembaca dapat memahami jalan/alur cerita dari penulis. Struktur yang kedua adalah event series. Event adalah kejadian, sedangkan series berarti rangkaian. Dalam bagian ini, akan dijelaskan rangkaian mengenai peristiwa/kejadian yang mereka alami. pada bagaian ini, biasa disebut dengan inti dari recount text. Dan struktur yang terakhir adalah reorientation. Reorientation adalah akhir dari sebuah cerita. Pada struktur ini, akan menuangkan rangkuman dan kesimpulan dari keseluruhan cerita sekaligus memberitahu ending-nya. Apakah happy ending, atau sad ending. Mungkin itu saja yang dapat kelompok kami sampaikan. Terima kasih”

T : “**Beri tepukan untuk kelompok satu**”

S : (*Memberikan tepukan*)

- T : “Dari penjelasan tentang structure recount text yang dijelaskan oleh kelompok dua, Miss tiq ibaratkan kalau orientasi atau orientation itu seperti permulaan mendaki gunung, series of event seperti berada di puncak gunung, dan reorientation seperti menuruni gunung. Tentang structure recount text sudah paham semua ya anak-anak?”
- S : “Insya Allah Miss”
- T : “Bagus. Untuk 2 kelompok yang belum maju kedepan, minggu depan sudah langsung siap maju ya”
- S : “Okay siap Miss”
- T : “Good. Berhubung waktu sudah habis, Miss cukupkan pelajaran hari ini. **Let’s end today's lesson by reciting hamdalah together.** Alhamdulillah Rabbil Alamin. Thank you very much for your attention, and see you next week. Wassalamualaikum warahmatullahi wabarokaatuh”
- S : “Walaikummussalam Warahmatullahi Wabarokaatuh. Thank you, Miss”

Day : **Monday**
Date : **January, 30th 2023**
Time : **10.00-10.45 a.m. / Offline classroom**
Classroom Place : **SMK Fathul Ulum Pandanharum Grobogan (X-TKJ)**
Teacher : **Mrs. Atiqoh, M.Pd.**

T : “Assalamualaikum Warahmatullahi Wabarokaatuh”
S : “Wassalamualaikum Warahmatullahi Wabarokaatuh”
T : “Good Morning Students?”
S : “Good Morning Miss”
T : “How are you today?”
S : “I am fine, thank you. And you?”
T : Alhamdulillah, everything is all right. Ada yang tidak masuk hari ini?”
S : “Sari sama Dinda sakit Miss”
T : “Baik. Anak-anak, sekarang kan musim hujan, **sebaiknya kalian bawa payung atau jas hujan saat pergi ke sekolah. Untuk jaga-jaga saja, jangan sampai kalian kehujanan pas diperjalanan.**”
S : “Baik Miss”
T : “Oiya, kebersihan lingkungan sekitar terutama lingkungan kelas dijaga ya anak-anak. **Jangan membuang sampah sembarangan, terutama di laci meja**”
S : “Okay Miss, Laksanakan”
T : “Miss lanjut ya. Ada yang masih ingat minggu kemarin kita belajar apa?”
S : “Recount Text Miss. Oiya Miss, ada 2 kelompok yang belum presentasi Miss.”

- T : “Miss kira sudah presentasi semua. Padahal rencananya, Miss ada kuis buat kalian. **Kalau begitu, kalian mau menyelesaikan yang presentasi dulu atau langsung ke kuis?**”
- S : “Presentasi dulu aja Miss”
- T : “**Kalau begitu kelompok selanjutnya silahkan maju ke depan!**”
- S : “Iya Miss”
- T : “**Yang lain jangan ngobrol sendiri. Fokus pada teman kalian yang akan presentasi di depan!**”
- S : “Yess, Miss”
- T : “Silahkan, **bisa dimulai presentasinya**”
- S : “Perkenalkan, kami dari kelompok tiga akan mempresentasikan hasil diskusi kami yaitu tentang macam-macam recount text. Jadi, recount text terbagi menjadi beberapa jenis, yaitu personal recount, factual recount, imaginative recount, dan historical recount. Personal recount text adalah salah satu jenis teks yang bertujuan untuk menceritakan mengenai pengalaman pribadi penulis. Personal recount adalah jenis paling umum yang sering ditemukan dalam penulisan recount. Yang kedua yaitu factual recount. Factual recount text merupakan cerita untuk menyajikan laporan terkait peristiwa yang terjadi berdasarkan fakta (benar-benar terjadi). Jadi, ini tidak terpaku pada kejadian personal, bisa juga kejadian orang lain. Contohnya seperti laporan mengenai percobaan sains atau ilmu pengetahuan ataupun laporan kepolisian. Selanjutnya recount text yang berjenis imaginative recount. Imaginative recount adalah teks yang biasa digunakan seseorang sebagai cerita dari peristiwa imajinatif yang dialami oleh seseorang. Contohnya recount text yang menceritakan pengalaman penulis mengenai khayalan yang ia dapat dari mimpi. Dan jenis yang terakhir adalah historical recount. Historical recount adalah bentuk recount text yang isinya menceritakan peristiwa sejarah. Intinya, teks ini adalah cerita sejarah dalam bahasa Inggris. tetapi berbeda dengan teks narrative. Kalau di narrative, sifatnya adalah khayalan. Sementara itu dalam recount text, sejarah yang diceritakan memang benar-benar terjadi di masa lampau. Contohnya tentang proklamasi kemerdekaan Indonesia. Mungkin hanya ini yang kelompok kami bisa presentasikan, kurang lebihnya mohon maaf.”

- T : “Okay, presentasi yang bagus. Jadi untuk personal recount text adalah teks yang berisi pengalaman pribadi kita. Contoh Recount Text singkat yang dapat kita jumpai sehari-hari, yaitu note yang bertuliskan tentang kejadian yang kita alami hari ini atau tweet yang berisi curhatan kita juga termasuk personal recount text. Kalau factual recount text itu menceritakan hal-hal fakta seperti laporan ilmu pengetahuan, laporan kepolisian, atau kejadian nyata dalam sejarah. Imaginative recount text ini cocok untuk kalian yang suka berimajinasi atau suka menghalu. Misal tadi malam kalian mimpi bertemu Song Jong Ki, kemudian kalian menulis kejadian sewaktu kalian mimpi, itu termasuk recount text yang berjenis imaginative recount text. Dan yang terakhir recount text yang berjenis historical recount, seperti yang dikatakan oleh kelompok tiga, historical recount hampir sama seperti narrative. Tapi kalau historical sesuai dengan kejadian di masa lalu. Sampai sini ada yang ditanyakan?”
- S : “Tidak Miss.”
- T : “Kalau tidak ada yang ditanyakan, kita lanjut ke kelompok terakhir ya. **Silahkan kelompok terakhir, maju kedepan**”
- S : “(*Maju ke depan*) Baik, kami dari kelompok empat akan mempresentasikan contoh dari recount text. Kelompok kami memilih recount text yang berjenis personal recount text, yang berjudul *A Trip to the National Zoo and Aquarium*. Yesterday, my family and I went to the National Zoo and Aquarium to visit the new Snow Cubs and the other animals. In the morning, when we got to the Zoo and Aquarium there was a great big line, so we had to wait awhile to get in. Pada bagian ini disebut dengan bagian orientasi. After we entered the zoo, we went straight to the enclosure for the Snow Cubs. My brother and I were so excited to see them. They were so cute and playful. At lunchtime Dad decided to cook a barbeque. He cooked sausages so we could have sausage sandwiches. My Mom forgot the tomato sauce so we had to eat them plain. In the afternoon, we visited the aquarium. My brother was excited to see the sharks and the tropical fish. Nah, bagian ini yang disebut dengan series of event. Dan bagian yang terakhir yaitu kalimat, at the end of the day when we left we were going to go and get ice cream but we decided we were too tired so we drove straight home, but of course I was very happy.”
- T : “**Berikan tepuk tangan untuk kelompok terakhir**”

- S : “(Tepuk tangan)”
- T : “Presentasinya sudah bagus, tapi **akan lebih bagus lagi jika mempresentasikan teks yang berbahasa inggris, usahakan pelafalan kalian lebih jelas lagi ya, cah. (Cah: Nak) Biar teman-teman kalian yang mendengarkan juga tidak bosan dengan presentasi kalian.**”
- S : “Iya Miss, terima kasih atas sarannya ya Miss”
- T : “Sejauh ini ada yang masih bingung atau ada yang ditanyakan tidak?”
- S : “Sudah cukup Miss. Oiya Miss, **saumpama hasil presentasi masing-masing kelompok juga di share ke grub wa kelas bagaimana miss? Supaya kalau dirumah bisa mereview materi lagi.**”
- T : “Boleh, sangat boleh. **Tapi kalau sudah di share, harus benar-benar dibaca lagi ya cah.**”
- S : “Iya siap Miss.”
- T : “Masih ada sisa waktu sedikit, **kerjakan ulangan harian yang ada di LKS halaman 25. Dikerjakan sendiri-sendiri, biar kalian tahu kemampuan diri sendiri. Satu lagi, jangan ramai dan jangan ada yang keluar kelas sebelum bel ya, Cah (Cah: Nak). Minggu depan kita bahas bersama**”
- S : “Iya Miss’
- T : “Miss Tiq tinggal dulu ya, soalnya Miss Tiq ada rapat guru. Miss Tiq akhiri pelajaran hari ini, terima kasih atas perhatiannya. Sampai jumpa minggu depan, Wassalamualaikum Warahmatullahi Wabarokaatuh”

Day : Monday
Date : February, 6th 2023
Time : 10.00-10.45 a.m. / Offline classroom
Classroom Place : SMK Fathul Ulum Pandanharum Grobogan (X-TKJ)
Teacher : Mrs. Atiqoh, M.Pd.

