

**ILLOCUTIONARY ACTS PERFORMED BY TUTOR**

**KAMPUNG INGGRIS LC YOUTUBE VIDEO**

**THESIS**

Submitted as A Partial Requirements

for the Degree of *Sarjana*



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*Wassalamu'alaikum Wr. Wb*

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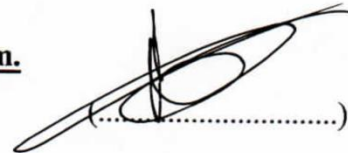
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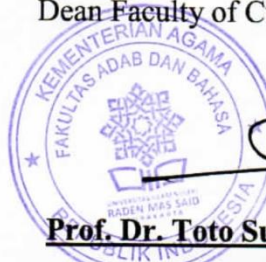


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## **DEDICATION**

This thesis is dedicated to:

1. My Beloved Parents (Mr. Muhammad Ilham Albari and Ms. Sri Sudarmi)
2. My Beloved Brothers (Muhammad Zaki A. and Ahmad Chairil Anam A.)
3. My Beloved Friends
4. My Study Program (English Language Education)
5. My Almamater (UIN Raden Mas Said Surakarta)

## MOTTO

حَسْبُنَا اللَّهُ وَنِعْمَ الْوَكِيلُ

“Sufficient for us is Allah, and He is the Best Disposer of affairs”

(Q.S. Ali-Imran:173)

مَنْ صَبَرَ ظَفِرَ

“Whom be patient, he will be get lucky”

(Arab Proverb)

“Every good intention will always find the best way”

(Rosikhan Nabila A. S.)

## PRONOUNCEMENTS

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I hereby sincerely state that the thesis titled “ILLOCUTIONARY ACT PERFORMED BY TUTOR KAMPUNG INGGRIS LC YOUTUBE VIDEO” is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proved that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Sukoharjo, May 23<sup>rd</sup> 2023



Stated by,

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

Sukoharjo, May 23<sup>rd</sup> 2023

Researcher,



**Rosikhan Nabila A.S**

**SRN. 19.61.2.1.225**



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## ABSTRACT

Rosikhan Nabila Alfianti Sholikhah. 2023. *“Illocutionary Act Performed by Tutor Kampung Inggris LC YouTube Video”*. English Education Department. Faculty of Cultures and Language

Advisors : Prof. Dr. Drs. H. Giyoto, M.Hum.

Misunderstandings and ambiguous utterances often occur in one-way learning, especially in YouTube videos. Kampung Inggris LC is one of the familiar one-way learning platforms on YouTube Channel. To avoid some misunderstandings, it is important for educators to understand the study of utterance, context, and meaning. It is studied in the branch of pragmatics, especially in the theory of illocutionary speech acts. Then, to answer the deeper problems, this study has the goal to classify the types of illocutionary acts uttered by the tutor of Kampung Inggris LC YouTube video channel and to analyze the most dominant types of illocutionary acts uttered by the tutor of Kampung Inggris LC YouTube video channel. The researcher used Searle in Leech's (1983) theory and Searle & Vanderveken's (1985) theory to analyze the types of illocutionary acts.

This analysis was developed as a qualitative method with a descriptive approach. The subject of this study is an English tutor of Kampung Inggris LC YouTube Video. The data in this study were all utterances by Kampung Inggris LC tutor on Passive Voice Learning Video. The instrument analysis is the researcher himself. The technique of collecting data is documentation. In analyzing the data, the researcher used the theory of Miles, Huberman, & Saldaña (2014). The researcher used the source of data triangulation method with the validators to validate the data.

In this research, the researcher found 184 data of illocutionary speech acts performed by the tutor of Kampung Inggris LC YouTube in the Passive Voice Learning theme video. The researcher found five types of illocutionary acts used by the tutor of Kampung Inggris LC YouTube in the Passive Voice theme Learning video. There were 97 data of assertive acts with 52,71% percentages, 66 data of directive acts with 35,86% percentages, 10 data of expressive acts with 5,43% percentages, 9 data of declarative acts with 4,89% percentages, and 2 data of commissive acts with 1,08% percentages.

The most dominant frequency illocutionary speech act is assertive. The tutor used assertive acts in the Passive Voice Learning YouTube video to make the viewers understand some passive voice knowledge and facts. Stating became the most dominant assertive act, which is used by the tutor because it has the function to state the general truth about passive voice patterns.

Key Word: *Pragmatic, Illocutionary Acts, Kampung Inggris LC*

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# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Communication is an important thing in human life, especially in the teaching and learning process. It can be take a place in verbal and non-verbal forms. These skills are important for teachers because they are considered one of the necessary determinants of teaching and learning success. In carrying out the learning process, teachers can combine their verbal and non-verbal communication skills. This teacher communications ability in applying these types of communication skills can help improve both, teachers' and students' impressions of teaching and learning (Abdikarimova, Tashieva, Tashbolot, & Abdullaeva, 2021).

Nowadays, communication styles develop so fast toward students as part of Generation Z or Gen Zers also called Net Generation. Generation can be defined as a group of people who are classified according to time and their born years. Whereas, Gen Zers is a generation that was born in 1995 until 2010 years (Lubis & Mulianingsih, 2019). Generation Z uses the internet and gadgets frequentative. It is supported by the Indonesian phone users survey in 2020, that find out the average Indonesian Generation Z there spends 8,5 hours a day on the phone (Kim, McInerney, Smith, & Yamakawa, 2020). In most countries, Generation Z spends roughly two hours longer a day than Generation X. While, if it is



compared with the Millennials generation, Generation Z uses an hour more than millennials.

Indonesian's internet citizens use their gadgets to know some new informations quickly. They access many platforms such as online newspapers, websites, online news, online TV, Google, and also social media. The most platform used is Social media. According to We Are Social's survey, there were 191.4 million social media users in Indonesia in January 2022. The number of social media users increased by 21 million (12%) between 2021 and 2022 (Kemp, 2022). From this survey, we know that there is a significant increase in social media users in Indonesia.

Social media can support students' English skills and understanding of English material. One example of social media that students use is YouTube. YouTube is one of the most popular learning media in Indonesia. It is supported by data reported in January 2022 by We Are Social, there were 139.0 million YouTube users in Indonesia. This figure means that YouTube's 2022 ad reach was equivalent to 50 percent of Indonesia's total population at the start of the year (Kemp, 2022).

YouTube is an online video-sharing of social media platform. YouTube facilitates everyone to share and watch many videos for free. On this platform students as Gen Zers can learn more English material. Gen Zers usually watch YouTube throughout the day to find out what's new or learn something new (Tapscott, 2009).

People require a language to communicate and convey a message so that the message spoken by a speaker to the audience is conveyed well so that it can understand the contents of the message (Hutajulu & Herman, 2019). To achieve the purposes of meaning in language, especially the meaning of the smallest clause contained in a person's speech needs a pragmatic to study. So, as to produce the interpretation of the same meaning in a communication.

Pragmatics is the study of "invisible" meaning or how people recognize what is meant even when it is not actually said or written (Yule, 2020). This study related to situations that include greeting elements and those addressed, objective, context, acts of speech allocation, time, and place. From the statement above, the researcher can be concluded that pragmatics is a linguistics branch that learns the people meaning that is bound to accommodating context and the background of the language itself. The relationship between language and context is the basis of pragmatic understanding.

In this study, there are pragmatic elements including the addresser as speaker and addressee as speech partner, context, goals, illocutionary act, and utterance we can compose a notion of a speech situation (Leech, 1983). Addressees as speech partners are people who interact or communicate with someone, the purpose of speech is the intention of the speaker as addresser to express something, while speech is a form of speech act or the outcome of a speech act. In the teaching process by the

speaker (addresser), it can be used to express the intent and purposes of the speaker.

In this case, the speech will be studied as an illocutionary speech act used by Kampung Inggris LC's tutor in delivering English material on YouTube. The illocutionary act is one of pragmatic study which founded on learning and teaching process. The fundamental understanding of pragmatic language is explained by a discussion of the relationship between language and context. In the English teaching process, teachers or tutors do illocutionary speech acts.

Pragmatic studies the ability of language users to connect sentences with the appropriate context in sentences. The most important thing in pragmatic studies in context. It can be concluded that pragmatics is a branch of science that studies speech meanings associated with the context of utterances. John L. Austin in his book entitled "*How to do Things with Words*" in 1962 explain more about speech acts study. Austin state that the speech act is the role of language in communicating social acts like requesting, questioning, promising, thanking, and stating, as well as more institutional verbal like pronouncing sentence in court or performing ceremonies of baptizing, and marrying (Austin, 1962). Speaking a certain sentence is seen as taking action other than saying a sentence.

As the explanation about YouTube and the illocutionary act above, the researcher analyzed the illocutionary act that is performed by a tutor of

Kampung Inggris LC YouTube channel. The researcher analyzes this case because YouTube is a popular social media that students use and apply one-way communication, the viewers might be misunderstood and misinterpreted by the intended meaning of the speaker. Kampung Inggris LC is one of the YouTube channels which is provide everything that students need in English learning. This channel already reached 1,8 million subscribers all over the world. This YouTube video contains utterances describing illocutionary act analysis, To analyze illocutionary acts that occur in this video, the researcher gives an example:

Miss Uli: “So, Yuk kita belajar bareng” (“So, Let’s we study together”)

Picture 1.1.: Example of the data

Source: Researcher’s document

The utterance can be meant as requesting, ordering, or commanding, it depends on the context. The tutor request Kampung Inggris LC's viewers to learn English material together with her. The utterance also means the tutor commanding to Kampung Inggris LC's viewers to pay attention to him. It is an example of a directive illocutionary speech act. It will be discussed deeper in the chapter on findings and discussion. The example shows that an utterance may have more than one meaning or purpose.

To conduct this research, the researcher has taken some related studies to compare this research with the other research. The first article by Syafryadin, Sudarmaji, and Santiana entitled "*Dominant Speech Act Type in Daily Conversation: A Pragmatic Study*". In this researcher used qualitative method and Yule theory to analyze the data. This research locus is public universities in Bengkulu, Indonesia. This study focuses on the speech acts used in students' and parents' daily conversations at home. The result of this research found the dominant speech acts type was directive (Syafryadin, Sudarmaji, & Santiana, 2022).

The second is the research entitle "*Illocutionary Acts in President Joe Biden's Speech*" by Maghfirah Rit Atusaadah and Zuindra in 2022. This research focuses on the kinds, the existence of illocutionary acts, and their meaning in a speech to discover the outcomes of the maximum dominant kinds of illocutionary acts in President Joe Biden's speech. The theory of Searle (1979) is used to analyze this research. It was found the

most dominant illocutionary act is assertive illocutionary act. The assertive implies stating, assertion, announcing, claiming, telling, reporting, informing, assuring, complaining, and concluding (Atusaadah & Zuindra, 2022).

The third research is conducted by Hidayat, et.all entitled “*Speech acts in English classroom: A case at a junior high school in Indonesia*”. This research use. This research classifies the kinds of representative speech acts expressed by teachers and students of the eighth grade at a junior high school in Indonesia. It was found three kinds of speech acts, specifically, locutionary includes directive and imperative; illocutionary covers representative, directive, expressive, commissive, and declarative; and perlocutionary includes forms of irony, understanding, submission, and convincing (Hidayat, Fadhilah, & Septiawan, 2022).

The researcher’s research has different data compared to the related studies. The researcher focuses attempting to analyze the type illocutionary speech act used by English tutor. The locus of the research is Kampung Inggris LC YouTube Channel. Researcher will be analyze the data based on Searle in Leech’s (1983) theory and in Searle & Vanderveken’s (1985) theory. Besides, the researcher also focuses in the illocutionary acts in grammar teaching and learning process on Passive Voice video.

Based on the explanation above, the researcher's objective is to find out the types and the meaning of illocutionary speech acts used by the Tutor of Kampung Inggris LC YouTube channel. The researcher chose illocutionary as the focus of this research because illocutionary act is important to support English teaching-learning process. Missunderstandings and ambiguous utterances can occur when tutor explain the English grammar material. To make the delivering material clearly and increase students or viewers understanding, tutor need to pay attention with illocutionary acts study. Therefore, this research entitles **“ILLOCUTIONARY ACTS PERFORMED BY TUTOR KAMPUNG INGGRIS LC YOUTUBE VIDEO”**.