T : “Assalamualaikum Warahmatullahi Wabarokaatuh.”
S : “Walaikumussalam Warahmatullahi Wabarokaatuh”
T : “Good Morning Students”
S : “Good Morning Miss”
T : “How are you today?”
S : “I am fine, thank you. And you?”
T : Alhamdulillah, everything is all right. Masuk semua hari ini?”
S : “Dinda sakit Miss”
T : “Lho, bukannya minggu lalu Dinda juga tidak masuk karena sakit ya?”
S : “Iya Miss. Sekarang Dinda masuk rumah sakit, katanya sakit DBD”
T : “Innalillahi. Sudah ada perwakilan untuk menjenguk?”
S : “Belum Miss, rencananya hari ini mau njenguk Dinda sama Pak Niam”
T : “Bagus. **Kalau bisa satu kelas iuran buat beli buah apa roti-roti gitu lho cah.** Tapi alangkah baiknya, kita doakan dulu Dinda, agar teman kita Dinda segera diberi kesembuhan dan kesehatan yang sempurna dari Allah. *Al Fatihah*”
S : “(Membaca surat Al Fatihah)”
T : “Okay, lanjut ya. Kemarin kita membahas tentang apa? Ada yang ingat?”

- S : “Contoh recount text, Miss”
- T : “Iya benar. Kemarin kita sudah mempelajari tentang contoh recount text dan juga macam-macam jenis recount text kalau tidak salah. Sepertinya minggu kemarin miss Tiq ngasih tugas di LKS ya? Waktu Miss Tiq ada rapat guru”
- S : “Iya, Miss. Miss Tiq katanya juga mau ngasih kuis ke kita Miss”
- T : “Waduh, banyak sekali hutang saya ke kelas ini ya. Oke, begini saja, karena isi soal-soal kuis dari Miss Tiq hampir sama dengan latihan soal yang ada di LKS kalian, **gimana kalau kita langsung ke kuis Miss Tiq?** Anggap kalian mengerjakan latihan soal yang di LKS buat kalian pemanasan kuis dari Miss Tiq. Besok kalau kita ada waktu lagi, kita bahas bersama”
- S : “Iya Miss, langsung ke kuis dari Miss Tiq aja Miss”
- T : “Okay, sistemnya begini, kalian akan mengerjakan soal yang telah Miss Tiq buat, dan waktu kalian mengerjakan hanya 10 menit, karena soalnya hanya sedikit. Nanti Miss Tiq akan membacakan ulang text recount sekaligus soalnya, dan kalian yang merasa jawabannya benar silahkan angkat tangan dan jawab pertanyaan dari Miss Tiq. Jadi **gunakan waktu sebaik mungkin, perhatikan baik-baik apa yang Miss Tiq ucapkan, dan konsentrasi!** Understand?”
- S : “Yes Miss”

(10 minutes later)

- T : “Time is up students! **Jangan ada yang memegang bolpoint lagi!** Good. Langsung saja, text recount yang pertama untuk 3 nomor saja. **Listen carefully!** Last holiday, my students and I went to Yogyakarta. We stayed at Morison Hotel which is not a long way from Malioboro. On Friday, we went to the sanctuaries in Prambanan. There are three significant sanctuaries, the Brahmana, Siwa, and Wisnu. They are truly stunning. We went by just Brahmana and Syiwa sanctuaries, on the grounds that Wisnu sanctuary is being remodeled. On Saturday morning we went to Yogya Kraton. We spent around two hours there. We were fortunate on the grounds that a brilliant and amicable aide drove us. At that point, we proceeded with our adventure to Borobudur. We touched base there at four p.m. At 6 p.m. we heard the declaration that the Borobudur entryway would be closed. In the evening we

left Yogyakarta by bus. Question number one, the content basically talks about? A, the writer's trip to Yogyakarta. B, the writer's first visit to Prambanan. C, The writer's impression of the guide. And D, the writer's experience at Yogya Kraton. Jawaban yang benar adalah?"

S : "Saya Miss"

T : "Yap, apa Yusuf?"

S : "Yang A, Miss"

T : "Sip, Benar Yusuf. Next question, what is the purpose of the text? A, tell B, entertain readers. C, describe the smugglers. D, report an event to the police. Manakah jawaban yang benar?"

S : "Saya tahu Miss"

T : "Ya, apa jawabannya

Rani?S : "A lagi Miss."

T : "Very good Rani. Karena itu text recount, jadi purpose nya to tell pas event. Next question, when did they go home? A, on Saturday morning. B, on Friday evening. C, on Thursday evening. D, on Saturday evening. Siapa yang tau jawabannya angkat tangan!"

S : "Saya Miss. Jawabannya D"

T : "Okay, good Fahri. Bagaimana yang lain? Masih semangat atau sudah pusing?"

S : "Sudah pusing Miss."

T : "Waduh, baru 3 soal kok sudah pusing. **Kalau kita main games dulu gimana? Mau ngga?"**

S : "Iya Miss, ben mboten spaneng. (Iya Miss, biar tidak tegang)"

T : "Ya sudah. Kita main Door-door an ya. Nanti setiap Miss Tiq menyebutkan kelipatan 4, kalian bilang "Door". Kalau ada yang keliru, nanti ada hukumannya. Siap?"

S : "Siap Miss"

T : "**Semua Berdiri dan jangan ada yang lemes. Harus semangat semuanya!** Dimulai dari yang paling belakang, terus kedepan. Dimulai dari sekarang!"

- S : “Satu”
- S : “Dua”
- S : “Tiga”
- S : “Door”
- S : “Lima”
- S : “Enam”
- S : “Tujuh”
- S : “Delapan”
- T : “Hayo Intan, setiap kelipatan empat bilang Door”
- S : “Intan suruh nyanyi Miss”
- S : “Intan suruh bersih bersih kelas miss”
- S : “Intan suruh nari-nari Miss”
- T : “Husst, kok malah ramai sendiri to ini. **Jangan dibiasakan urakan ya cah,** mosok cah SMK Fathul Ulum gara-gara ini tok wis koyok wong demo (Jangan dibiasakan urakan ya nak, masak anak SMK Fathul Ulum gara-gara ini saja sudah seperti orang demo). **Intan, silahkan maju kedepan dulu,** Miss Tiq carikan teman buat nemani kamu dihukum. Yuk, dimulai lagi permainannya. Sekarang gentian dari depan dan ganti kelipatan 6. Dimulai dari sekarang!”
- S : “Satu”
- S : “Dua”
- S : “Tiga”
- S : “Empat”
- S : “Lima”
- S : “Enam”
- S : “Danu salah Miss, kelipatan enam malah enam nya disebut”
- T : “Hayo Danu, silahkan temani Intan di depan. Untuk hukumannya, Danu dan Intan harus menyanyikan lagu Balonku tapi huruf vokalnya diganti dengan huruf I. Siap?”
- S : “Siap ndak siap juga tetep nyanyi Miss”

- T : “Hahaha, ngga papa Danu Intan, hitung-hitung melatih percaya diri kan. Yuk dimulai!”
- S : “Bilinki idi limi, ripi ripi wirninyi, mirih kining kilibi, mirih midi din biri, militis bilin hiji dir, hitiki singit kici, bilinki tinggil impit, kipiging irit-irit”
- T : **“Tepuk tangan yang meriah untuk kedua teman kita”**
- S : *“(Tepuk tangan)”*
- T : “Okay, kalau sudah fresh, kita kembali ke kuis lagi ya. Tersisa 1 text recount dengan 3 soal lagi. **Jadi perhatikan dengan seksama dan simak apa yang Miss Tiq ucapkan.** Paham?”
- S : “Paham Miss”
- T : “Last Sunday my family visited my parents friends, Mr. And Mrs. Amir, in Padang because they have a new baby. We went there by car early morning because we planned to stop at Anai Valley Waterfall for a moment. We passed Bukittinggi-Padang road which is very awesome. We enjoyed beautiful scenery along the road. We were so amazed when we saw the wonderful Anai Valley Waterfall. It is located beside the road. My father parked the car in the parking area and then we enjoyed the waterfall. The water is clear and fresh. Then, we ate delicious food in the restaurant nearby. After that, we continued our trip Padang. We arrived at Mr. And Mrs. Amir’s house around 11 a.m. They welcomed us warmly. We visited the baby and then we had a chit-chat. We left their house at 2 p.m. We passed the same road and still enjoyed it. We arrived home at 5 p.m. Pertanyaan pertama, What is the writer’s intention the write the text? A, to share his/her experience. B, to describe a wonderful waterfall. C, to inform the way to go to Padang. D, to tell the condition his/her parents’ friends. Manakah jawaban yang benar?”
- S : “Jawabannya C, Miss”
- T : “Kalau jawabannya C kurang tepat ya mbak Novi, karena inti dari cerita ini adalah menceritakan pengalaman pribadi, maka jawaban yang tepat adalah yang A. Kenapa tidak yang D Miss? Itu karena kalau yang D terkesan lebih menceritakan kondisi teman orang tuanya, padahal disini yang diceritakan itu pengalaman pribadi dari si penulis. Lanjut pertanyaan selanjutnya, why did the writer’s family go to Padang? A, to see Mr.Amir’s new family member. B, to eat special food near the waterfall. C, to enjoy Anai Valley Waterfall. D, to see beautiful scenery during the trip. Jawaban yang benar adalah?”

S : “A Miss”

T : “Betul sekali. Sekarang the last question. How was the writer’s family journey? A, quiet. B, glorious. C, delightful. D, relaxed. Siapa yang tahu jawabannya?”

S : “Saya Miss, jawabannya C, delightful.”

T : “Yap, betul Nisa. Pas banget ya, jam pelajaran Miss Tiq udah selesai, kuis kalian juga selesai. **Untuk minggu depan Miss Tiq harap semua lebih aktif lagi dalam pelajarannya Miss Tiq, dan semuanya harus semangat!** Miss Tiq kira kita cukupkan pelajaran hari ini dengan bacaan *Hamdalah* bersama-sama, *Alhamdulillah Rabbil Alamin*. Sekian dari Miss Tiq, and thank you for your attention, Wassalamualaikum Warahmatullahi wabarokaatuh”

S : “Walaikumussalam Warahmatullahi Wabarokaatuh. Thank you Miss”

TRANSKRIP 2

Day : **Wednesday**

Date : **January, 18th 2023**

Time : **08.00-08.45 a.m. / Offline classroom**

Classroom Place : **SMK Fathul Ulum Pandanharum Grobogan (X-TBSm)**

Teacher : **Mrs. Atiqoh, M.Pd.**

T : “Assalamualaikum Warahmatullahi Wabarokaatuh”

S : “Walaikumussalam warahmatullahi wabarokaatuh”

T : “Good Morning, Students”

S : “Good Morning, Miss”

T : “How are you today?”

S : “I am fine, thank you. And you?”

T : “Alhamdulillah, I am good. Semua masuk hari ini?”

S : “Nihil Miss (Nihil: Masuk semua)”

T : “Well, **let’s start our lesson today by reciting basmalah together, Bismillahirrahmanirrahim**”

S : “*Bismilahirrahmanirrahim*”

T : “Sebelumnya Miss Tiq minta maaf ya, karena sedikit terlambat. Tadi ada keperluan sama Bu Yuni. Lanjut, minggu kemarin kita belajar tentang apa?”

S : “Contoh-contoh recount text, Miss”

T : “Bejo (bejo: beruntung) kalian cah, setiap pelajarannya Miss Tiq ngga pernah ada acara sekolah. Kemarin Miss Tiq dua kali ada jam pelajaran di

kelas X TKJ nge-pas-i (nge-pas-i: bertepatan) ada acara HAB Kemenag sama Milad SMK, jadi kosong terus. Makane kelas kalian lebih cepet dari kelas sebelah. Berarti udah waktunya ulangan ya cah?"

- S : "Yah Miss, terlalu mendadak kalau hari ini Miss, belum sempat belajar"
- T : "Kalian ki pie to Le (Le : sebutan untuk anak laki-laki), emangnya belajar nunggu besoknya ada ulangan. Belajar itu ya setiap hari, **jangan menunggu besoknya ulangan baru belajar. Kebiasaan buruk semacam itu jangan diterus-teruske lho ya!**"
- S : "Iya Miss, khilaf"
- T : "Khilaf kok terus. Ya sudah, berhubung Miss Tiq lagi berbaik hati, ulangan kita adakan minggu depan. Sekarang Miss Tiq minta tolong salah satu mengambil buku yang sudah Miss Tiq siapkan untuk latihan menganalisis struktur text recount. Siapa yang mau mengambil?"
- S : "Saya Miss"
- T : "Iya Adi. Nanti bilang sama mba Yaya, minta buku-buku yang udah Miss Tiq siapkan, gitu ya."
- S : "Iya Miss, Siap. **Sekalian kamus e mboten Miss?** (Sekalian kamus e mboten Miss: Sekalian kamusnya tidak Miss)"
- T : "Boleh, temen-temenmu banyak yang gak bawa kamus juga to"
- S : "Iya i Miss"
- T : "Minta temenin Bima, Di. Keberatan nanti kamu"
- S : "Iya Miss. **Ayo Bim, ambil buku**"
- T : "Sambil nunggu, **lebih baik kalo kalian sambil baca-baca materi recount text yang kemarin sudah dipelajari.**"
- S : "Iya Miss"
- T : "Oiya Le, kemarin pas rapat guru, bapak ibu guru banyak yang sambat (mengeluh) soal kelas kalian lho."
- S : "Sambat priipun Miss? (Mengeluh bagaimana Miss?)"

T : “Kelas kalian kan banyak, terus laki-laki semua, jadi bapak ibu guru kuwalahan kalo ngajar kelas kalian. Katanya susah dibilangin, urakan, kalo diajar rame sendiri. Tapi menurut Miss Tiq, lebih enak ngajar di kelas kalian lho daripada di kelas TKJ. Di kelas TKJ walaupun kelasnya sedikit, tapi lebih cerewet kelas TKJ. Itu kan menurut Miss Tiq, menurut bapak ibu guru yang lain lebih susah ngajar kelas kalian, kenapa to le?”

S : “Soale kalo diajar Miss Tiq enak Miss, kalo bapak ibu guru yang lain mboseni (membosankan). Jadine kita mending cerita, nek mboten nggih bubuk Miss (kalau tidak ya tidur Miss)”

T : “Oalah, ya walaupun gitu, kalau ada bapak ibu guru yang sedang mengajar **jangan seenaknya sendiri. Belajarlah menghargai orang lain yang sedang bicara di depan kalian.** Terutama yang berhadapan sama kalian bapak ibu guru. Faham?”

S : “Nggih Miss, Faham. (Iya Miss, Faham)”

T : “Ya pokoknya, jangan diulangi lagi kejadian kayak gitu! Miss Tiq nggak mau dengar ada keluhan tentang kalian lagi lho ya! Kelas TBSm harus berubah.”

S : “Siap Miss”

(3 minutes later)

T : “Adi sama Bima sudah dapat bukunya?”

S : “Sudah Miss. Tapi kamusnya dapet sedikit tok Miss. Jadinya satu kamus buat dua orang”

T : “**Ya kalian itu, harusnya masing-masing bawa kamus sendiri-sendiri. Kalau begitu, mulai minggu depan setiap orang wajib bawa kamus ya.** Biar ngga bergantung sama kamus sekolah. Walaupun kalian jurusannya Teknik dan bisnis sepeda motor, tapi sekarang ini bahasa inggris sudah masuk ke segala ruang. Itu karena zaman sudah semakin canggih, **kalian itu jadilah pelajar keren yang mahir bahasa inggris, gitu lho**”

S : “Nggih, Miss (Nggih: Iya)”

- T : “Ya udah, kita lanjut ke pelajaran lagi. **Tolong buku yang sudah diambil Adi sama Bima dibagikan dulu**”
- S : “Siap, Miss”
- T : “Tugas kalian, **carilah text recount dan tentukan struktur text recount dari text yang kalian temukan dalam buku.** Miss Tiq kasih waktu 20 menit cukup yaa?”
- S : “Masih kurang Miss”
- T : “Lhoh, kan Cuma nyari text terus ditandai sesuai struktur text nya aja to”
- S : “Tapi kan nyari text nya susah Miss”
- T : “Ya sudah, se selesainya kalian aja. **Tapi ngerjainnya jangan asal-asalan lho**”
- S : “Iya siap Miss”
- T : “Kalian hanya boleh pake kamus lho ya, **jangan pakai handphone buat mentranslate**”
- S : “Iya iya Miss”
- T : “Good.”
- T : “Yang bekerja otak sama tangannya Le, mulutnya ngga usah ikut bekerja. **Jangan banyak bicara kalau sedang mengerjakan soal. Nanti jadi ngga fokus, malah ngganggu kancane (malah ngganggu kancane: malah ganggu temennya)**”
- S : “Iya Miss”
- T : “Kok sudah bel? Sudah selesai?”
- S : “Sudah Miss”
- T : “Ya wis (Ya wis: ya sudah), **selesai tidak selesai kumpulkan sekarang!**”
- S : “Iya Miss”
- T : “**Tolong nanti dibawa ke meja nya Miss Tiq ya, Le**”

S : “Siap Miss”

T : “Well, Miss Tiq akhiri pelajaran hari ini. Untuk minggu depan jangan lupa kita ulangan tentang text recount. **Jangan lupa belajar dan persiapkan sebaik mungkin!** Thank you for your attention. **Let’s end our lesson by reciting Hamdalah together**, Alhamdulillah Rabbil Alamin. The last I say, Wassalamualaikum Warahmatullahi Wabarokaatuh”

S : “Walaikumussalam Warahmatullahi Wabarokaatuh”

Day : **Wednesday**
Date : **January, 25th 2023**
Time : **08.00-08.45 a.m. / Offline classroom**
Classroom Place : **SMK Fathul Ulum Pandanharum Grobogan (X-TBSm)**
Teacher : **Mrs. Atiqoh, M.Pd.**

T : “Assalamualaikum Warahmatullahi Wabarokaatuh”
S : “Walaikumussalam warahmatullahi wabarokaatuh”
T : “Good Morning, Students”
S : “Good Morning, Miss”
T : “How are you today?”
S : “I am fine, thank you. And you?”
T : “Alhamdulillah, I am good. Miss Tiq absen dulu ya. Kelas X TBSm ini ya?”
S : “Iya Miss”
T : “Ternyata ada 41 lelaki disini ya. Mau tak absen satu-satu nanti kelamaan, Miss Tiq langsung Tanya yang tidak masuk saja ya, ada tidak?”
S : “Bambang sama Samsul Miss”
T : “Ada surat izinnya?”
S : “Tidak ada Miss”
T : “**Jangan seenaknya sendiri ya, Le!** Kalian kan disekolah ada aturannya, **kalau ngga masuk buatlah surat izin.** Ngga malah seenaknya ngga masuk tanpa keterangan kayak gini. Besok kalau Bambang sama Samsul udah masuk ditanya, kenapa kok hari ini ngga masuk”