### **B. Identification of Problem**

Based on the background of the research it will be better to identify the problem that will be investigated in this research. There are some problems that can be identified as follows:

1. YouTube is one-way communication.
2. YouTube can makes misunderstandings communication.
3. There are some ambiguous utterances found on YouTube.
4. Some illocutionary acts were founded in Kampung Inggris LC YouTube Video.

### **C. Limitation of the Problem**

Based on the background of study above, this study will be focused on the illocutionary speech acts and describe what types and meanings of

an illocutionary act that performed by Tutor of Kampung Inggris LC YouTube video channel using Searle (1969, as cited in Leech, 1983).

There are many videos on the Kampung Inggris LC YouTube video channel. It has more than 1.700 videos on this YouTube channel from August, 26<sup>th</sup> 2016 until May 2023. In order to reach the expected objectives of this research, the researcher focused on analyzing illocutionary speech acts in Teaching Tutorial (TEATU) session program by Kampung Inggris LC YouTube video channel.

The researcher chose 2 videos Teaching Tutorial (TEATU) session which were uploaded in January 11<sup>th</sup> 2021 and January 11<sup>th</sup> 2023. The researcher chose them because it represents the English Teaching process and it will help the viewers who want to learn Passive Voice English grammar. In this session, the viewers can also leave a question in a comment column. Then the question chosen by the tutor will be discussed in the next video. Even in Teaching Tutorial (TEATU) session program, there are 518 videos until May 2023. It is impossible to analyze all of videos in that session program. Thus, the researcher took 2 videos to analyze the illocutionary acts that occurred by the Tutor of Kampung Inggris LC utterances. The topic taken by the research is about how to learn grammar easily, precisely in Passive Voice topic. In the Passive Voice videos performed by three tutor, they names Ms. Uli, Mr. Ferri, and Mr. Gin. The researcher chose Mr. Gin as the subject of this research because he is the dominant tutor of Passive Voice theme video.



#### **D. Formulation of the Problem**

Based on the background of study above, the problem formulations of this study are:

1. What are the types of the illocutionary act performed by tutor kampung Inggris LC?
2. What is the most dominant type of the illocutionary acts performed by tutor kampung Inggris LC?

#### **E. Objective of the Study**

Based on the background of study above, the objective of the study are:

1. To analyze the types of illocutionary acts uttered by the tutor of Kampung Inggris LC YouTube video channel.
2. To analyze the most dominant types of illocutionary act uttered by the tutor of Kampung Inggris LC YouTube video channel.

#### **F. Benefit of the Study**

Based on the background of study above, the benefits of the study are:

1. Theoretically
  - a. Giving more knowledge information, especially in illocutionary acts study on virtual learning.
  - b. Giving additional references, especially for the same kinds of research.

2. Practically
  - a. To the student
    1. Helping English Language students to learn about cross-culture.
    2. Providing English Language students about more examples of different cultures' expressions.
  - b. To the tutors or teachers
    1. Giving knowledge about speech acts, especially illocutionary acts knowledge for English educators.
    2. It helps English Language educators more be aware of what English Language students feel about the learning process.
  - c. To the researchers and readers
    1. Encouraging the researchers and readers about speech acts, especially on illocutionary force competence.
    2. Increase the understanding in daily communication with diversity social, cultural context, and background of knowledge.

## **G. Definition of Key Terms**

### **1. Speech acts**

Speech acts is one of pragmatics study to describe an action to involves language such as requesting, questing, informing, and or commanding (Yule, 2020).

## 2. Illocutionary acts

Illocutionary act is a part of speech act that is characteristically performed in the utterance of sounds or the making of marks (Searle, 1969). When one speaks one means something by what one says; and what one says, the string of sounds that one emits, is characteristically said to have a meaning (Leech, 1983).

## 3. Kampung Inggris LC

According to Kampung Inggris LC website accessed on January, 22 2023 on <https://kampunginggrislc.com/>, Kampung Inggris LC is one of popular English course in Indonesia. LC is an abbreviation of “Language Center”. That English course is available in offline or online course services. The offline course is located at Langkat street No.88-93, Pelem village, Pare sub-district, Kediri regency, East Java, Indonesia. While the online course is available on many platforms, such as on YouTube, TikTok, Podcast, Instagram, and Facebook. One of Kampung Inggris LC’s popular online platform is YouTube. That YouTube channel names Kampung Inggris LC.

## 4. YouTube

According to Cambridge dictionary accessed on February, 21 2023 on <https://dictionary.cambridge.org/dictionary/english/youtube>, youtube is the name of a website that allows people to show videos they made.

## CHAPTER II

### LITERATURE REVIEW

#### A. Theoretical Review

##### 1. Pragmatic

Pragmatic is the study of a language and it is used, or more clearly, pragmatics is the study of the relationship between language and its context (Levinson, 2008). Yule in his book entitled “*The Study of Language*” stated that pragmatics is the part of the linguistics study that discusses the meaning of someone who speaking (Yule, 2020). The benefit of learning language through pragmatics is people can discuss individual means, their suspicions, their expectations, and their kind of activities.

Pragmatics has five branches they are deixis, cooperative principles, implicature, presupposition, and speech acts. Pragmatic is a study of linguistic communication in context. Pragmatic theory is concerned with the explanation of how the interlocutor bridges the gap between the meaning of a sentence and the meaning of the speaker so that the unit of analysis is not a sentence, which is a verbal entity defined through linguistic theory, but speech which is a unit of verbal communication in a particular context (Blum-Kulka, 1997).

##### 2. Speech Acts

One of theory in pragmatics that discusses someone’s meaning is speech acts. John Langshaw Austin first introduced speech act theory in

his 1962 book with the title "*How Words Do Things*". He pointed out that a speech act is basically someone saying and doing something at the same time (Austin, 1962).

Speech acts are the basis for the analysis of other pragmatic topics such as presuppositions, cooperative principles, and others. Speech acts take many forms of goal setting. For example, according to the legal provisions in force in this country, "I order you to leave this building immediately". The utterance can be expressed by the utterance "please leave this place right now" or by the simple utterance "get out". These three utterances can be interpreted as commands if the context is appropriate. Yule defines speech acts as an action performed through speech (Yule, 2020). It can be concluded that a speech act is an utterance that contains acts as a functional unit in communication that considers an aspect of speech situations.

Speech act theory which is a part of pragmatics and examines language by taking into account non-linguistic communication situations or what is called context, it is focusing on the relationship between language and action. Austin divided speech acts into three types (Austin, 1962), there are:

- a. Locutionary acts are the literal meaning statement or saying the actual meaning of words. An example is: "It's raining in here."(Austin, 1962) (referring to the weather). It means the

weather or the place was rainy, not the situation or the other context.

- b. Illocutionary acts are the statement of the speaker's intention through the hearer. Likewise requesting, declaring, stating, and so on. An example of the illocutionary act: "Please give me a glass of milk." (Searle, 1975), this command here "give me" is the intention of a speaker as asking requesting through the hearer to make a glass of milk for the speaker.
- c. Perlocutionary acts refer to the effect this utterance has on the thoughts or actions of the other person. For example, if someone said, "Uh, This TV program was too loud I can't study", the person near the television will turn down the television volume. The effect of someone's utterance to make the hearer do something is called the perlocutionary act.

### **3. Illocutionary Acts**

#### **a. The Characteristics of Illocutionary Acts**

Searle and Vanderveken (1985) made the distinction between the illocutionary forces employed by speakers within a particular linguistic community and the set of all possible illocutionary forces in an effort to systematize and deepen Austin's approach. Conjecture and appointment are among the set of all possible forces, even though a particular linguistic community may not use them. Although the list of possible forces may be infinite, these authors appear to believe that it

has a clear cardinality. The following seven characteristics are used to define illocutionary force by (Searle & Vanderveken, 1985):

1. Argumentative point

This is the common goal of every kind of speech act. For instance, the primary goal of an assertion is to describe how things are and possibly, to instill faith in the recipient. Commitment to a future course of action is the typical goal of a promise.

2. Strength of the illocutionary statement

It is possible for two illocutions to have the same point but differ in strength dimension. For instance, both requesting and insisting that the recipient perform a task serve the purpose of attempting to get them to do so. Nevertheless, the latter is superior to the former.

3. Method of achieving

The illocutionary point of a speech act must be made in this particular way, if at all. The purpose of both asserting and testifying is to describe the current state of affairs. However, while the latter does not, the former does require invoking one's authority as a witness. To assert in one's capacity as a witness is to testify. Both requesting and commanding have the goal of getting the recipient to do something. Nevertheless, only a person in a position of authority can issue a command. Conditions of the content: Certain illocutions are only possible with the right propositional content. For instance, I can only promise what I can control in the

future; or, at the very least, I can't promise to do anything that I and my promisee know I can't do. Also, I can only apologize for what is already happening and is somewhat within my control. This condition could be reformulated in terms of imperatival, interrogative, and propositional content conditions in light of our previous discussion of semantics for non-indicative contents.

#### 4. Prerequisite conditions

The speech act cannot fail if any of these additional conditions are met. These situations frequently involve the social status of the participants. For instance, a person cannot leave a thing she already owns or has power of attorney over. It is necessary for a person to be legally invested with the authority to marry before she can wed a couple.

#### 5. Conditions for honesty

A lot of speech acts involve expressing a mental state. The act of stating one's belief a promise conveys an intention, an apology conveys regret, and so on. Only when the speaker is in the mental state that her speech act reflects is it sincere.

#### 6. Strength of the conditions of sincerity

In other dimensions, two speech acts may be identical, but they may express psychological states that differ in strength. The words "requesting" and "pleading" both mean "expressing desires" and



are the same in all six of the above dimensions. However, unlike the former, the latter demonstrates a stronger desire.

Based on these seven characteristics, (Searle & Vanderveken, 1985) suggest that each illocutionary force can be defined as a septuple of values, with each value being a “setting” of one of the seven characteristics. In the event that they are related to the same septuple, this suggests that two illocutionary forces, F1 and F2, are identical.

#### **b. Type of Illocutionary Acts**

Austin's classification of illocutionary acts into his five basic categories of verdictive, expositive, exercitive, behabitive, and commissive (Austin, 1962). In 1979, Searle corrected Austin's theory based on his research. He classified illocutionary speech acts into his five basic categories of Assertive, Directive, Commisive, Expressive, and Declarative (Leech, 1983). The further explanation is:

##### 1. Assertive

This type commits to the truth of the expressed proposition, for example:

##### a. Inform

The meaning of informing is to assert to hearers with the additional preparatory condition that they do not already know what they are being informed of. For example:

1) “You are hereby notified.”(Searle & Vanderveken, 1985)

2) “You are hereby informed.” (Searle & Vanderveken, 1985)

b. State

Stating is connected to the notion of setting something forth or representing something normally for the benefit of the hearer. The example in the utterance are:

1) “The earth is round.” (Searle, 2002)

In this example, the speaker states his/her belief that the shape of earth is round as the true one. It illustrates the speaker who represents the world as he/she believes it is.

2) “It was a special creamy carbonara.” (Searle, 2002)

In this example, the speaker describes his/her opinion that the carbonara is special and creamy as his/her belief although maybe it is yummy carbonara pasta. In using a representative, the speaker makes words fit the world.

c. Bid

Biding is a highly specialized and structured offering form. For example: “Sold!”, “Okay!”, “Sure!”, or “Deal!” (Searle & Vanderveken, 1985). The speaker means that he is accepting the highest offer.

2. Directives

This type is intended to produce some effect through action by the hearer. This type can be used to perform such as:

a. Ask

Ask has two meanings. The first is in the notion of asking a question and the second is in the notion of asking someone to do something.

Asking a question means a request from the hearer to perform a speech act to the speaker, the form of which is already determined by the propositional content of the answer to the question, and all that the hearer is asked to do is affirm or deny that propositional content. For example:

1. "Do you take this woman to be your lawful wedded wife?"  
(Searle & Vanderveken, 1985)

The context of this utterance is when the minister in the wedding chapel asks someone. In this utterance, the speaker asks for a response "Yes I do" or "No, I don't".

2. "How many people went to the party?" (Searle & Vanderveken, 1985)

In this utterance means that one asks someone to respond to tell the correct value of x in "x number of people who went to the party".