- S : “Iya Miss”
- T : “Well, hari ini kita ulangan harian ya”
- S : “Iya Miss, tapi kasih waktu belajar dulu ya Miss”
- T : “Waktu kalian belajar kan sudah dirumah. Sekarang waktunya ulangan, bukan malah baru belajar!”
- S : “Yaah”
- T : “Sekarang, **kumpulkan segala buku catatan, LKS, kamus, dan juga handphone kalian ke meja paling depan!**”
- S : “Iya Miss”
- T : “Adi, **tolong bantu Miss Tiq buat bagiin soal ke teman-teman**”
- S : “Siap Miss”
- T : “Waktu kalian mengerjakan sampai bel berbunyi. Selesai tidak selesai harus sudah dikumpulkan ke meja nya Miss Tiq”
- S : “Iya Miss”
- T : “**Ingat, kerjakan sendiri-sendiri! Jangan lirik lirik pekerjaan teman kalian!** Belum tentu jawabannya lebih benar daripada punya kalian. Yakin sama jawaban kalian sendiri!”
- S : “Iya Miss”
- T : “Sip. Kalau sudah dapat soalnya, **kerjakan semaksimal mungkin!** Selamat mengerjakan”

(After a while)

- T : “Okay, bel udah bunyi. Time is up. **Jangan ada yang menulis lagi! Segera kumpulkan hasil pekerjaan kalian dalam hitungan sepuluh, sembilan, delapan, tujuh, enam, lima, empat, tiga, dua, satu.** Sudah semua ini?”
- S : “Sudah Miss. Katanya gampang Miss, tapi kok sulit Miss”

T : “Gampang itu. Kalau kalian belajar ya mudah. Kalian ngga belajar makane kesusahan”

S : “Kita belajar lho Miss, tapi sebentar”

T : “Ya sama aja iku, ngga maksimal. Sudah-sudah, intinya kalau mau hasil yang memuaskan, usahanya juga harus maksimal. **Lain kali, kalau mau ulangan, belajarnya dari jauh-jauh hari, jangan pake sistem kebut semalam.**”

S : “Iya Miss, Siap 86”

T : “Karena waktunya sudah habis, Miss Tiq akhiri sampai disini ya. Untuk minggu depan kita akan belajar descriptive text. Thanks for your attention. **Let’s end our lesson by reciting Hamdalah together.** Alhamdulillah Rabbil Alamin. The last I say, Wassalamualaikum Warahmatullahi Wabarokaatuh”

Day : **Wednesday**
Date : **February, 1st 2023**
Time : **08.00-08.45 a.m. / Offline classroom**
Classroom Place : **SMK Fathul Ulum Pandanharum Grobogan (X-TBSm)**
Teacher : **Mrs. Atiqoh, M.Pd.**

T : “Assalamualaikum Warahmatullahi Wabarokaatuh”
S : “Walaikumussalam warahmatullahi wabarokaatuh”
T : “Good Morning, Students”
S : “Good Morning, Miss”
T : “How are you today?”
S : “I am fine, thank you. And you?”
T : “Alhamdulillah, everything is all right. Sebelum kita mulai pelajaran hari ini, **let’s start by reciting *Basmallah* together. Bismillahirrahmanirrahim.** Masuk semua hari ini?”
S : “Masuk semua Miss”
T : “Sip. Minggu lalu Miss Tiq sudah memberitahu tentang apa yang kita pelajari hari ini. Ada yang masih ingat?”
S : “Descriptive text, Miss”
T : “Ya betul sekali. Hari ini kita akan belajar tentang teks deskriptif atau descriptive text. Ada yang tahu apa itu descriptive text?”
S : “Itu Miss, teks yang berfungsi untuk mendeskripsikan sesuatu”
T : “Iya benar mas Aldo. Sesuatu itu bisa berupa orang, benda, hewan, dan lainnya. Penjelasan ini meliputi jumlah, bentuk, dan juga sifat. Kalian kalau mau menceritakan sesuatu biasanya dimulai dari apa dulu?”
S : “Perkenalan Miss”

- T : “Iya benar. Di struktur descriptive text yang pertama adalah identification, atau kalau bahasanya kalian itu perkenalan, seperti yang dikatakan mas David tadi. Terus yang kedua, kira-kira struktur teks deskriptif itu apa?”
- S : “Isi Miss”
- T : “Hampir benar. Jadi kalau di descriptive text, namanya bukan isi ya Le, tapi description. Apa yang ada di description? Bisa ciri-ciri dari sesuatu atau seseorang yang akan di deskripsikan. Kemudian yang terakhir apa?”
- S : “Penutup Miss”
- T : “Sudah pasti ya, kalau bagian struktur yang terakhir adalah penutup. Berarti, dalam penutup ini terdapat kesimpulan dari isi descriptive text. Ada yang ditanyakan?”
- S : “Belum Miss”
- T : “Oke, kita ulangi lagi, tadi ada berapa struktur teks deskriptif?”
- S : “Tiga”
- T : “Yang pertama?”
- S : “Identification”
- T : “Iya, terus yang kedua?”
- S : “Description”
- T : “Betul. Kemudian yang terakhir?”
- S : “Penutup”
- T : “Sip, berarti semuanya sudah faham ya”
- S : “Insya Allah Miss”
- T : “Lanjut, Ciri-ciri descriptive text, ada yang tahu?”
- S : “Belum Miss”

- T : “Waduh gimana ini anak-anak TBSm, **seharusnya semalam kalian buka-buka buku buat persiapan belajar, biar kalau Miss Tiq jelasin, kalian udah ada gambarannya**”
- S : “Mboten sempat Miss (Tidak sempat Miss). Soalnya di pondok masih ada diniyyah Miss”
- T : “Ya Miss Tiq ngerti. Untuk semuanya saja ini ya, **pandai-pandailah mengatur waktu**. Yang dipondok, harus bisa mengatur waktu antara kegiatan di pondok dengan kegiatan di sekolah. Kalau malam sempatkan waktu untuk mereview atau mempersiapkan pelajaran sekolah. **Tapi ingat, waktunya tidur ya tidur, biar pas di sekolah ngga ngantuk. Jangan dibuat begadang!** Yang tidak mondok pun juga sama, waktunya belajar ya belajar, waktunya membantu orang tua ya membantu orang tua. Intinya, hidup itu harus seimbang. Ngerti ya cah?”
- S : “Ngerti Miss”
- T : “Lho to, Miss Tiq saking pedulinya sama kalian sampai pembahasannya kemana-mana. Sampai mana tadi?”
- S : “Ciri-ciri descriptive text Miss”
- T : “Oiya. Beberapa ciri-ciri teks deskriptif yaitu menggunakan kata benda yang spesifik atau khusus. Misal, a big house, a smartphone, dan lain-lain. Kemudian ciri berikutnya yaitu menggunakan tenses simple present tense. Descriptive text ini juga menggunakan kata kerja dasar atau bentuk pertama atau verb satu serta menggunakan kata kerja yang dapat menunjukkan kepemilikan atau keadaan sebuah objek. Contohnya, My cat is preety, my friend is handsome. Sudah faham semua?”
- S : “Insya Allah Miss”
- T : “Biar kalian lebih faham, **buatlah contoh descriptive text! Kemudian berilah tanda pada setiap bagian strukturnya!** Bebas mau mendeskripsikan apa saja, boleh membuka kamus, yang penting **jangan gunakan handphone untuk menterjemah! Hanya boleh menggunakan kamus.** Ada yang ditanyakan?”
- S : “Belum Miss”

T : “Okay sip. Kalau ada yang ditanyakan, silahkan tanya saja ke Miss Tiq”

S : “Iya Miss”

(After a while)

T : “Okay students, karena sudah bel, yang belum selesai, minggu depan harus sudah selesai! Karena minggu depan, text descriptive yang kalian buat, akan kalian bacakan di depan kelas. **Jadi, persiapkan dengan baik!** Any question?”

S : “Tidak ada Miss”

T : “Well, Miss Tiq akhiri pelajaran kali ini. **Let’s end our lesson today by reciting Hamdalah together**, Alhamdulillah Rabbil Alamiin. Thanks for your nice attention, Wassalamualaikum Warahmatullahi Wabarokaatuh”

S : “Walaikumussalam Warahmatullahi Wabarokaatuh”

APPENDIX 3

Table Data and Data Analysis an English Teacher and Students of X-TKJ

| Number of the Data | Context | Utterances | Types | | | | | | | |
|-------------------------|---------|---------------------------------------------------------------------------------------------------------------------------|-------|----|----|----|----|----|----|----|
| | | | AS | BG | BD | CM | DM | FB | RQ | RC |
| 16.1.2023/T/RC/MTKJ1/N1 | Opening | T: "Everything is all right. Baik, sebelum Miss Tiq mulai pelajarannya, Sebaiknya kita berdoa terlebih dahulu yaa. | | | | | | | | √ |
| 16.1.2023/T/RQ/MTKJ1/N2 | Opening | T: " Mas Rahman, tolong di pimpin berdoa " | | | | | | | √ | |
| 16.1.2023/S/CM/MTKJ1/N3 | Opening | S: "Iya Miss. Untuk Semuanya, berdoa mulai! " | | | | √ | | | | |
| 16.1.2023/T/DM/MTKJ1/N4 | Opening | T: "Anak-ana, kalau kalian tidak masuk, kalian harus menyertakan tanda tangan orang tua kalian. | | | | | √ | | | |
| 16.1.2023/T/FB/MTKJ1/N5 | Opening | T: Jangan menyerahkan surat izin yang tidak ada tangan orang tua kalian. | | | | | | √ | | |
| 16.1.2023/T/AS/MTKJ1/N6 | Opening | Dan Miss harap, ini kali terakhir ada surat izin yang tidak bertanda tangan. Understand? | √ | | | | | | | |