While asking a question means a request towards someone to do something. For example:

- 1) "I asked you to close the window" (Mey, 1993)
- 2) "I want you to help me!" (Searle, et al, 1980)

3) “I wanna play this online game.” (Searle, et all, 1980)

b. “Forbid

Forbid means “order not”. It is the propositional of negative order.

For example:

1) “You are forbidden to eat cotton candy!” (Searle, et all, 1980)

2) “I forbid you to eat cotton candy!” (Searle, et all, 1980)

3) “I ban you to drink coffee.”(Mey, 1993)

4) “You are banned to drink coffee!” (Mey, 1993)

5) “You must not eat candy!” (Searle, et all, 1980)

c. Request

Requesting is a directive illocution that allows the possibility of refusal. For example:

1) “Would you please close that window?” (Schegloff (1972) in  
(Mey, 1993)

2) “Can you pass the salt, please?” (Searle, 1969)

3) “Can you help me?” (Searle, et all, 1980)

4) “You could be the chairman, couldn’t you?” (Searle, et all, 1980)

d. Beg

Beg is humbly requesting while expressing a strong desire usually because of a strong need.

1) “I beg your pardon.” (Searle & Vanderveken, 1985)

In this example, one says a very polite request to someone.

2) "I beg you not to go out during this hurricane." (Searle, et al, 1980)

3) "I'm so starving, please give me some food." (Searle, et al, 1980)

e. Ordering

Order is telling someone to do something on the one hand. It does not require an institutional structure of authority.

For example :

1) "I order you to close the door."(Searle, 2002)

2) "I order you to leave this building immediately". (Yule, 2020)

3) "He ordered them to stand up." (Searle, et al, 1980)

4) "Smile for the camera!" (Searle, et al, 1980)

f. Commanding

Commanding has the same meaning as an order, which is to tell someone to do something. But, commanding require that the speaker is in a position of power and one form of this power may be an institutional authority. For example :

1) "John, live here now!" (Alston, 2000)

2) "Please leave this place right now" (Yule, 2020)

3) "Get out" (Yule, 2020)

4) "Come in the evening!" (Searle & All, 1980)

g. Advising

Advising means a suggestion to someone to do something which I presuppose is in your interest. For example utterance:

- 1) "I advise you to exercise once a week." (Searle, et all, 1980)
- 2) "You are advised to read five books a week." (Searle, et all, 1980)
- 3) "You should do exercise twice a week." (Searle, et all, 1980)
- 4) "You may take an exercise twice a week." (Searle, et all, 1980)

3. Commissives

This illocutionary type commits (to a greater or lesser degree) to some future action;

a. Promising

Promising involves a rather special kind of commitment. It always made the hearer to do something for his benefit. The examples of promising are:

1. "I promise to pay you the money" (Searle, 1975)
2. "I'll be there for you" (Searle & All, 1980)
3. "I promise to help you tomorrow." (Searle & All, 1980)

A speaker may promise a hearer to help him or her solely by uttering a sentence.

b. Vowing

Vowing has a stronger committed expression than a promise. The examples of vowing are:

- 1) "I swear that I love you." (Alston, 2000)
- 2) "In the name of God, I don't lie to you." (Alston, 2000)
- 3) "I vow that I love you." (Alston, 2000)

c. Offering

An offering is peculiar among commissive verbs as conditional commissive illocution. For example:

- 1) "You can lend me a pencil." (Alston, 2000)
- 2) "I can lend you my pencil." (Borer, 2018)
- 3) "I can borrow you my pencil." (Alston, 2000)
- 4) "You may borrow me a pencil." (Alston, 2000)

4. Expressives

Expressives have functions to express or make the hearer known. The speaker's psychological attitude towards a state of affairs that the illocution presupposes. There are expressives act kinds, such as:

a. Thanking

Thanking is the expression of gratitude and gladness. Thanking became the benefit after helping someone or bringing happiness to the hearer. Some peoples express their happiness feeling use thank expressions. For example :

- 1) "I thank you for paying me the money" (Searle, 1975)
- 2) "Thanks for paying me the money" (Searle, 1975)
- 3) "Thank you for joining!" (Searle, 1975)
- 4) "Thanks a lot." (Searle, 1975)

5) "I appreciate your help" (Alston, 2000)

6) "I would like to show my gratitude." (Alston, 2000)

b. Congratulating

Congratulation is an expression of the speaker's pleasure when someone as the hearer gets good luck or succeeds in their duty. For example :

1) "Happy birthday." (Mey, 1993)

In this case, I can talk about the truth of my feelings, or about the truth of the fact that I actually did pronounce those words, but not about the truth of the wish "Happy Birthday" .

2) "Good luck"(Mey, 1993)

3) "Well done!"(Mey, 1993)

4) "I congratulate you on winning the race" (Searle, 1975)

5) "Congratulations on winning the race" (Searle, 1975)

c. Apologizing

The apology type's point is to express someone's grief or regret at some of the circumstances for which the speaker is responsible, and it can be hoping for forgiveness. Apologizing can also be interpreted as a speaker's guilt after doing something terrible, or the speaker thinks it hurts the hearer's feelings. The example of apologizing:

1) "I apologize for stepping on your toe" (Searle, 1975)

2) "I'm sorry, I didn't mean to hurt you." (Alston, 2000)

3) "I do apologize for breaking this promise."(Leech, 2013)



4) “Please accept my apologies for this mistake.” (Leech, 2013)

5) “Please forgive me, my buddy.” (Alston, 2000)

6) “Pardon me for this mistake.” (Leech, 2013)

d. Complaining

Complain is the expression of someone after experiencing a bad experience or discontent. Complain type does not make the hearer intend to be responsible for the thing which was complaining. For example: “How awful!”, “It is a terrible price!”, “My bad!” (Searle & Vanderveken, 1985).

e. Greeting and Welcoming

Greeting is an expression as a courteous indication of recognition, with a presupposition that the speaker has just encountered the hearer. For example :

1) “Hello” (Searle & Vanderveken, 1985)

This utterance takes place when one greets someone. It indicates recognition in a courteous fashion.

2) “Hello, I’m Julie from the Patriot Ledger. How are you today?”  
(Mey, 1993)

The context of this utterance is when one calls someone in telephone. The caller greets the hearer.

3) “See you”/ “Bye-Bye.”(Alston, 2000)

4) “Glad to see you.”/ “Pleased to see you.” (Leech, 2013)

While welcoming has the same intention as a greeting, they are essentially hearer-directed. Welcome is an expression of a hospitably. It is an expression of pleasure or a good feeling about someone's presence or arrival. For example :

- 1) "Welcome to my house!" (Leech, 2013)
- 2) "Glad welcome." (Leech, 2013)
- 3) "Hello, welcome." (Leech, 2013)

#### 5. Declaration

Declarations are illocutions whose successful performance, brings about the correspondence between the propositional content and reality, such as:

##### a. Declare

Declaring means that the speaker makes something the case. Declaring means that the speaker makes something the case. For example:

- 1) "It's cold outside" (Searle, 1975)

We can go outside, if we wish, and test the truth or falsity of the "declaration".

- 2) "I now declared you as husband and wife." (Searle, 1969)
- 3) "You are fired!"(Searle, 1975)
- 4) "I give you this ring." (Searle, 1975)

b. Appointing

Appointing means to declare that somebody occupies a certain position or status. For example utterances:

- 1) "I hereby give you my world." (Searle, 1975)
- 2) "I appoint you chairman." (Searle, 1975)
- 3) "I trust you to lead this team." (Searle, 1975)

c. Resigning

Resigning is to perform a declaration to the effect that one hereby terminates one's tenure of a position. For example:

- 1) "I hereby leave this chance." (Alston, 2000)
- 2) "I resign from this job." (Searle, 1975)
- 3) "I vacate this job." (Leech, 2013)

d. Naming

Naming is an expression used to declare something's name or name something. For example :

- 1) "I naming this ship Aurora." (Leech, 2013)
- 2) "Sara named her cat Sally." (Leech, 2013)
- 3) "Why don't I just call you "Nina"?" (Leech, 2013)
- 4) "You can call her Sarah." (Leech, 2013)

e. Excommunicating

Excommunicating refers to declaring someone excludes the hearer from the community. According to its morphology suggests, the

idea of excommunication comes from the idea of excluding from communion. For example utterances :

- 1) “I excommunicate you” (Searle, 1975)
- 2) “We hereby declare you excommunicated.” (Searle, 1975)
- 3) “Your membership in the church is terminated.” (Searle, 1975)
- 4) “Your membership in this account is banished.” (Searle, 1975)

### c. The Form of Illocutionary Acts

There are two forms of illocutionary acts, they are:

#### 1. Direct speech act

In a direct speech act, the illocutionary force is the speaker’s meaning intended to convey in performing an illocutionary act. There is a direct relationship between its grammatical structure and its communicative function. For instance, an affirmative sentence is used to give a statement; an interrogative sentence to ask a question and an imperative sentence to give an order or command. An example of direct speech:

X: “How many books do you have?”

Y: “Five.”

In the above utterance performed by X, the form and the function are same. X as a speaker produces a question to Y. Syntactically, the question uses interrogative with question word, how many as well as the question mark at the end of it. The function of that utterance is to question or ask for information, viewed from the boss’s reply. In another way, the speaker expects an answer from the listener. Both the

mood and the function of X's utterances are the same. Therefore, it is classified as direct speech acts.

## 2. Indirect speech act

An indirect speech act is an illocutionary act form which is performed indirectly by means of performing another. For example of indirect speech act:

“Could you reach the ketchup?” (interrogative)

When the speaker utters that sentence, it is not merely a question but as a request to pass the ketchup.

### **d. Function of Illocutionary Acts**

Illocutionary also has many functions in our communication. It is classified according to how they relate to the social goal of establishing and maintaining a country. The following four types of illocutionary functions are:

#### a. Competitive

The illocutionary goal competes with the social goal; for example in asking, demanding, ordering, begging, etc.

#### b. Convivial

The illocutionary goal coincides with the social's goal. The examples are in offering, inviting, greeting, thanking, and congratulating.

#### c. Collaborative

The illocutionary goal is indifferent to the social goal: for example in announcing, asserting, reporting, and instructing.

d. Conflictive

The illocutionary goal conflicts with the social goal; for example in threatening, cursing, accusing, and reprimanding.

#### **4. Pragmatic and Language Teaching**

Language form and function often be the main focus of second language teaching and learning. The Second language learner studies numerous linguistic forms, such as words, phrases, sentences, and grammatical structures. Students offered a generalized sense of how they function in commonplace discourse situations. The limitation of this approach is that the context when using a language can vary significantly from moment to moment (Borer, 2018).

Language contexts include many factors such as social roles, social situations, and cultural norms (Van Dijk, 2009). When the teachers ignore language contexts, students may be misunderstand and have misperceptions about the course. Learning language context is very important to avoid pragmatic failure during the teaching and learning process. The branch of study of language context and its application is pragmatics.

Pragmatic is the study of communicative action in its sociocultural context. That communicative action includes of the using speech acts (such as welcoming, informing, praising, or thanking), even engaging in different types of discourse, and participating in speech events of various

lengths and complexity. Ability is included under sociolinguistic competence as the rule of language use. Bachman argues that a communicative ability model includes many competencies, such as pragmatics competence, language competence, organizational competence, sociolinguistic competence, and illocutionary competence (Bachman, 1990).

Moreover, learning about pragmatics has many benefits for students as learners. It will recognize pragmatic competence as a key language skill, and acquiring pragmatic competence through study and practice is crucial for language learners. Pragmatic competence increases student's ability to successfully navigate a variety of social situations, prevent misunderstandings, eliminate misperceptions, and increase overall competence and confidence, which encourages more motivated learning and in turn leads to further students as second language learners development and fluency.

## **5. Context**

One of context theory's model was developed by Dell Hathaway Hymes. This model names as SPEAKING mnemonic model. It is used to analyze a context. Hymes is an American linguist, folklorist, and anthropologist who laid the disciplinary of the comparative ethnographic study of language use. Dell Hymes developed that model in his book entitled "*Foundation in Sociolinguistics: An Ethnographic Approach*" (Hymes, 1974).