| Number of the Data | Context | Utterances | Types | | | | | | | |
|--------------------------|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|----|----|----|----|----|----|----|
| | | | AS | BG | BD | CM | DM | FB | RQ | RC |
| 16.1.2023/T/CM/MTKJ1/N7 | Experimentin g | T: “Waduuh, Miss tiq bantu kalian mengingat-ingat lagi tentang materi recount text. Jadi, make a group, masing-masing 6 orang. Akan ada 4 kelompok, kelompok pertama silahkan mencari tentang pengertian, kelompok kedua mencari tentang struktur recount text, kelompok ketiga mencari macam-macam recount text, dan kelompok yang terakhir mencari tentang contoh text recount. | | | | √ | | | | |
| 16.1.2023/T/CM/MTKJ1/N8 | Experimentin g | T: Kalian boleh mengeluarkan handphone kalian dan carilah informasi yang sebanyak banyaknya mengenai masing-masing pembagian... ” | | | | √ | | | | |
| 16.1.2023/T/CM/MTKJ1/N9 | Experimentin g | T: “... dan diskusikan dengan teman sekelompok kalian. ” | | | | √ | | | | |
| 16.1.2023/T/FB/MTKJ1/N10 | Experimentin g | T: “Waktu kalian diskusi yaitu 20 minutes, dimulai dari sekarang. Dan jangan gunakan handphone selain untuk kepentingan diskusi kelompok ” | | | | | | √ | | |
| 16.1.2023/T/BD/MTKJ1/N11 | Experimentin | T: “ Kalau ada yang perlu | | | √ | | | | | |

| Number of the Data | Context | Utterances | Types | | | | | | | |
|--------------------------|---------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|----|----|----|----|----|----|----|
| | | | AS | BG | BD | CM | DM | FB | RQ | RC |
| 16.1.2023/T/RQ/MTKJ1/N18 | Communicating | T: Selanjutnya, kelompok dua silahkan maju kedepan | | | | | | | √ | |
| 16.1.2023/T/CM/MTKJ1/N19 | Communicating | T: “Beri tepuk tangan untuk kelompok satu” | | | | √ | | | | |
| 16.1.2023/T/CM/MTKJ1/N20 | Closing | T: “Good. Berhubung waktu sudah habis, Miss cukupkan pelajaran hari ini. Let’s end today's lesson by reciting hamdalah together. | | | | √ | | | | |
| 30.1.2023/T/RC/MTKJ2/N1 | Opening | T: “Baik. Anak-anak, sekarang kan musim hujan, sebaiknya kalian bawa payung atau jas hujan saat pergi ke sekolah. Untuk jaga-jaga saja, jangan sampai kalian kehujanan pas diperjalanan.” | | | | | | | | √ |
| 30.1.2023/T/FB/MTKJ2/N2 | Opening | T: “Oiya, kebersihan lingkungan sekitar terutama lingkungan kelas dijaga ya anak-anak. Jangan membuang sampah sembarangan, terutama di laci meja” | | | | | | √ | | |
| 30.1.2023/T/BD/MTKJ2/N3 | Communicating | T: “Miss kira sudah presentasi semua. Padahal rencananya, Miss ada kuis buat kalian. Kalau begitu, kalian mau menyelesaikan yang presentasi dulu atau langsung ke kuis?” | | | √ | | | | | |

| Number of the Data | Context | Utterances | Types | | | | | | | |
|--------------------------|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|----|----|----|----|----|----|----|
| | | | AS | BG | BD | CM | DM | FB | RQ | RC |
| | | masing-masing kelompok juga di share ke grub wa kelas bagaimana miss? Supaya kalau dirumah bisa mereview materi lagi.” | | | | | | | | |
| 30.1.2023/T/DM/MTKJ2/N12 | Communicating | T : “Boleh, sangat boleh. Tapi kalau sudah di share, harus benar-benar dibaca lagi ya cah.” | | | | | √ | | | |
| 30.1.2023/T/CM/MTKJ2/N13 | Closing | T: “Masih ada sisa waktu sedikit, kerjakan ulangan harian yang ada di LKS halaman 25. Dikerjakan sendiri-sendiri, biar kalian tahu kemampuan diri sendiri. | | | | √ | | | | |
| 30.1.2023/T/FB/MTKJ2/N14 | Closing | T: Satu lagi, jangan ramai dan jangan ada yang keluar kelas sebelum bel ya, Cah (Cah: Nak). Minggu depan kita bahas bersama” | | | | | | √ | | |
| 6.2.2023/T/RC/MTKJ3/N1 | Opening | T: “Bagus. Kalau bisa satu kelas iuran buat beli buah apa roti-roti gitu lho cah. Tapi alangkah lebih baiknya, kita doakan dulu Dinda, agar teman kita Dinda segera diberi kesembuhan dan kesehatan yang sempurna dari Allah. <i>Al Fatihah</i> ” | | | | | | | | √ |
| 6.2.2023/T/BD/MTKJ3/N2 | Experimentin | T: “Waduh, banyak sekali hutang | | | √ | | | | | |

| Number of the Data | Context | Utterances | Types | | | | | | | |
|------------------------|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|----|----|----|----|----|----|----|
| | | | AS | BG | BD | CM | DM | FB | RQ | RC |
| | g | saya ke kelas ini ya. Oke, begini saja, karena isi soal-soal kuis dari Miss Tiq hampir sama dengan latihan soal yang ada di LKS kalian, gimana kalau kita langsung ke kuis Miss Tiq? Anggap kalian mengerjakan latihan soal yang di LKS buat kalian pemanasan kuis dari Miss Tiq. Besok kalau kita ada waktu lagi, kita bahas bersama” | | | | | | | | |
| 6.2.2023/T/CM/MTKJ3/N3 | Communicating | T: Jadi gunakan waktu sebaik mungkin, perhatikan baik-baik apa yang Miss Tiq ucapkan, dan konsentrasi!... ” | | | | √ | | | | |
| 6.2.2023/T/AS/MTKJ3/N4 | | T: “... Understand? ” | √ | | | | | | | |
| 6.2.2023/T/FB/MTKJ3/N5 | Communicating | T: “Time is up students! Jangan ada yang memegang bolpoint lagi! ” | | | | | | √ | | |
| 6.2.2023/T/CM/MTKJ3/N6 | Communicating | T: “Langsung saja, text recount yang pertama untuk 3 nomor saja. Listen carefully! ” | | | | √ | | | | |
| 6.2.2023/T/BD/MTKJ3/N7 | Communicating | T: “Waduh, baru 3 soal kok sudah pusing. Kalau kita main games dulu gimana? Mau ngga? ” | | | √ | | | | | |
| 6.2.2023/T/CM/MTKJ3/N8 | Communicating | T: “ Semua Berdiri! ” | | | | √ | | | | |

| Number of the Data | Context | Utterances | Types | | | | | | | |
|-------------------------|---------|--------------------------------------|-------|----|----|----|----|----|----|----|
| | | | AS | BG | BD | CM | DM | FB | RQ | RC |
| | | dalam pelajarannya Miss Tiq... .” | | | | | | | | |
| 6.2.2023/T/DM/MTKJ3/N15 | Closing | T: “...dan semuanya harus semangat!” | | | | | √ | | | |

Note:

16.1.2023 = Data of Data Collection

30.1.2023 = Data of Data Collection

6.2.2023 = Data of Data Collection

T = Teacher

S = Students

MTKJ1 = Miss Tiq class X-TKJ Meeting 1

MTKJ2 = Miss Tiq class X-TKJ Meeting 2

MTKJ3 = Miss Tiq class X-TKJ Meeting 3

AS = Ask

BG = Beg

BD = Bid

CM = Command

DM = Demand

FB = Forbid

RC = Recommend

RQ = Request

Table Data and Data Analysis an English Teacher and Students of X-TBSm

| Number of the Data | Context | Utterances | Types | | | | | | | |
|-------------------------|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|----|----|----|----|----|----|----|
| | | | AS | BG | BD | CM | DM | FB | RQ | RC |
| 18.1.2023/T/CM/MTBS1/N1 | Opening | T: “Well, let’s start our lesson today by reciting basmalah together, Bismillahirrahmanirrahim ” | | | | √ | | | | |
| 18.1.2023/T/FB/MTBS1/N2 | Questioning | T: “Kalian ki pie to Le (Le : sebutan untuk anak laki-laki), emangnya belajar nunggu besoknya ada ulangan. Belajar itu ya setiap hari, jangan menunggu besoknya ulangan baru belajar. Kebiasaan buruk semacam itu jangan diterus-teruske lho ya! ” | | | | | | √ | | |
| 18.1.2023/S/AS/MTBS1/N3 | Questioning | S: “Iya Miss, Siap. Sekalian kamus e mboten Miss? (Sekalian kamus e mboten Miss: Sekalian kamusnya tidak Miss)” | √ | | | | | | | |
| 18.1.2023/S/CM/MTBS1/N4 | Questioning | S: “Iya Miss. Ayo Bim, ambil buku ” | | | | √ | | | | |
| 18.1.2023/T/RC/MTBS1/N5 | Questioning | T: “Sambil nunggu, lebih baik kalo kalian sambil baca-baca materi recount text yang kemarin sudah dipelajari. ” | | | | | | | | √ |
| 18.1.2023/T/FB/MTBS1/N6 | Questioning | T: “Oalah, ya walaupun gitu, kalau ada bapak ibu guru yang sedang | | | | | | √ | | |