The SPEAKING model is used to better understand the speech context. Hymes states that understanding a speech context or linguistics interaction is considered in linguistics, goals, communication, and participants. These factors make the SPEAKING model useful for speech act judges conducting more in-depth analysis. (Hymes, 1974) describes the mnemonic SPEAKING analysis as follows :

1. **S** – Settings and Scenes

Setting refers to the time and place. While the scene describes the environment of the situation or type of activity. (office, friendly conversation, cafe, and evening)

2. **P** – Participants

It refers to the speaker who is involved in the speech. It includes the inter-viewer, caller, audience, and performer.

3. **E** – Ends

The purpose and goals of the speech are the functions or effects of speech.

4. **A** - Act Sequence.

The order of events that occur along the speech including form and content.

5. **K** – Key.

The overall key, tone, mood, or way of the speech. (serious, formal, non-formal sarcastic)

6. **I** – Instrumentalities



The form and style of the given speech. Channel (verbal, non-verbal, face-to-face, mobile phone, or message) Code (dialect, emoticons, and language variety)

#### 7. **N** – Norms

It defines the rules that govern what is socially acceptable at the interaction event, and interpretation.

#### 8. **G** – Genre

The type of speech that is being given. The example of genre such as greeting, apology, lecture, and joke.

To aid in applying his representation he divided the sixteen components into eight divisions. The SPEAKING model included sixteen factors that were used for many discourse types. They are included message form, message content, setting, scene, speaker or sender or address or, hearer or receiver or audience or addressee, purposes or outcomes, purposes or goals, key, channels, forms of speech, norms of interaction, norms of interpretation, and genres.

### **6. YouTube**

YouTube is a social media as online video-sharing platform. YouTube is one of popular social media in the world. According to Statista's survey of the most popular social networks worldwide, YouTube has the second position. As of January 2022, this platform has 2.562 million or 2,5 billion users (Dixon, 2022).

YouTube also be the most popular platform in Indonesia. It is supported by datareportal's research in January 2022, They stated that YouTube ads reached 67,9 percent of Indonesia's total internet users (Kemp, 2022). Another survey is conducted by Statista, they stated that as of April 2022 Indonesia came in third countries with the largest YouTube users. There are 139 million Indonesian users who watch videos in YouTube (Dixon, 2022).

## **7. Kampung Inggris LC YouTube**

Kampung Inggris LC as Kampung Inggris LC-Language Center is one of the most popular and favorite English course YouTube channels in English villages in Indonesia. Kampung Inggris LC joins YouTube channel for the in August, 2016. There were 301.486.046 viewers of this channel.

Kampung Kampung Inggris LC channel has a motto "Drives Your Success!". To reach this tag-line, there are many YouTube programs such as:

### **a. Bengkel Bahasa Inggris**

Bengkel Bahasa Inggris is a web-seminar program on Kampung Inggris LC's YouTube Channel. This webinar be hold in live session. There are many themes of webinar such as Tips n trick learning English, Kampung Inggris LC's offline program live, Scholarship Workshop, and Question and Answer (QnA) time. This duration of this program for about 30 – 120 minutes.

b. Teaching Tutorial

Teaching Tutorial is the main of Kampung Inggris LC program. There are tips and tricks for learning English material that can be watched for free. It also many parts of program, such as grammar learning, idiom learning, vocabulary enrichment, common errors, and English expressions. This program has the average duration of 9-15 minutes.

c. Special customer's video

Special customer's video is the special video for exclusive learners. There were many tips and tricks in learning English with various duration, from 1 minute until 1 hour. This program is not free for public viewers.

d. Student's Testimonial

This is a video program to share of Kampung Inggris LC's student and alumni's stories. They tell about their positive experience during they join the offline also on online course. There were many alumni of Kampung Inggris LC course who share their post stories and experiences during they join this course.

e. Daily Activities

This program describes the activity in the offline course on Kampung Inggris LC. There are many daily activity of learning and teaching process on Kampung Inggris LC offline class.

## **B. Previous Related Studies**

There are many research conducted in speech acts investigation. In this study, the researcher conducted based on the previous study from two theses and three journal articles. The first thesis entitled “*An Analysis of Directive Speech Act Used by Tutor in Saturday Class for Junior High School in ELTI Gramedia Solo*” written by Zamhajj Bhrenasj Rayhana, English Education Department, Raden Mas Said Islamic State University of Surakarta. This research analyzes the directive speech act performed by two ELTI tutors and students’ responses to directive speech acts spoken by tutors. In her research, she uses Yule’s directive speech acts theory and Levinson’s theory to classify students’ responses. The locus of this study is ELTI Gramedia Solo. This research shows that the most dominant frequency of directive speech acts used by English tutors is command was about 49%. While, the most dominant students’ responses to the directive speech act by the tutors were about 90,4 % (Rayhana, 2020).

The second thesis was conducted by Arsyta Ananda Bariansyah, English Department of Sunan Ampel State Islamic University of Surabaya, 2021. This is entitled “*The Expressive Illocutionary Acts of YouTube Comments on Video About Mental Health*”. This research was concerned with the response to the mushrooming phenomena of mental health videos on YouTube. The locus of this study is in YouTube channel comment, especially on the channels of Rene Amberg, Megan Reinks, Mia Dinoto, Alana Arabuci, and Joe Weller. This study shows that the commentator

used 10 types of expressive speech acts. The types are; apologies and deploring 2 times, protest 5 times, thank 14 times, condole 89 times, complain 28 times, lament 68 times, praise 20 times, compliment 70 times, and the last greet 1 time (Bariansyah, 2021).

The researcher also conducted this research based on a previous study from three journal articles. The first journal article entitled “*Analisis Tindak Tutur Ilokusi pada Vlog Jangan Lupa Senyum Part 1 di Kanal YouTube Fiersa Besari*” composed by Lana Rahmasari and Asep Purwo Yudi Utomo in 2021. The locus of this research is in Fiersa Besari’s YouTube Channel. They discuss the types of illocutionary speech acts by Fiersa Besar’s utterances. They find 15 utterances, which contain the illocutionary speech acts. The type are 7 data on assertive, 2 directive, and 7 expressive illocutionary acts (Rahmasari & Utomo, 2021).

The second journal article conducted by Risa Dui Sitorus and Rotua Elfrida, entitled “An Analysis Of Illocutionary Acts In Podcast Ruang Sandi Videos By Sandiaga Uno”. The locus of this article is Podcast Ruang Sandi YouTube Channel. They analyze the types of illocutionary acts and its functions by Searle’s theory in Rahay, F.N., et al. (2018:177). They stated that there are 5 types of illocutionary acts used by Sandiaga Uno in the 4 videos, namely assertives 33,8%, directives 29,5%, commissives 8,4%, expressives 21,1%, and declaratives 7,04% (Sitorus & Elfrida, 2022).

The third research were taken by Nono and Prayudha in 2022, on their study entitled “*The Analysis of Illocutionary Acts in Pak Ndul’s Humor Videos: A Pragmatics Study*”. The locus of this research is in Pak Ndul’s YouTube channel. They were discussed about illocutionary act which found in Pak Ndul YouTube video channel and its functions. The result found The representative illocutionary act data found are 22, the directive are 15 data, and the expressive are 41 data. The illocutionary functions are Collaborative, Competitive, and Convivial (Nono & Prayudha, 2022).

All those researches have the similarity and differences. Their similarity is the aim of those research at analyzing speech acts in utterance, especially illocutionary speech act. The researcher’s research also has different data compared to the related studies. First, The researcher conducted the research in an English course on Kampung Inggris LC YouTube Channel. The researcher chose the data on English grammar learning videos session. The second, researcher also focuses on the type of illocutionary acts and its meaning which performed by the English tutors of Kampung Inggris LC YouTube video. Finally, the data were classified according to Searle’s classification in Leech’s theory (1983) and Searle & Vanderveken’s theory (1985) of illocutionary speech acts.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Design**

This study uses qualitative method with a descriptive approach. Qualitative research is suitable to observe the disciplines of language and consider its place within social sciences and humanities more generally (Nevill, 2007). A descriptive approach is a research approach that has aim to describe a condition naturally (Sutama, 2019). The researcher explains the phenomenon according to what happened in the reality. Based on previous statements, the researcher uses a descriptive qualitative method to analyze the types of illocutionary acts including the dominant kind of illocutionary acts, context, and its meaning which was performed by the English tutor of Kampung Inggris LC YouTube Video Channel. It was because the data to be investigated were the utterance of the English tutor of Kampung Inggris LC YouTube Video Channel, and the research aimed to describe the factual data supported by the Searle's theories of illocutionary act classification.

#### **B. Research Setting**

##### **1. Research Place**

This research was carried out on Kampung Inggris LC (Language Center) YouTube Channel, especially at Teaching Tutorial (TEATU) Session. Kampung Inggris LC is located at Langkat Street No.88-93, Pelem Village, Pare Sub-district, Kediri Regency, East Java, Indonesia.

It is also available in online course on many platforms of social media. The most popular platforms is YouTube. Kampung Inggris LC YouTube Channel has many programs such as Bengkel bahasa Inggris, Teaching tutorial (TEATU), Special customer's video, and daily activity. In this research, researcher will focused on Teaching Tutorial (TEATU) program at English grammar learning teaching with Passive Voice's theme. It is performed by Tutor of Kampung Inggris LC YouTube channel named Mr. Syukri Fadloli Ginanjar Rizqi,S.S..

## 2. Research Time

This research was conducted in 2023. This research lasted from January 2023 to May 2023. The researcher started online observation the research in Oktober 2022 by conducting pre-research, and continued the research in March 2023 for data analyzing. The activities can be seen in this following schedule:

**Table 3.1.**

**Schedule of Research**

Activities/Year	2022			2023				
	Okt	Nov	Des	Jan	Feb	Mar	Apr	May
Pre-research								
Chapter I								
Chapter II								
Chapter III								



Proposal of thesis								
Collecting the data								
Analysis the datum								
Submitting the document								
Munaqosah								

## C. Subject and Object of the Research

### 1. Subject of Research

The main subject of this research was the English tutor of Kampung Inggris LC YouTube Video. The researcher chooses the Teaching Tutorial (TEATU) program on Passive Voice theme video to analyze.

### 2. Object of Research

The researcher analyzes the types of illocutionary acts and the dominant type that performed by the English Tutor of Kampung Inggris LC (Language Center) YouTube Channel Video as the object of the research.

## **D.Data and Source of the Data**

### **1. Data of Research**

The datum of this study are the illocutionary acts utterances of Kampung Inggris LC YouTube Videos. The utterance from the tutors is a way to teach English grammar material to the viewers, especially in Passive Voice theme.

### **2. Data source of Research**

The data source of this study is video of Kampung Inggris LC YouTube channel on Teaching tutorial (TEATU) Session Program. The researcher chooses 2 popular and newest videos about Passive Voice learning which contains illocutionary speech acts.

## **E. Research Instrument**

In this study, the instrument is the researcher herself. In case the researcher herself collected the data from selected video, transcribe and analyzed the types of illocutionary acts found in Kampung Inggris LC's tutor utterances. Second, the researcher makes a data instrument sheet. The data instrument sheet to identify the types of illocutionary acts which performed by Kampung Inggris LC's tutor. The last, drawing conclusions based on the findings. The format of the data sheet is illustrated below.

**Table 3. 2.**  
**The Data Instrument Sheet of Illocutionary Act Types which**  
**Performed by Kampung Inggris LC's Tutor**

No	Code	Data	Context	Illocutionary Acts Type					Act
				Ass	Dir	Com	Exp	Dec	

Note : - Ass: Assertive

- Dir: Directive

- Com: Commisive

- Exp: Expressive

- Dec: Declaration

- M: Number of meeting

- T: Number of tutor

- D: Number of data

#### **F. Techniques of Collecting the Data**

This study uses documentation technique to collect the data. Documents consist of public and private records and they can include newspapers, videos, personal journals, minutes of meetings, and letters (Creswell, 2014). While the document of this study consist of online document of YouTube's video. There are some researcher's steps of collecting the data as follow:

1. Watch the selected videos on Kampung Inggris LC YouTube Channel  
There are a lot of videos on the Kampung Inggris LC YouTube Channel. The researcher choose 2 videos based on English grammar teaching-learning in Teaching Tutorial (TEATU) program on Passive Voice session videos, which upload since 2021. The researcher took 2 videos to be analyzed because based on pre-research the researcher found that the most dominant type of illocutionary acts performed by tutor of Kampung Inggris LC YouTube was illocutionary acts. Each video has for about 9-15 minutes duration.
2. Re-watch videos and Transcribe the selected video  
The researcher convert the selected “grammar learning” especially in topic of passive voice on Teaching Tutorial (TEATU) program videos into text data. The researcher transcribed this with Sack and Jefferson (Jefferson, Gail ; Sacks & Schegloff, 1974) transcript code symbol’s theory.
3. The researcher determined the types of Illocutionary acts that were performed in that transcript.

#### **G. Techniques of Analyzing the Data**

Miles, Huberman, and Saldaña on their third book, entitled “Qualitative data analysis: a methods sourcebook-Third Edition”.(Miles, Huberman, & Saldaña, 2014). They state that the data analysis activity divided into four steps, they are :

## **1. Data Condensation**

This step refers to the process of selecting, concentrating, simplifying, abstracting, and/or transforming the data that appear in the entire corpus (body) of written field notes, interview transcripts, documents, and other empirical materials. Reasearcher strengthening the data by condensing. It implies that we are weakening or losing something, the term “data reduction” is avoided in the process.

The first step of analyzing this current research is condensing the data before displaying the data. The aim of selecting or condensing the data is to make the researcher easiest to indicate the utterances which are containing illocutionary speech acts. In this step, the researcher focused on illocutionary speech acts in the utterances performed by Kampung Inggris LC’s tutor. To identify the data, the researcher will hear and transcribe the data critically and take note of it based on the types of illocutionary speech acts.

## **2. Data Display**

Data display is the second step of data analysis. Actually, it is an organized form, a compressed assembly of information that allows conclusion drawing and action. The good displays are a major avenue to robust qualitative analysis (Creswell, 2014).

In the second step, after condensing the data, the researcher classifies them into a table based on the type of illocutionary speech acts. Before that, the data that is already identified are cropped and

inputted into the table. The table will contain data on utterances, types, kinds, contexts, and meanings of illocutionary speech acts. This technique will make the researcher easier to classify the data. After classifying the type of illocutionary speech acts, the researcher counted all of them. The most used illocutionary speech act on a Teaching Tutorial video on Kampung Inggris LC YouTube and analyzing its meanings to support this video.

### **3. Making Presentage**

The researcher made percentage of the data to know usage of type illocutionary speech act on grammar teaching and learning process at TEATU (Teaching Tutorial) session program of Kampung Inggris LC YouTube video channel. Precise data is needed in order to sharp the finding of the research. Thus, the researcher includes the percentage calculation.

The purpose of the percentage calculation is to complete the finding so that the readers can easily and immediately obtain the precise proportion of each finding compared to the others. The percentage calculation is used to know the type of Searle in Leech (1983) speech acts on the way to convey that most dominant frequently used by the tutors on teaching and learning process. Sugiyono(2014:170) states that the analysis is looking percentage used formula(Sugiyono, 2014):

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

Notes:

- P = Percentage
- F = Frequency
- N = the Sum of Frequencies

#### **4. Verification and Drawing Conclusion**

As the analyst moves forward, conclusions are also verified. Verification can be as brief as a fleeting second thought crossing the analyst's mind while writing, followed by a briefing return to the field notes, or it can be lengthy and elaborate, involving lengthy's argumentation and review among colleagues to develop "intersubjective consensus" or extensive efforts to replicate a finding in another data set. The meanings that emerge from the data must be tested for plausibility, sturdiness, and confirmability, which are their validity. After all the research questions have been answered, the researcher makes the conclusions of the data results. The part of the conclusion will contain a brief conclusion to all the results of this current research.

#### **H. Trustworthiness of the Data**

Qualitative research needs the trustworthiness of the data. To get the validity of the data, the researcher used a triangulation technique to reach the credibility of the data. According to (Denzin & Lincoln, 2018), triangulation is one of the strategies to enhance internal validity based on the data source (which can include persons, times, places, etc.), by method (document), by researcher (Investigator A, B, etc.), and by theory. To this,

the researcher add data types (for example: qualitative texts, audio or video recordings, online document, and quantitative data)(Creswell, 2014).

Based on the explanation, the researcher used data source triangulation that had observed the speech acts used by Tutor of Kampung Inggris LC YouTube to understand the types of illocutionary acts and their meanings. Data source triangulation is used because the researcher collect data from different places and time. Then the researcher crosschecked the script and analyze the data several times to achieve validity. The last, the researcher does validation data with a verifiers to check the validity of the data. Firstly, the researcher is supported by the validation from the speaker, named Mr. Syukri Fadloli Ginanjar Rizqi, S.S. The researcher also needs another perspective, so the researcher choosed two verifiers there are Mrs. Ledy Roisatul Mutmainah, S.Hum and Mrs. Lavira Puspitasari, S.Hum as Alumni UIN Raden Mas Said Surakarta students who have done similar thesis topic with researcher, precisely on speech act theme. The researcher asks them to check the data whether it is included to types and its meaning of illocutionary speech acts. The researcher give them table data of validation and the YouTube videos' link, so that the validator can select the correct data or error data.



## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

In this chapter, the result of the research was explained in detail. This chapter was divided into two main parts, they are findings and discussion. The findings part presented the result of the data analysis of the types of illocutionary acts based on Searle's theory on Leech (1983) that performed by tutors of Kampung Inggris Language Center (LC) YouTube Video. Meanwhile, the discussion section provided the deep and detail description of the data findings.

#### **A. Findings**

This research employs descriptive qualitative research. The subject of this research is an English tutor of Kampung Inggris Language Center (LC). The English tutor names Mr. Syukri Fadloli Ginanjar Rizqi, S.S. The data of the research are illocutionary speech act utterances by English tutors in the grammar teaching-learning process in Teaching Tutorial (TEATU) sessions. That data is 2 Passive Voice theme videos of Kampung Inggris LC YouTube Video. The data illocutionary speech act utterances were then classified into types based on Searle in Leech's theory (1983). While the context was analyzed with the SPEAKING model by Hymes theory (1974).

##### **1. Types of Illocutionary Acts**

The researcher used the theory of Searle's in Leech theory(1983) to analyze the types of illocutionary speech acts. Leech classified illocutionary speech acts into five types. Those classifications are

assertive, directive, commissive, expressive, and declarative. The researcher used Searle and Vanderveken (1985) to analyze each type of illocutionary act. The researcher found all types of illocutionary speech act performed by an English tutor in each video has a duration for about 9-15 minutes

In this research, the researcher found 184 data on 2 Passive voice learning videos performed by the tutor of Kampung Inggris LC YouTube channel. The findings are assertive 97 data, directive 66 data, declarative 9 data, expressive 10 data, and commissive 2 data. Those, the researcher will conclude the total finding in the table and give example of each data as follow:

**Table 4. 1.**  
**The Data Findings of Illocutionary Act Types Performed by**  
**Kampung Inggris LC's Tutor**

No	Type of Illocutionary Act	Classification of Illocutionary Act	Frequency	Percentage
1.	Assertive	State	59	32,06 %
		Inform	36	19,56 %
		Guess	1	0,54 %
		Remind	1	0,54 %
<b>Sub-Total</b>			<b>97</b>	<b>52,71%</b>

2.	Directive	Ask	30	16,30 %
		Command	13	7,06 %
		Request	11	5,97%
		Order	4	2,17%
		Suggest	2	1,08%
		Warn	3	1,64%
		Forbid	1	0,54 %
		Urge	1	0,54 %
		Recommend	1	0,54 %
<b>Sub-Total</b>			<b>66</b>	<b>35,86%</b>
3.	Commisive	Promise	2	1,08%
<b>Sub-Total</b>			<b>2</b>	<b>1,08%</b>
4.	Expressive	Greet	3	1,64%
		Welcome	2	1,08%
		Praise	1	0,54 %
		Joking	2	1,08%
		Apologize	1	0,54 %
		Thank	1	0,54 %
<b>Sub-Total</b>			<b>10</b>	<b>5,43%</b>
5.	Declarative	Confirm	9	4,89%
<b>Sub-Total</b>			<b>9</b>	<b>4,89%</b>

<b>Total of Classification of Illocutionary Acts</b>	<b>184</b>	<b>100%</b>
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a. Assertive

The researcher found 97 utterances acts performed by a tutor on online teaching learning process. Assertive acts deal with the tutor's statement whether it was true or false. Quantitatively, assertive acts were in the first rank of the illocutionary act performed by the tutor of Kampung Inggris Language Center (LC) YouTube Video. In teaching learning process, tutor delivered the passive voice materials. The teaching materials contained factual or nonfactual statements. Pragmatically, those true and false statements, of course, belong to assertive acts. There were four types of assertive types that found in the data. Those were State, Inform, Guess, and Remind.

1. State

The tutors performed 59 acts of state during the teaching-learning process. This act is used to tell the facts, thoughts, ideas, or opinions to the hearer. In the teaching-learning process, tutors used this act to express their view of a particular topic or phenomenon. The first example of state could be seen in the following utterance:

T: “=Jadi (0.1) kebanyakan pakai “me” atau nggak gitu pakai “ber”.

(So, all most of them use “me” or use “ber”.)

(M1/T1/D008)

The utterance “Jadi, kebanyakan pakai “me” atau nggak gitu pakai “ber” occurs after tutor explained about the sentence of active voice. In this utterance, the tutor stated a conclusion. Tutor means stating his opinion about active voice. All most of the active voice has the prefix “me” and “ber”. That utterance was state-type because the tutor said something edifying to the viewers. The other example is:

T: “*hhhNahhh:, su:bjeknya my mo:ther=.*”

(“*Nah, its subject is my mother.*”)

(M2/T1/D138)

This utterance occurs when the tutor explained some components of a sentence. That utterance is state-type because the tutor said a fact that has beneficial to viewers. The viewers could understand that the subject of this sentence is my mother.

## 2. Inform

The tutors performed 31 acts of informing during the teaching-learning process. Informing was expressed by the tutors to give the viewers more information about what the viewers as the online students were going to do about passive voice. An example of information could be seen in the following utterance:

T: “*=/KA:lau yang be:lum tahu:: kayak gini nih::KA:lau kita biasanya ngomongnya: memakan, memancing, mengingat, ta:pi ini*

nanti kalau di kalimat pasif jadi-jadinya: kayak gini: dipancing, dimakan, diingat.”

*(For those who don't know, it's like this. When we usually talk about eating, fishing, and remembering, but later when it's in the passive voice, it will look like this, is fished, is ate, is remember.)*

(M2/T1/D119)

In this utterance, the tutor gave a piece of more information to the viewers. The tutor said about what they the verb examples in active voice and passive voice. The function of this utterance is to inform the viewers that the differences of active voice and passive voices'example. This utterance was informing type because it contained additional facts related to passive voice words' examples. Another example of inform can be seen in the following utterance:

T: “.hhI am Mr. Gin.=”

(M1/T1/D003)

This utterance occurs when the tutor opens a learning video. Kampung Inggris LC's tutor gave additional information about the name. He introduced himself to viewers.

### 3. Guess

The tutor performed 1 act of guessing during the teaching-learning process. This act has the function to weakly asserting that the

proposition is without some evidence for the truth. An example of guess could be seen in the following utterance:

T: “.hhhMungki:n te:man-te:man Udah PAda tahu Apa:: Itu: ka:limat pasif=.”

(“*Maybe, you already know what passive voice is.*”)

(M2/T1 /D118)

Based on the utterance above the tutor said “*Mungkin teman-teman udah pada tahu apa itu kalimat pasif*”, occurs when tutor stated the viewers’ possibility about the viewers’ understanding. The tutor guessed that if students do know about passive voice’s material. This utterance classified as guessing because the lecturer guessed to the students that the student have known with passive voice.

#### 4. Remind

The tutor performed 1 act of remind during the teaching-learning process. Remind is asserting the hearer with an additional preparatory condition that the hearer once knew and might have forgotten the propositional content (Searle & Vanderveken, 1985) .