| Number of the Data | Context | Utterances | Types | | | | | | | |
|--------------------------|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|----|----|----|----|----|----|----|
| | | | AS | BG | BD | CM | DM | FB | RQ | RC |
| | | mengajar jangan seenaknya sendiri. | | | | | | | | |
| 18.1.2023/T/CM/MTBS1/N7 | Questioning | T: “Belajarlah menghargai orang lain yang sedang bicara di depan kalian. Terutama yang berhadapan sama kalian bapak ibu guru. | | | | √ | | | | |
| 18.1.2023/T/RC/MTBS1/N8 | Questioning | T: “Ya kalian itu, harusnya masing-masing bawa kamus sendiri-sendiri.” | | | | | | | | √ |
| 18.1.2023/T/DM/MTBS1/N9 | Questioning | T: “Kalau begitu, mulai minggu depan setiap orang wajib bawa kamus ya.” | | | | | √ | | | |
| 18.1.2023/T/CM/MTBS1/N10 | Questioning | T: “Walaupun kalian jurusannya Teknik dan bisnis sepeda motor, tapi sekarang ini bahasa inggris sudah masuk ke segala ruang. Itu karena zaman sudah semakin canggih, kalian itu jadilah pelajar keren yang mahir bahasa inggris, gitu lho” | | | | √ | | | | |
| 18.1.2023/T/RQ/MTBS1/N11 | Questioning | T: “Ya udah, kita lanjut ke pelajaran lagi. Tolong buku yang sudah diambil Adi sama Bima dibagikan dulu” | | | | | | | √ | |
| 18.1.2023/T/CM/MTBS1/N12 | Experimenting | T: “Tugas kalian, carilah text recount...” | | | | √ | | | | |

| Number of the Data | Context | Utterances | Types | | | | | | | |
|--------------------------|---------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|----|----|----|----|----|----|----|
| | | | AS | BG | BD | CM | DM | FB | RQ | RC |
| 18.1.2023/T/CM/MTBS1/N13 | Experimenting | T: "...dan tentukan struktur text recount dari text yang kalian temukan dalam buku." | | | | √ | | | | |
| 18.1.2023/T/FB/MTBS1/N14 | Associating | T: "Ya sudah, se selesainya kalian aja. Tapi ngerjainnya jangan asal-asalan lho " | | | | | | √ | | |
| 18.1.2023/T/FB/MTBS1/N15 | Associating | T: "Kalian hanya boleh pake kamus lho ya, jangan pakai handphone buat mentranslate " | | | | | | √ | | |
| 18.1.2023/T/FB/MTBS1/N16 | Associating | T: "Yang bekerja otak sama tangannya Le, mulutnya ngga usah ikut bekerja. Jangan banyak bicara kalau sedang mengerjakan soal. Nanti jadi ngga fokus, malah ngganggu kancane (malah ngganggu kancane: malah mengganggu temennya) " | | | | | | √ | | |
| 18.1.2023/T/DM/MTBS1/N17 | Communicating | T: "Ya wis (Ya wis: ya sudah), selesai tidak selesai kumpulkan sekarang! " | | | | | √ | | | |
| 18.1.2023/T/RQ/MTBS1/N18 | Communicating | T: " Tolong nanti dibawa ke mejanya Miss Tiq ya, Le " | | | | | | | √ | |
| 18.1.2023/T/CM/MTBS1/N19 | Closing | T: "Well, Miss Tiq akhiri pelajaran hari ini. Untuk minggu depan jangan lupa kita ulangan tentang text recount. Jangan lupa belajar " | | | | √ | | | | |

| Number of the Data | Context | Utterances | Types | | | | | | | |
|--------------------------|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------|-------|----|----|----|----|----|----|----|
| | | | AS | BG | BD | CM | DM | FB | RQ | RC |
| | | dan persiapkan sebaik mungkin! | | | | | | | | |
| 18.1.2023/T/CM/MTBS1/N20 | Closing | T: "Thank you for your attention. Let's end our lesson by reciting Hamdalah together, Alhamdulillah Rabbil Alamin. | | | | √ | | | | |
| 25.1.2023/T/FB/MTBS2/N1 | Opening | T: " Jangan seenaknya sendiri ya, Le! " | | | | | | √ | | |
| 25.1.2023/T/CM/MTBS2/N2 | Opening | T: "Kalian kan disekolah ada aturannya, kalau ngga masuk buatlah surat izin. " | | | | √ | | | | |
| 25.1.2023/T/CM/TBS2/N3 | Questioning | T: "Sekarang, kumpulkan segala buku catatan, LKS, kamus, dan juga handphone kalian ke meja paling depan! " | | | | √ | | | | |
| 25.1.2023/T/RQ/TBS2/N4 | Questioning | T: "Adi, tolong bantu Miss Tiq buat bagiin soal ke teman-teman " | | | | | | | √ | |
| 25.1.2023/T/CM/MTBS2/N5 | Associating | T: " Ingat, kerjakan sendiri-sendiri! " | | | | √ | | | | |
| 25.1.2023/T/FB/MTBS2/N6 | Associating | T: " Jangan lirak lirik pekerjaan teman kalian! Belum tentu jawabannya lebih benar daripada punya kalian. Yakin sama jawaban kalian sendiri!" | | | | | | √ | | |
| 25.1.2023/T/CM/MTBS2/N7 | Associating | T: "Sip. Kalau sudah dapat soalnya, kerjakan semaksimal mungkin! Selamat mengerjakan" | | | | √ | | | | |

| Number of the Data | Context | Utterances | Types | | | | | | | |
|--------------------------|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|----|----|----|----|----|----|----|
| | | | AS | BG | BD | CM | DM | FB | RQ | RC |
| 25.1.2023/T/FB/MTBS2/N8 | Communicating | T: “Okay, bel udah bunyi. Time is up. Jangan ada yang menulis lagi! ” | | | | | | √ | | |
| 25.1.2023/T/CM/MTBS2/N9 | Communicating | T: “ Segera kumpulkan hasil pekerjaan kalian dalam hitungan sepuluh, sembilan, delapan, tujuh, enam, lima, empat, tiga, dua, satu. ” | | | | √ | | | | |
| 25.1.2023/T/RC/MTBS2/N10 | Communicating | T: “Ya sama aja iku, ngga maksimal. Sudah-sudah, intinya kalau mau hasil yang memuaskan, usahanya juga maksimal. Lain kali, kalau mau ulangan, belajarnya dari jauh-jauh hari, ... ” | | | | | | | | √ |
| 25.1.2023/T/FB/MTBS2/N11 | Communicating | T: “... jangan pake sistem kebut semalam. ” | | | | | | √ | | |
| 25.1.2023/T/CM/MTBS2/N12 | Closing | T: “Karena waktunya sudah habis, Miss Tiq akhiri sampai disini ya. Untuk minggu depan kita akan belajar descriptive text. Thanks for your attention. Let’s end our lesson by reciting Hamdalah together. ” | | | | √ | | | | |
| 1.2.2023/T/CM/MTBS3/N1 | Opening | T: “Alhamdulillah, everything is all right. Sebelum kita mulai pelajaran hari ini, let’s start by reciting Basmallah together. Bismillahirrahmanirrahim. ” | | | | √ | | | | |

| Number of the Data | Context | Utterances | Types | | | | | | | |
|------------------------|---------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|----|----|----|----|----|----|----|
| | | | AS | BG | BD | CM | DM | FB | RQ | RC |
| 1.2.2023/T/RC/MTBS3/N2 | Questioning | T: “Waduh gimana ini anak-anak TBSm, seharusnya semalam kalian buka- buka buku buat persiapan belajar, biar kalau Miss Tiq jelasin, kalian udah ada gambarannya ” | | | | | | | | √ |
| 1.2.2023/T/CM/MTBS3/N3 | Questioning | T: “Ya Miss Tiq ngerti. Untuk semuanya saja ini ya, pandai-pandailah mengatur waktu. ” | | | | √ | | | | |
| 1.2.2023/T/FB/MTBS3/N4 | Questioning | T: “ Tapi ingat, waktunya tidur ya tidur, biar pas di sekolah ngga ngantuk. Jangan dibuat begadang! ” | | | | | | √ | | |
| 1.2.2023/T/CM/MTBS3/N5 | Experimenting | T: “Biar kalian lebih faham, buatlah contoh descriptive text! ” | | | | √ | | | | |
| 1.2.2023/T/CM/MTBS3/N6 | Experimenting | T: “ Kemudian berilah tanda pada setiap bagian strukturnya! ” | | | | √ | | | | |
| 1.2.2023/T/FB/MTBS3/N7 | Experimenting | T: “Bebas mau mendeskripsikan apa saja, boleh membuka kamus, yang penting jangan gunakan handphone untuk menterjemah! ” | | | | | | √ | | |
| 1.2.2023/T/CM/MTBS3/N8 | Experimenting | T: “ Hanya boleh menggunakan kamus. Ada yang ditanyakan? ” | | | | √ | | | | |
| 1.2.2023/T/CM/MTBS3/N9 | Closing | T: “Okay students, karena sudah bel, yang belum selesai, minggu depan harus sudah selesai! ” | | | | | √ | | | |

| Number of the Data | Context | Utterances | Types | | | | | | | |
|-------------------------|---------|------------------------------------------------------------------------------------------------------------------------------------------------|-------|----|----|----|----|----|----|----|
| | | | AS | BG | BD | CM | DM | FB | RQ | RC |
| 1.2.2023/T/CM/MTBS3/N10 | Closing | Karena minggu depan, text descriptive yang kalian buat, akan kalian bacakan di depan kelas. Jadi, persiapkan dengan baik! | | | | √ | | | | |
| 1.2.2023/T/CM/MTBS3/N11 | Closing | T: “Well, Miss Tiq akhiri pelajaran kali ini. Let’s end our lesson today by reciting Hamdalah together , Alhamdulillah Rabbil Alamiin.” | | | | √ | | | | |

Note:

| | |
|-----------|-----------------------------------|
| 18.1.2023 | = Data of Data Collection |
| 25.1.2023 | = Data of Data Collection |
| 1.2.2023 | = Data of Data Collection |
| T | = Teacher |
| S | = Students |
| MTBS1 | = Miss Tiq class X-TBSm Meeting 1 |
| MTBS2 | = Miss Tiq class X-TBSm Meeting 2 |
| MTBS3 | = Miss Tiq class X-TBSm Meeting 3 |
| AS | = Ask |
| BG | = Beg |
| BD | = Bid |
| CM | = Command |
| DM | = Demand |
| FB | = Forbid |
| RC | = Recommend |

RQ = Request

APPENDIX 4

RPP

1. Recount Text

RENCANA PELAKSANAAN PEMBELAJARAN

| | |
|-----------------|-----------------------------------------|
| Nama Sekolah | : Sekolah Menengah Kejuruan Fathul Ulum |
| Kelas /Semester | : X/ 2 |
| Mata Pelajaran | : Bahasa Inggris |
| Bidang keahlian | : Semua bidang keahlian |
| Materi Pokok | : Recount Text |
| Alokasi Waktu | : 3 x 45 Menit |

A. Kompetensi Inti

- KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya
- KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
- KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan

prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

- KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar

1.2 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa

Pengantar bahasa komunikasi International.