An example of remind could be seen in the following utterance:

T: “.hhhNAH, Inget step yang tadi YA:::=”

(*Nah, remember the previous step, right.*)

(M1/T1/D055)

This utterance occurs when the tutor explained the first step of creating a passive voice sentence. It is remind type because the goal of this utterance is in order to make the viewers remember the previous step.

b. Directive

The researcher found 66 utterances acts performed by an English tutor during the online teaching-learning process on YouTube videos. Quantitatively, directive acts were in the second rank of the illocutionary act performed by the the tutor of Kampung Inggris Language Center (LC) YouTube Video. In the teaching-learning process, the tutor delivered the passive voice materials directly. The directive point is to attempt to get others to get things done. The material contains instructions for the viewers as the online students to do a particular thing. The tutor attempts to get the viewers to carry out the course of action represented by the propositional content. There were ten types of directive types that found in the data. Those were Ask, Request, Command, Order, Suggest, Warn, Forbid, Urge, and Recommend.

1. Ask

The tutors performed 30 utterances and acts of asking during the teaching-learning process. Asking is used for the purpose of getting an answer from the hearer by posing a question. The asking force also served a function as elicitation. The tutor has a role as



inisiator and respondent. The tutor be an inisiator by posed questions to make the viewers participate actively in the process of teaching and learning. While, the tutor be as a respondent by gave respons or answer of his question. The first example of this act could be seen in the following utterance:

T: "*Na:h, kalimat aktif ini.hh subjeknya adalah::: ?!(0.5)*"

*(Na... the subject of this active voice is.....?)*

(M1/T1/D031)

This utterance "*Nah, kalimat aktif ini.hh subjeknya adalah?*", occur after the tutor explained the component of the sentence. The tutor pointed an active sentence example in the whiteboard which will be changed into passive voice. This is an ask type because the tutor asked the viewers about what is the subject of its active voice example. The other example of this act could be seen in the following utterance:

T: "*=Terus a:da >cleans< i:ni se:bagai A:pa::?! Ada: yang ta:hu::?! (0.1)*"

*(So, there is "cleans". What is the function? Anyone known?)*

(M2/T1/ D139)

This utterance "*Terus ada cleans, ini sebagai apa? Ada yang tahu?*", occurs after the tutor explained the component of the sentence. This is an ask type because the tutor asked the viewers about what is the function of the word "cleans".

## 2. Command

The tutors performed 13 utterances of command act during the teaching-learning process. This act was used by the speaker to be in a position of authority without simply one of power. In this video, the tutor used this act to give instructions. The first example of a command act could be seen in the following utterance:

T: “*NA:h caranya yang pertama.hh kalian tentukan: mana subjeknya, (0.1) mana verb-(0.1) nya dan mana obyeknya dulu:: okeh*”

*(Now, the first way is for you to determine which is the subject, where is the verb, and where is the object first, okay?.)*

(M1/T1 / D030)

That utterance is classified as a command because it has the function to instruct somebody to determine the verb of that sentence. The context of this utterance happened when he explained the first way to make a passive voice. The tutor utterance includes directive speech act type command.

## 3. Request

The tutors performed 11 the utterances acts of request during teaching learning process. This act was used to get the hearer to do something in circumstances in which it is not obvious that someone will perform the action in the normal course of events. The request

utterance was performed by the English tutor of Kampung Inggris LC in the core of the lesson. The first example of request could be seen in the following utterance:

T: *“Na::h Sekarang kita akan belajar GImana si::h ngomongNYA kalau pakai dihh atau pakai ter(0.3)”*

*(Nah, now we're going to learn about how to say them if use “di-“ or use “ter-“)*

(M1/T1/ D051)

From the utterance, the english tutor said *“Na::h Sekarang kita akan belajar GImana si::h ngomongNYA kalau pakai dihh atau pakai ter(0.3)”* . That utterance is classified as a request because it has a function to request students to learn together with him about how to create a passive voice sentence. The context of this utterance happened when the tutor would practiced this concept together with the viewers.

#### 4. Order

The tutors performed 4 utterances acts of state during the teaching learning process. Order is telling someone to do something on the one hand. The first example of order could be seen in the following utterance:

T: *“JA::di, Ditambah:kan dulu BY, () setelah itu:: ditambahKAN •obyeknya.=”*

*(So, firstly add “by”, after that add its object.)*

(M1/T1/ D046)

This utterance occurs when tutor explained the next step of making passive voice. The context occurs when tutor explained the conclusion of by agent using on passive voice form. It classified as order because it has a function to tell the viewers to add “by” and its object.

#### 5. Suggest

The tutors performed 3 the utterances acts of suggest during teaching learning process. This act was used both that viewers do something and that something is in case of how to make passive voice. The first example of suggest could be seen in the following utterance:

T: “ =*Nah, reads ini (0.2) dia kan berarti punya present masa yang SEkarang, maka nanti seharusnya menggunakan BE:: NYA IS, AM Ataupun ARE()*”

*(So, “reads”, means having the present in this time, so later you should use to be for is, am or are.)*

(M1/T1/ D038)

This context occurs when the tutor explains how to create a passive voice. That utterance is classified as a suggestion because it has a function to suggest viewers use to-be correctly in creating passive voice sentences with present form.

## 6. Warn

The tutors performed 3 the acts of warning during the teaching-learning process. In the teaching-learning process, tutors used this act to warn the viewers such as the case or, and warn them to do something. The first example of warning could be seen in the following utterance:

T: “*tapi sebelum objek• i:ni:: ha:ti::-ha:ti:: a:da-yang nama::nya BY::nya a::tau ki:ta bi:sa se:but BY PLUS OBhhJEK i:nihh sebagai by a::gent gi:tu a:ja(0.2)*”

*(But, before this object, be careful that there is “by” or we can call them “by plus object”. It is by agent.)*

(M2/T1/ D133)

From the utterance, the english tutor said “*tapi sebelum objek• i:ni:: ha:ti::-ha:ti:: a:da-yang nama::nya BY::nya a::tau ki:ta bi:sa se:but BY PLUS OBhhJEK i:nihh sebagai by a::gent gi:tu a:ja(0.2)*”. That utterance is classified as a warning. The English tutor warns the viewers to pay attention when arranging the passive voice. The situation is the English tutor warns the students that they just have been careful to write the word “by” as “by agent” in passive voice sentence form. The tutor's utterance includes a directive speech act type warning. This utterance occurs when the tutor explained the next step of making a passive voice. The context occurs when the tutor explained the conclusion of by agent

using passive voice form. It is classified as an order because it has a function to tell the viewers to add “by” and its object.

#### 7. Urge

The tutors performed 1 the utterance act of urge during the teaching-learning process. This act was used to advocate a course of action. In the teaching-learning process, tutor used this act to express his strong requests with additional preparatory conditions.

An example of urge could be seen in the following utterance:

T: “Oke:: jaDI diA haru::s kalimat verbal!? kalimat verbal Itu diA ya:ng mempunyaI kata:-kata: ker::JA Atau mempunyaI verb.  
NA::h DI sini she is beautiful(0,2)”

*(Okay so it has to be a verb sentence! verbal sentence that's it which has kata -kata kerja or has verbs. So here, she is beautiful.)*

(M1/T1/ D101)

This utterance occurs when the tutor said that the sentence which can be changed into a passive voice is a verbal sentence. It is classified as an urge act because it consists of something more than simply strongly requesting the viewers to check the verb of that sentence. It has an additional preparatory condition that the tutor has reasons for. His reason is “*verbal sentence that's it which has kata -kata kerja or has verbs.*”

## 8. Forbid

The tutor performed 1 the forbidden act during teaching learning videos. Forbid means “order not”. In another word, forbidding is the propositional negation of ordering. The example of forbid could be seen in the following utterance:

T: “=*Setelah itu, jangan lupa soalnya nanti Apapun VERB-NYA nanti diubah menjadi verb 3!?*”

*(After it, don't forget this, because the next every its verb must be changed into verb 3!)*

(M1/T1/ D041)

This utterance occurs when tutor explains the verb's rule in passive voice pattern. It classified into forbid act because this utterance consist of the propositional negation of ordering the viewers to must not forget that all passive voice verb changed into verb 3. It has additional propositional content that unconcerning time. The negation of ordering to change every verb into verb 3 is over a long period of time.

## 9. Recommend

The tutors performed 1 the act of recommend during teaching learning process. This act was used to advise with the additional preparatory condition that the state of affairs represented by the proposition is good in general. It is not merely good for the listener. In the teaching learning process, tutor used this act to

recommends a course of action and favoring the recommended person or thing. The first example of recommend could be seen in the following utterance:

T: “=*BUat* kalian yang pengen isi liburan: *DAN LI:buran yang bermanfaat pu:lang-pu:lang udah langsung Mahir bahasa Inggris, JOIN US in kampung Inggris LC!*”

*(For those of you who want to have a useful vacation, when you come home and are already proficient in English, join us in Kampung Inggris LC! )*

(M1/T1/ D111)

This utterance occurs after the tutor closed the teaching-learning process. It classified into recommend act because this utterance consist of the recommendation for the viewers to join Kampung Inggris LC’s course during holiday times. It has additional preparatory condition that the utterance “*join us in Kampung Inggris LC!*” is good in general.

c. Commisive

The researcher found 2 utterances acts performed by the English tutor during the online teaching-learning process. Commisive acts deal with the tutor committing himself to carry out the course of action represented by the propositional content. Pragmatically, the speaker undertakes to make the world fit the words (via the speaker). There



was 1 type of commissive type found in the data. It is promise type, for example:

T: *“Ini tentang simple present •passive•, nextnya kita akan membahas tenses-tenses passive voice yang lain seperti Simple Past simple future atau present continuous, atau present perfect yahhhh”*

*(This is about the simple present passive, next we will discuss other passive voice tenses such as the Simple Past simple future or the present continuous, or the present perfect.)*

(M2/T1 /D171)

This utterance occurs before the tutor closed the teaching-learning process. The context is when the tutor says the material that will be learnt at the next meeting. It is classified as a promising act because the tutor’s utterance involves a rather special kind of commitment. It could make the viewers to prepare themselves for the next meeting which will be to learnt about other tenses in the passive voice form.

#### d. Expressive

The researcher found 11 utterances acts performed by an English tutor during online teaching learning process. Expressive acts deal with the tutor’s expression about the sincerity condition of the delivering their passive voice materials. The teaching materials contained expressive statements. There were seven types of expressive types that found in the data. Those were Greet, Welcome, Leave-taking, Apologizing, Thanking, Praise, and Joking.

## 1. Greet

The tutors performed 3 acts of greet during the teaching-learning process. An example of greet could be seen in the following utterance.:

*T: “HI GUYS.:=”*

(M2/T1 /D114)

This utterance occurs when the tutor opens the online class. It is an expressive utterance called greet because this expression is a courteous indication of recognition, with a presupposition that the tutor has just encountered the viewers. The tutor expressed his feeling of enthusiasm when opens the online class Teaching Tutorial (TEATU) program. The other example is:

*T: “=SEE YOU next time A::nd BYE bye here.!?”*

(M2/T1/ D178)

This utterance occurs when tutor close the online class. It is greeting act because the utterance “Bye-bye” is expressed farewell. The utterance “See you next time” is also expressing farewell and it has another means that the tutor may meet the viewers in other meeting. Tutor used that expression to close the learning passive voice’s video.

## 2. Welcome

The tutors performed 2 acts of welcome during the teaching-learning process. This act was used to receive hospitality. In the

teaching-learning process, the English tutor used this act to express their pleasure about the viewers' presence. The first example of welcome could be seen in the following utterance:

T: “=We:lcome ba:ck to: Kampu:ng Inggris LC- Language Centerhh. “ (M1/T1 /D002)

This utterance occurs when the tutor opens the online class. It is a welcome act because this utterance is a tutor's hospitable expression of the viewers' arrival.

### 3. Apologizing

The tutors performed 1 act of apologizing during the teaching-learning process on this video. Apologizing was the act of saying sorry. In the teaching-learning process, the tutor may making mistakes. The first example of apologizing could be seen in the following utterance:

T: “EH!?, SO::RRY nggak semua tenses (0.1) a:da be-berapa tenses yang nggak ada >passive voice<::nya=”

*(Uh, sorry, not all tenses, there are several tenses that don't have a passive voice.)*

(M2/T1/D126)

Based on the utterance above, Mr Ginanjar Rizqi say to viewers Kampung Inggris LC. He say about his mistake about passive voice using in all tenses. He did it not on purpose. Mr. Ginanjar Rizqi say “*Uh sorry not all tenses, there are several tenses that don't have a*

*passive voice*”. He gave that statement because he would to clarified his wrong statement.

#### 4. Thanking

The tutors performed 1 of the utterance act of thanking during the teaching-learning process. This act was used to express the speaker’s gratitude feeling for what the hearer did or said. An example of thanking could be seen in the following utterance:

T: “*THA:nk you so much fo:r watchi::ng=*”

(M2/T1 /D177)

The context of utterance occurs when the tutor closes the video’s activity. This utterance performed by an English tutor is classified as expressive because it expressed the speaker’s feelings toward the proposition. Tutor expressed the gratitude to the viewers because they had watched these learning videos.

#### 5. Praise

The tutors performed 1 the utterance acts of praise during teaching learning process. This act was used to tell own thoughts, ideas, or opinions rather than facts and opinion to the listener. In the teaching learning process, tutors used this act to express their view of a particular topic or phenomenon. The first example of praise could be seen in the following utterance:

T: “*MY room Ini:: a:da: (0.1)lah (0.1) OB:jeknya. GOOD=*”

(*My room is its object. Good. )*

(M2/T1 /D142)

The context of utterance occurs after the tutor asked a question to viewers. The English tutor used the word “Good” to express his praise to the viewers. The tutor’s utterance was classified as expressive with the illocutionary force of praising, because it expressed the speaker’s feelings towards the proposition. The tutor had attempted to make the words fit their world of feeling.

## 6. Joking

The tutors performed 1 the acts of joking during teaching learning process. Tutor used this act to solve the viewer’s bored feeling with the lesson. The tutor used joking to make the viewers’ interest came back and could be continued the material more good than before. The example of joking could be seen in the following utterance:

T: “Asi:::k . *engh-henh* mencintaiKU se:tiap hari: *eh heh*.YA Iya:::la:h *engh-henh*”

(*Cool..love me everyday*)

(M2/T1 /D174)

The utterance above was an example of joking. When the tutor said about the funny example. The tutor said “*Asiik, mencintaiku setiap hari. Ya iyalah*”, that statement made the tutor and the viewers in the online class laugh. Thus, the tutor’s utterance indicated joking illocutionary force.

e. Declarative

The researcher found 9 utterance acts performed by an English tutor during the online teaching-learning process. Declarative acts deal with the tutor's statement which brings about the correspondence between the propositional content and actuality. There was one type of declarative type found in the data. It was a confirm type. The example of declarative is as follows:

T: "*Oke kata kerja atau verbNYA:=*"

*("Okay it is the verb")*

(M1/T1/ D061)

This utterance happened after the tutor ask a question towards the viewers. The utterance "*Oke kata kerja atau verbNYA:=*" is classified as confirming. It is confirm act because the tutor has a purpose to establish the truth or correctness of something previously believed to be the case..

## 2. The Most Dominant Type of of Illocutionary Acts

In this research, assertives become as dominant types. The researcher found 76 datum of assertives acts. It has 51,32% percentage of the type of illocutionary speech acts. The codes of assertive as follow in table:

**Table 4. 2.**  
**The Most Dominant Data of Illocutionary Act Types**  
**which Performed by Kampung Inggris LC's Tutor**

No	Assertive Act	Codes of Datum	Frequency	Percentage
1.	State	M1/T1/D004, M1/T1/D005, M1/T1/D008, M1/T1/D009, M1/T1/D012, M1/T1/D015, M1/T1/D016, M1/T1/D017, M1/T1/D018, M1/T1/D019, M1/T1/D020, M1/T1/D021, M1/T1/D022, M1/T1/D023, M1/T1/D025, M1/T1/D027, M1/T1/D028, M1/T1/D029, M1/T1/D032, M1/T1/D033, M1/T1/D034, M1/T1/D039, M1/T1/D040, M1/T1/D043, M1/T1/D047, M1/T1/D048, M1/T1/D050, M1/T1/D053, M1/T1/D069, M1/T1/D072, M1/T1/D073, M1/T1/D074, M1/T1/D078, M1/T1/D087,	59	32,06%

		M1/T1/D088, M1/T1/D089, M1/T1/D096, M1/T1/D102, M1/T1/D103, M1/T1/D106, M1/T1/D109, M1/T1/D110, M2/T1/D117, M2/T1/D120, M2/T1/D121, M1/T1/D022, M2/T1/D123, M2/T1/D125, M2/T1/D128, M2/T1/D132, M2/T1/D138, M1/T1/D040, M2/T1/D142, M2/T1/D143, M2/T1/D146, M2/T1/D149, M2/T1/D158, M2/T1/D162, M2/T1/D164, M2/T1/D168, M2/T1/D169, M2/T1/D170,		
2.	Inform	M1/T1/D003, M1/T1/D006, M1/T1/D007, M1/T1/D010, M1/T1/D011, M1/T1/D013, M1/T1/D016, M1/T1/D017, M1/T1/D018, M1/T1/D019, M1/T1/D026, M1/T1/D027, M1/T1/D036, M1/T1/D037, M1/T1/D042, M1/T1/D045, M1/T1/D049, M1/T1/D052,	36	19,56 %



		M1/T1/D059, M1/T1/D066, M1/T1/D067, M1/T1/D068, M1/T1/D073, M1/T1/D080, M1/T1/D091, M1/T1/D099, M1/T1/D101, M1/T1/D104, M1/T1/D105, M1/T1/D107, M2/T1/D116, M2/T1/D117, M2/T1/D119, M2/T1/D120, M2/T1/D121, M2/T1/D122, M2/T1/D123, M2/T1/D125, M2/T1/D127, M2/T1/D129, M2/T1/D130, M2/T1/D131, M2/T1/D140, M2/T1/D144		
3.	Guess	M2/T1/D118	1	0,54 %
4.	Remind	M1/T1/D055	1	0,54 %
<b>Sub-Total</b>			<b>97</b>	<b>52,71%</b>

The assertive illocutionary act is most dominant used by tutor of Kampung Inggris LC YouTube Channel because in this video the tutor most convey the purpose of the utterance. This act also makes the viewers understand what the tutor taught. The researcher found 4 kinds of assertive act. They were state act, inform act, guess act, and remind act.

The first rank of assertive illocutionary act's kind is state act. The state act was 59 datum. Stating is connected to the notion of setting something forth. In this learning video, tutor used state act to represent something normally about Passive Voice'theory for the benefit of the viewers as the learners.

The second rank of assertive illocutionary act's kind is inform act. The inform act was 36 datum. Informing is a kind of assertive illocutionary act which assert to hearers with the additional preparatory condition. Tutor used this act to assert the viewers that they do not already know what about the material they are being informed of.

The third rank of assertive illocutionary act's kind are guess act and remind act. The guess act and remind act were 1 datum. Guess is a kind of assertive act which has the function to weakly assert that the proposition without some evidence for the truth. While remind is a kind of assertive illocutionary act which asserting the hearer with additional preparatory condition that the hearer once knew. That statement which might have forgotten the propositional content. The tutor used remind act to remember the viewers about previous material of Passive Voice chapter.

## **B. Discussion**

The discussion is arranged in order to answer the problem statements of the research. The research findings above consist of the types of illocutionary acts performed by Tutor Kampung Inggris LC named Mr. Syukri Fadloli

Ginanjari Rizqi or most familiarly called Mr. Gin and the most dominant kind of illocutionary type and the reason for using it. The discussion involved analysis to get the interpretation based on the finding. The discussion is presented as follows:

Based on the data findings about types of Illocutionary acts uttered by an English tutor on teaching-learning process in Kampung Inggris LC YouTube video. That video focused on passive voice theme on TEATU (Teaching Tutorial) program. The researcher classified those types of illocutionary acts based on Searle's in Leech theory (1983). Searle classified Illocutionary acts into five categories, such as assertive, directive, expressive, commissive, and declarative. The researcher classified each type of five categories based on Searle and Vanderveken's theory (1985).

According to the analysis, researcher found 184 tutor's utterances of illocutionary speech act which performed by an English tutor on Teaching Tutorial (TEATU) program video in Kampung Inggris LC YouTube channel. The data were obtained from researcher's documentation in 2 videos of Passive Voice theme. The researcher found five types of illocutionary acts. There were 97 datum of Assertives with 52,71% percentages, Directives were 66 datum with 35,86% percentages, Expressive were 10 datum with 5,43% percentages, Declarative were 9 datum with 4,89% percentages, and Commissive were 2 datum with 1,08% percentages. From the number above can be inferred that the most frequent illocutionary speech act used by English tutor in Kampung Inggris LC YouTube in teaching learning process is

assertive. Assertive is a type of illocutionary act which commits to the truth of the expressed proposition. There are 32 kinds of assertives acts. (Searle & Vanderveken, 1985). The researcher found 4 kinds of assertive acts. They are state were 59 datum with 32,06% percentages, inform were 36 datum with 19,56 % percentages, guess was 1 data with 0,54 % percentages, and remind was 1 data with 0,54 % percentages.

The second, Directive is the type of illocutionary act which intended to produce some effect through action by the hearer. Based on Searle and Vanderveken, there are 24 kinds of directives acts (Searle & Vanderveken, 1985).. The researcher found 9 kinds of directive act. They are 30 data kind of ask, 13 data kind of command with 7,06 % percentage, 11 data kind request with 5,97 % percentage, 4 data kind order with 2,17 % percentage, 2 data kind suggest with 1,08 % percentages, 3 data kind warn with 1,64 % percentages, 1 data kind forbid with 0,54 % percentages, 1 data kind of urge with 0,54 % percentages, and 1 data kind recommend with 0,54 % percentages.

The third rank is expressive act. Expressive is the type of illocutionary act which have functions to express or make the hearer known. The speaker's psychological attitude towards a state of affairs that the illocution presupposes. There are 13 kinds of expressives acts based on Searle and Vanderveken theory. The researcher found 7 kinds of expressive acts. They are 3 data kind of greet with 1,64% percentages, 2 data kind of welcoming with 1,08 % percentages, 2 data kind praise with 1,08 % percentages, 2 data

kind joke with 1,08 % percentages, 1 data kind apologize with 0,54 % percentages, and 1 data kind thanking with 0,54 % percentages.

The fourth rank is declarative act. Declarative is the type of illocutionary act which brings about the correspondence between the propositional content and reality. The researcher only found 1 of 21 kinds of declaratives acts. It is confirm act which are 10 datum with 4,89 % percentages.

The fifth rank is commissive act. Commissive is the type of illocutionary act which commits (to a greater or lesser degree) to some future action. There are 17 kinds of declarative act. The researcher only found 1 kind of commissive act. It is promise act which are 2 datum with 1,08 % percentages.

From research finding, it showed that assertives acts turn to be the most dominant types of illocutionary act performed by Mr. Syukri Fadloli Ginanjar Rizqi. The English tutor used assertive illocutionary acts because in this video the tutor most convey the purpose of the uttern. This act also make the viewers understand what the tutor taught.

The most dominant kinds of assertives acts and, or illocutionary speech acts performed by the tutor is stating. Stating became the most dominant utterance produced by the tutor which was realized in 59 utterances with 32,06% percentage. Stating is used by the tutor to state the general truth about passive voice. Tutor stated the passive voice patterns in positive form, negative form, and interrogative form. He stated the to-be and in other tenses

of passive voice pattern. In other times, the tutor state his opinion about how easy learning passive voice to motivate the viewers.

The other dominant kind of assertives acts and, or illocutionary speech acts performed by the tutor is informing. Informing became the second rank utterance produced by the English tutor which was realized in 36 utterances with 19,56% percentage. Tutor said about unfamiliar passive voice fact. Tutor gave more information about passive voice to increase the viewers knowledges. Informing is used by the English tutor because the main goal of his speech is to make the viewers understand how to create a passive voice correctly.

The other kind of assertive acts is guessing and reminding. The tutor used guess act to state some viewers' possibility during teaching-learning procces. While, remind act is used by the tutor to make the viewers remember about his previous explanation, especially about passive voice pattern and rules.