2.2 Mengembangkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab

Dalam melaksanakan komunikasi transaksional dengan guru dan teman.

3.9 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya

4.7 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan

unsur kebahasaan teks *recount* lisan dan tulis terkait peristiwa bersejarah

C. Indikator Pencapaian Kompetensi

- **Sikap sosial**

Menunjukkan perilaku kerja sama, peduli, tanggung jawab dan jujur dalam berkomunikasi Interpersonal dengan guru dan teman.

- **Pengetahuan**

3.9.1 Mengidentifikasi fungsi sosial dan struktur teks tentang pengalaman

peristiwa sesuai dengan konteks penggunaannya.

3.9.2 Mengidentifikasi unsur kebahasaan yang terdapat dalam teks recount yang menceritakan pengalaman atau peristiwa.

3.9.3 Menemukan adverbial dan frasa proposional penunjuk waktu yang terdapat dalam teks Recount.

- **Penerapan**

4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks dan unsur kebahasaan teks recount tulisan dalam bentuk pengalaman pribadi seseorang.

4.7.2 Mempresentasikan hasil analisis text recount sesuai dengan konteks yang benar.

D. Materi Pembelajaran

- Teks tulis tentang pengalaman atau peristiwa untuk menganalisis struktur teks dan fungsi sosial serta unsur kebahasaan yang terdapat di dalamnya.
- Unsur kebahasaan :
 - kata kerja simple past tense atau past continuous tense
 - Adverb penghubung waktu
 - Adverbial dan frasa proposional penunjuk waktu
 - Penggunaan singular dan plural secara tepat
- Fungsi sosial: meneladani, mengagumi dan berbagi pengalaman dengan teman dan guru.

E. Metode pembelajaran

Menyimak, mendiskusikan, peer discussion dan presentasi.

F. Media dan Sumber Pembelajaran

- Media
 1. Papan Tulis & Spidol
 2. Teks bacaan

- Sumber pembelajaran
 1. Buku Lembar Kerja Siswa (LKS)
 2. Buku perpustakaan Sekolah

G. Langkah – langkah pembelajaran

| | |
|------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Kegiatan Pendahuluan</p> | <ul style="list-style-type: none"> - Guru memberikan salam dan menanyakan keadaan siswa. - Guru mengarahkan siswa untuk berdoa sebelum belajar - Guru memberi apersepsi dan mereview pelajaran minggu lalu - Guru menstimulasi siswa mengenai gambaran materi yang akan dipelajari hari ini |
| <p>Kegiatan Inti</p> | <p>a. Mengamati</p> <ul style="list-style-type: none"> - Guru membagikan contoh teks recount dalam bentuk pengalaman pribadi seseorang - Siswa secara individu membaca teks recount yang diberikan oleh guru dan mengidentifikasi |

| | |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>bagian struktur teks yang menceritakan text recount.</p> <p>b. Menanya</p> <ul style="list-style-type: none">- Peserta didik menanyakan beberapa hal mengenai fungsi sosail, struktur teks dan unsur Kebahasaanyang belum dipahami atau yang ingin diketahui dari contoh teks yang diamati. <p>c. Mengeksplorasi</p> <ul style="list-style-type: none">- Guru membagikan siswa secara random untuk duduk secara berpasangan.- Siswa menganalisa 2 teks recount yang berbeda dengan memperhatikan struktur teks dan unsur kebahasaan yang terdapat di dalam teks secara benar.- Siswa mengidentifikasi struktur teks yang terdapat dalam 2 teks recount yang diberikan. <p>d. Mengasosiasi</p> <ul style="list-style-type: none">- Siswa secara berpasangan membuat catatan penting |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| | |
|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>mengenai fungsi sosial yang diperoleh dari teks yang telah dianalisa.</p> <p>e. Mengomunikasikan</p> <p>Siswa mempresentasikan teks yang telah mereka analisis secara berpasangan di depan kelas.</p> |
| Penutup | <ul style="list-style-type: none"> - Siswa bersamaan dengan guru melakukan refleksi terhadap pembelajaran hari ini. - Siswa memberikan kesan dan pesan terhadap pembelajaran teks recount. - Siswa dengan bimbingan siswa membaca doa atas bentuk syukur atas pembelajaran pada tahap ini. |

H. Penilaian

1. Sikap Sosial
 - a. Teknik penilaian : Observasi dan Jurnal Penilaian
 - b. Instrument

2. Pengetahuan
 - a. Teknik penilaian : Tulisan (Evaluasi)
 - b. Instrument

3. Keterampilan
 - a. Tehnik penilaian : Lisan (Presentasi)
 - b. Instumen

Sikap Sosial

| No | Sikap yang diamati dan yang dinilai | Skor | | | | keterangan |
|----|-------------------------------------|------|---|---|---|------------|
| | | 1 | 2 | 3 | 4 | |
| 1 | Cinta damai | | | | | |
| 2 | Bertanggung jawab | | | | | |
| 3 | Disiplin | | | | | |
| 4 | Jujur | | | | | |
| 5 | Kerja sama | | | | | |

Keterangan :

4 : sangat baik 3: Baik 2 : Cukup 1: kurang

Pengetahuan

Disajikan lembaran soal, siswa menjawab soal secara benar dan tepat.

- a. Skor dan predikat hasil belajar untuk ranah pengetahuan
 - Sangat Baik (A) : 86 – 100
 - Baik (B) : 71 – 85
 - Cukup (C) : 56 – 70
 - Kurang (D) : - 55
- b. Pedoman penskoran : setiap jawaban benar diberi skor 2.

Keterampilan

Siswa mempresentasikan hasil analisa yang telah dilakukan bersama dengan rekan belajarnya.

a. Skor dan predikat hasil belajar untuk ranah keterampilan

Sangat Baik (A) : 86 – 100

Baik (B) : 71 – 85

Cukup (C) : 56 – 70

Kurang (D) : - 55

b. Pedoman penskoran dan rubrik penilaian

Rubrik Penilaian Keterampilan (Berbicara)

| ASPEK | KETERANGAN | SKOR |
|------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| Pelafalan (Pronunciation) | <ul style="list-style-type: none"> • Sangat jelas sehingga mudah dipahami. | 4 |
| | <ul style="list-style-type: none"> • Mudah dipahami meskipun pengaruh bahasa ibu masih terdeteksi. | 3 |
| | <ul style="list-style-type: none"> • Ada masalah pengucapan sehingga pendengar perlu konsentrasi lebih untuk mencerna pengucapan. | 2 |
| | <ul style="list-style-type: none"> • Ada masalah pengucapan yang serius sehingga kosa kata tidak jelas dan tidak bias dipahami. | 1 |

| | | |
|--------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| Tata Bahasa (Grammar) | <ul style="list-style-type: none"> • Tidak ada atau sedikit kesalahan dalam tata bahasa pada saat penyampaian. • Terdapat sedikit kesalahan tetapi tidak mempengaruhi makna. • Sering terdapat kesalahan sehingga merubah makna. • Banyak kesalahan tata bahasa yang dilakukan dan tidak bisa dipahami oleh pendengar. | <p style="text-align: right;">4</p> <p style="text-align: right;">3</p> <p style="text-align: right;">2</p> <p style="text-align: right;">1</p> |
| Kosakata (Vocabulary) | <ul style="list-style-type: none"> • Menggunakan kosa kata dan ungkapan yang tepat sesuai dengan konteks. • Terkadang menggunakan kosa kata yang kurang tepat sehingga harus kembali menjelaskan maksud. • Sering menggunakan kosa kata yang tidak tepat atau tidak sesuai dengan konteks. • Kosa kata yang digunakan sangat terbatas sehingga menghambat percakapan dan menimbulkan banyak jeda. | <p style="text-align: right;">4</p> <p style="text-align: right;">3</p> <p style="text-align: right;">2</p> <p style="text-align: right;">1</p> |

BAHAN AJAR
RECOUNT TEXT

1. Definition

Recount is a text which retells events or experiences in the past.

2. The purpose

Its purpose is either to inform or to entertain the audience.

3. Generic structure

1. Orientation : Introducing the participants, place and time
2. Events : Describing series of event that happened in the past
3. Reorientation: It is optional. Stating personal comment of the writer to the story

4. Language feature

1. Use simple past tense or past continuous tense
2. Use action verb: look, go, went, change, etc.
3. Use linking verb: was, were, heard, etc.
4. Use chronological connection: then, first, after that, finally, etc.
5. Introducing personal participant: I, my partner, my friend, etc.

Pandanharum, 20 April 2022

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2. Descriptive Text

RENCANA PELAKSANAAN PEMBELAJARAN

| | |
|-----------------|-----------------------------|
| Nama Sekolah | : Sekolah Menengah Kejuruan |
| Kelas /Semester | : X/ 2 |
| Mata Pelajaran | : Bahasa Inggris |
| Bidang keahlian | : Semua bidang keahlian |
| Materi Pokok | : Descriptive Text |
| Alokasi Waktu | : 3 x 45 Menit |

A. Kompetensi Inti

- KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya
- KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
- KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa
- 2.1 Pengantar bahasa komunikasi International.
- 3.1 Mengembangkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab
- 4.1 Dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 5.1 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya
- 5.2 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *recount* lisan dan tulis terkait peristiwa bersejarah

C. Indikator Pencapaian Kompetensi

- **Sikap sosial**
Menunjukkan perilaku kerja sama, peduli, tanggung jawab dan jujur dalam berkomunikasi Interpersonal dengan guru dan teman.
- **Pengetahuan**
 - 3.9.1 Mengidentifikasi fungsi sosial dan struktur teks tentang pengalaman peristiwa sesuai dengan konteks penggunaannya.
 - 3.9.2 Mengidentifikasi unsur kebahasaan yang terdapat dalam teks descriptive yang menceritakan pengalaman atau peristiwa.
 - 3.9.3 Menemukan adverbial dan frasa proposional penunjuk waktu yang terdapat dalam teks descriptive.

- **Penerapan**

4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks dan unsur kebahasaan teks descriptive tulisan dalam bentuk teks deskripsi bebas.

4.7.2 Mempresentasikan hasil analisis text descriptive sesuai dengan konteks yang benar.

D. Materi Pembelajaran

- Teks tulis tentang pengalaman atau peristiwa untuk menganalisis struktur teks dan fungsi sosial serta unsur kebahasaan yang terdapat di dalamnya.
- Unsur kebahasaan :
 - kata kerja simple past tense atau past continuous tense
 - Adverb penghubung waktu
 - Adverbial dan frasa proposional penunjuk waktu
 - Penggunaan singular dan plural secara tepat
- Fungsi sosial: meneladani, mengagumi dan berbagi pengalaman dengan teman dan guru.

E. Metode pembelajaran

Menyimak, mendiskusikan, peer discussion dan presentasi.

F. Media dan Sumber Pembelajaran

- Media
 1. Papan Tulis & Spidol
 2. Teks bacaan
- Sumber pembelajaran
 1. Buku Lembar Kerja Siswa (LKS)
 2. Buku perpustakaan Sekolah

G. Langkah – langkah pembelajaran

| | |
|----------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p style="text-align: center;">Kegiatan Pendahuluan</p> | <ul style="list-style-type: none"> - Guru memberikan salam dan menanyakan keadaan siswa. - Guru mengarahkan siswa untuk berdoa sebelum belajar - Guru memberi apersepsi dan mereview pelajaran minggu lalu - Guru menstimulasi siswa mengenai gambaran materi yang akan dipelajari hari ini |
| <p style="text-align: center;">Kegiatan Inti</p> | <p>f. Mengamati</p> <ul style="list-style-type: none"> - Guru membagikan contoh teks descriptive dalam bentuk pengalaman pribadi seseorang - Siswa secara individu membaca teks descriptive yang diberikan oleh guru dan mengidentifikasi bagian struktur teks yang mencirikan text descriptive. <p>g. Menanya</p> <ul style="list-style-type: none"> - Peserta didik menanyakan beberapa hal mengenai fungsi sosail, struktur teks dan unsur Kebahasaan yang belum dipahami atau yang ingin |

| | |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>diketahui dari contoh teks yang diamati.</p> <p>h. Mengeksplorasi</p> <ul style="list-style-type: none">- Guru membagikan siswa secara random untuk duduk secara berpasangan.- Siswa menganalisa 2 teks descriptive yang berbeda dengan memperhatikan struktur teks dan unsur kebahasaan yang terdapat di dalam teks secara benar.- Siswa mengidentifikasi struktur teks yang terdapat dalam 2 teks descriptive yang diberikan. <p>i. Mengasosiasi</p> <ul style="list-style-type: none">- Siswa secara berpasangan membuat catatan penting mengenai fungsi sosial yang diperoleh dari teks yang telah dianalisa. <p>j. Mengomunikasikan</p> <p>Siswa mempresentasikan teks yang telah mereka analisis secara berpasangan di depan kelas.</p> |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| | |
|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Penutup | <ul style="list-style-type: none"> - Siswa bersamaan dengan guru melakukan refleksi terhadap pembelajaran hari ini. - Siswa memberikan kesan dan pesan terhadap pembelajaran teks recount. - Siswa dengan bimbingan siswa membaca doa atas bentuk syukur atas pembelajaran pada tahap ini. |
|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

H. Penilaian

1. Sikap Sosial
 - a. Tehnik penilaian : Observasi dan Jurnal Penilaian
 - b. Instrument
2. Pengetahuan
 - a. Tehnik penilaian : Tulisan (Evaluasi)
 - b. Instrument
3. Keterampilan
 - a. Tehnik penilaian : Lisan (Presentasi)
 - b. Instumen

Sikap Sosial

| No | Sikap yang diamati dan yang dinilai | Skor | | | | keterangan |
|----|-------------------------------------|------|---|---|---|------------|
| | | 1 | 2 | 3 | 4 | |
| | | | | | | |

| | | | | | | |
|---|-------------------|--|--|--|--|--|
| 1 | Cinta damai | | | | | |
| 2 | Bertanggung jawab | | | | | |
| 3 | Disiplin | | | | | |
| 4 | Jujur | | | | | |
| 5 | Kerja sama | | | | | |

Keterangan :

4 : sangat baik 3: Baik 2 : Cukup 1: kurang

Pengetahuan

Disajikan lembaran soal, siswa menjawab soal secara benar dan tepat.

a. Skor dan predikat hasil belajar untuk ranah pengetahuan

Sangat Baik (A) : 86 – 100

Baik (B) : 71 – 85

Cukup (C) : 56 – 70

Kurang (D) : - 55

b. Pedoman penskoran : setiap jawaban benar diberi skor 2.

Keterampilan

Siswa mempresentasikan hasil analisa yang telah dilakukan bersama dengan rekan belajarnya.

a. Skor dan predikat hasil belajar untuk ranah keterampilan

Sangat Baik (A) : 86 – 100

Baik (B) : 71 – 85

Cukup (C) : 56 – 70

Kurang (D) : - 55

b. Pedoman penskoran dan rubrik penilaian

Rubrik Penilaian Keterampilan (Berbicara)

| ASPEK | KETERANGAN | SKOR |
|------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| Pelafalan (Pronunciation) | <ul style="list-style-type: none"> • Sangat jelas sehingga mudah dipahami. | 4 |
| | <ul style="list-style-type: none"> • Mudah dipahami meskipun pengaruh bahasa ibu masih terdeteksi. | 3 |
| | <ul style="list-style-type: none"> • Ada masalah pengucapan sehingga pendengar perlu konsentrasi lebih untuk mencerna pengucapan. | 2 |
| | <ul style="list-style-type: none"> • Ada masalah pengucapan yang serius sehingga kosa kata tidak jelas dan tidak bias dipahami. | 1 |
| Tata Bahasa (Grammar) | <ul style="list-style-type: none"> • Tidak ada atau sedikit kesalahan dalam tata bahasa pada saat penyampaian. | 4 |
| | <ul style="list-style-type: none"> • Terdapat sedikit kesalahan tetapi tidak mempengaruhi makna. | 3 |
| | <ul style="list-style-type: none"> • Sering terdapat kesalahan sehingga merubah makna. | 2 |
| | <ul style="list-style-type: none"> • Banyak kesalahan tata bahasa yang dilakukan dan tidak bisa dipahami oleh | 1 |

| | pendengar. | |
|--------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| Kosakata (Vocabulary) | <ul style="list-style-type: none"> • Menggunakan kosa kata dan ungkapan yang tepat sesuai dengan konteks. | 4 |
| | <ul style="list-style-type: none"> • Terkadang menggunakan kosa kata yang kurang tepat sehingga harus kembali menjelaskan maksud. | 3 |
| | <ul style="list-style-type: none"> • Sering menggunakan kosa kata yang tidak tepat atau tidak sesuai dengan konteks. | 2 |
| | <ul style="list-style-type: none"> • Kosa kata yang digunakan sangat terbatas sehingga menghambat percakapan dan menimbulkan banyak jeda. | 1 |

BAHAN AJAR

DESCRIPTIVE TEXT

Struktur Descriptive Text (*generic structure*) adalah :

1. Identification (identifikasi) adalah pendahuluan , berupa gambaran umum tentang suatu topik.
2. Description (deskripsi) adalah berisi ciri-ciri khusus yang dimiliki benda, tempat, atau orang yang dideskripsikan.

Ciri-ciri Descriptive Text :

- Menggunakan simple present tense
- Menggunakan attribute verb, seperti be (am, is, are)
- Hanya fokus pada satu objek tersebut.

Unsur kebahasaan

1. Kata benda yang terkait dengan orang/benda/tempat/binatang
2. Kata sifat yang terkait dengan sifat orang/binatang/benda
3. Kata kerja bentuk pertama (present tense)
4. Ejaan dan tulisan tangan dan cetak yang jelas dan rapi
5. Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.
6. Rujukan kata

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