The fewest type of illocutionary speech act performed by tutor of Kampung Inggris LC YouTube video is commisives acts. The classification of commisives acts performed by tutor of Kampung Inggris LC is promise acts. The researcher found 2 data of promise acts with 1,08% percentage. Tutor used commisives acts to state his commitment in Passive Voice learning video. He committed to explain the other tenses on passive voice form in the next meeting video. That tutor rarely produced promise acts

because in this video he focused to explain the Passive Voice materials. He stated the form, pattern, general truth of passive voice. He also said some additional informations about Passive Voice.

## **CHAPTER V**

### **CONCLUSION**

#### **A. Conclusions**

This research aims to analyze illocutionary speech acts on Kampung Inggris LC YouTube channel using a pragmatic approach. The researcher applied Searle in Leech's (1983) theory and Searle & Vanderveken's (1985) theory to answer the question of this researcher. The researcher was concerned with the utterance produced by the tutor of Kampung Inggris LC YouTube in the Passive Voice Learning theme on the Teaching Tutorial (TEATU) program. In line with the objectives of the research, to know the types of illocutionary acts, and the most dominant types of illocutionary speech acts performed by the tutor of Kampung Inggris LC YouTube in Passive Voice theme video.

The researcher found 184 data of illocutionary speech acts performed by the tutor of Kampung Inggris LC YouTube in a Passive Voice Learning theme video. The researcher found five types of illocutionary acts used by the tutor of Kampung Inggris LC YouTube in the Passive Voice Learning theme video. The researcher found 97 data of assertive acts, 66 data of directive acts, 10 data of expressive acts, 9 data of declarative acts, and 2 data of commissive acts. In other words, these assertives were about 52,71%, directives were about 35,86 %, expressives were about 5,43%, declaratives were about 4,89%, and commissives were about 1,08 %.



The researcher found assertive acts as the most dominant types of illocutionary acts. While the commissives were the fewest type of illocutionary speech act. Assertives were often used by the tutor in that YouTube video to get the online students or viewers to undertake some knowledge and fact. Assertive is a used illocutionary act which is used by the speaker and consists of 4 kinds of illocutionary acts. These were stating act was about 32,06%, informing act was about 19,56%, guessing act was about 0,54%, and reminding act was about 0,54%. Stating became the most dominant utterance produced by the tutor which was realized in 59 utterances. Stating is used by the tutor because it has the function to state the general truth about passive voice patterns. Moreover, assertive acts are very important in Kampung Ingris LC's speech because the main goal of his speech is to tell the hearer about passive voice theory and make the viewers understand how to create a passive voice correctly.

## **B. Suggestions**

Based on the conclusions that had been explained above, some suggestions would be directed to the English educators and others researchers. The researcher suggests that English educators pay attention to the illocutionary speech acts theory and applied this theory in teaching-learning process. It is related to the purpose of teaching-learning process to make the students understand the material that educators deliver clearly. The researcher suggest for other researcher who analyze illocutionary speech acts especially in YouTube videos to conduct politeness in Kampung Ingris LC YouTube

video. It is relate with the purpose of illocutionary speech acts to express an attitude with a certain utterances force. The writer think it is suitable to applied politeness illocutionary speech acts in English learning in YouTube. The researcher also hopes that the other researcher who want to analyze illocutionary speech act using differences focus analyzes, they can observe and explore more about other theory of illocutionary speech acts. Through this research, researcher hopes that this research would be beneficial for the readers who want to do the research in pragmatic especially illocutionary speech act.

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# **APPENDICES**



## **APPENDICES**

Appendix 1: Validation Sheet

### **VALIDATION SHEET I**

The thesis data titled “**ILLOCUTIONARY ACT PERFORMED BY TUTOR KAMPUNG INGGRIS LC YOUTUBE VIDEO**” had been cross-checked and validated by Syukri Fadloli Ginanjar Rizqi, S.S. as the speaker of the data’s video, in:

Day : Tuesday

Date : May, 2<sup>nd</sup> 2023

Kediri, May, 2<sup>nd</sup> 2023

**Validator**

A handwritten signature in black ink, appearing to read 'Syukri', is written over a horizontal line.

**Syukri Fadloli Ginanjar Rizqi, S.S.**

**VALIDATION SHEET II**

The thesis data titled **“ILLOCUTIONARY ACT PERFORMED BY TUTOR KAMPUNG INGGRIS LC YOUTUBE VIDEO”** had been cross-checked and validated by Ledy Roisatul Mutmainah, S.Hum., in:

Day : Wednesday

Date : May, 3<sup>rd</sup> 2023

Ngawi, May, 3<sup>rd</sup> 2023

**Validator**



**Ledy Roisatul Mutmainah, S.Hum.**

**VALIDATION SHEET III**

The thesis data titled **“ILLOCUTIONARY ACT PERFORMED BY TUTOR KAMPUNG INGGRIS LC YOUTUBE VIDEO”** had been cross-checked and validated by Lavira Puspitasari, S.Hum., in:

Day : Thursday

Date : May, 4<sup>th</sup> 2023

Surakarta, May, 4<sup>th</sup> 2023

**Validator**



**Lavira Puspitasari, S.Hum.**

## Appendix 2: Data Validation

No.	Code	Belajar Bahasa Inggris Cara Mudah Paham Passive Voice - TEATU with Mr. Ginanjar	Context	Illocutionary Acts Type					Act	Valid	Invalid
				Ass	Dir	Com	Exp	Dec			
1.	M1/T1/ D001	HI:: LC-ers=	The tutor opened the class and waved hands towards viewers.				√		Greet	√	
2.	M1/T1/ D002	= We:lcome ba:ck to: Kampu:ng Inggris LC- Language Centerhh	The tutor opened the class and smiled to viewers				√		Welcome	√	
3.	M1/T1/ D003	.hhI <u>am</u> Mr. Gin.=	Tutor gave an information about himself 's introduction to viewers.	√					Inform	√	

4.	M1/T1/ D004	=Da:n hari ini kita akan belajar, “Gimana sih ngomong di- dan ter-pakai bahasa Inggris:.”(0.1)	Tutor opened the material and stated to viewers that they were going to learn about how to speak passive voice in English.	√					State	√	
5.	M1/T1/ D005	Oke: <u>J</u> adi kalau Biasanya kita ngomongnya kan pakai “ <u>m</u> e” atau nggak gitu pakai “ <u>ber</u> ” untuk mentranslate ke dalam bahasa Inggris.=	Tutor stated the pre-fix that familiar used in daily conversation to online students.	√					State	√	
6.	M1/T1/ D006	=Contohnya misalkan (0.2) aku mencuci baju:: me-kan mencuci. (0.3) I wash cloth misalnya gitu (0.2) ada juga lagi Aku membeli mobil:	Tutor said the example of the familiar pre-fix that familiar used in daily conversation toward	√					Inform	√	

		<u>Misalkan</u> I buy a car <u>misalkan</u> .	viewers.								
7.	M1/T1/ D007	Nah semuanya itu kan pakai “ <u>me</u> ” atau ga gitu kan “ <u>ber</u> ”, ada contoh be:r Aku <u>berte:mu</u> dengan pacarku, misalkan I meet (0.2) my girlfriend misalnya itu kan.=	Tutor gave an information about the example of usual utterance in daily conversation which used the prefix “ber”.	√					Inform	√	
8.	M1/T1/ D008	=Jadi (0.1) kebanyakan pakai “ <u>me</u> ” atau nggak gitu pakai “ <u>ber</u> ”.	Tutor stated that almost of usual sentence using prefix “me” and “ber”.	√					State	√	
9.	M1/T1/ D009	Na::h Sekarang kita akan belajar GImana si::h ngomongNYA kalau pakai <u>di/hh</u> atau pakai <u>ter</u> (0.3)	Tutor stated the today’s material that will be learnt together with the viewers.		√				State	√	

10.	M1/T1/ D010	Na:h (0.1) Ini:: bi:asa: <u>nya</u> ka:lian aka:n ba: <u>nyak</u> : (0.2) jumpai mungki::n •di ju: <u>dul</u> - ju: <u>dul</u> no: <u>vel</u> • Ada:: mungki::n contohnya: A men call ahok (0.1) Misalkan: (0.2) A Men:: laki-laki yang dipanggil-di- panggil Ahok, nah: misalkan begitu=.	Tutor said the possibility that we found the example on the title of novels.	√					Inform	√	
11.	M1/T1/ D011	=Atau. <i>hh</i> mungkin jug <i>hha</i> nama kalian na: <i>hhh</i> He is calle::d gitu (0.1)	Tutor informed the possible example on name of someone to the viewers.	√					Inform	√	
12.	M1/T1/ D012	Dia dip <u>anggil</u> Andi misalkan (0.1) he is called Andi (0.1).	Tutor stated the example name on passive voice form in	√					State	√	

			Indonesian toward viewers.								
13.	M1/T1/ D013	Na::h biasanya aka:n kalian temui .hhhdi ka:limat-ka:limat yang seperti itu O:kay?!=.	Tutor said the usually example founding in passive voice form.	√					Inform	√	
14.	M1/T1/ D014	= Langsung saja ke materinya, “Ca:ra:: <u>Ngomo:ng di</u> dan <u>ter</u> dalam bahasa Inggris”.	Tutor asked the viewers to focus on the material that will be learnt together, it is about how to speak “di” and “ter” in English.		√				Request	√	
15.	M1/T1/ D015	Nah, ada Aktif (0.2) dan ada Pasif (0.2)	Tutor stated the kind of sentence and pointed at the word on whiteboard.	√					State	√	



16.	M1/T1/ D016	Kalau aktif itu- Kalau kalimat aktif itu- nanti berarti dia yang maknanya akan menjadi " <u>me</u> " atau " <u>ber</u> " kata kerjanya, okay!?.Na:h, Sedangkan untuk kalimat yang pasif itu nanti dia maknanya <u>Di</u> : (0.2)_ataupun <u>Ter</u> . (0.1)	Tutor stated the meaning of active voice and passive voice.	√					State	√	
17.	M1/T1/ D/017	Ru(0.1)musnya nanti disini kalau dia aktif itu ada Subject- Verb Dan Objek. (0.2) Sedangkan untuk yang > <u>Pasif</u> < Ada Subjek +Be + V3 + By Agent.=	Tutor stated the pattern of active voice and passive voice.	√					State	√	
18.	M1/T1/ D018	=Na:h, be-nya ini nanti ketika diA present ketika diA saat	Tutor pointed the whiteboard and stated	√					State	√	

		sekarang- saat Ini, Itu nanti be-nya menggunakan <u>Is,Am</u> (0.2) Ataupun° A:re.	the form of passive voice in present.								
19.	M1/T1/ D019	SEdangkan(0.2) kalau dia lampau atau past itu nanti dia <u>be</u> -nya akan menjadi <u>Was</u> : ataupun (0.2) were (0.1) Oke?! =	Tutor pointed the whiteboard and stated the to-be of passive voice in past form.	√					State	√	
20.	M1/T1/ D020	=KAlau <u>Is</u> itu nanti dia subjeknya berarti <u>She He It</u> Ataupun-tung-Tunggal, SEdangkan dengan untuk: Am nanti (0.1) dia subjeknya: berarti berupa:: “I” (0.2)	Tutor stated about the subject and the to-be of singular pronoun.	√					State	√	
21.	M1/T1/ D021	Kalau are(0.1) Berarti nanti You, We, They, Ataupun Yang	Tutor stated the plural pronoun and its to-be.	√					State	√	

		Jamak. <i>hhhh</i>									
22.	M1/T1/ D022	Begitupun dengan <u>Was</u> (0.2) <u>Kalau Was</u> ini nanti (0.1) dia <u>Subjeknya</u> ada?! I, She, He, It, dan:: benda tunggal. <i>hhhh</i> , Sedangkan Were: itu nanti (0.2) dia Subjeknya(0.3) you, they,and we. <i>hhhh</i> dan benda jamak (0.3) pastinya: Okay. <i>hh</i>	Tutor stated the to-be “was”and “were” using.	√					State	√	
23.	M1/T1/ D023	Nah.. <i>hhhh</i> , untuk merubah (0.2) <u>Kalimat Aktif</u> menjadi <u>Kalimat Pasif</u> , yang ini kan artinya: (0.2) ,”She Reads A:n <u>Interesting No::vel</u> ” <i>hhhh</i> Dia perempuan. <i>hh</i> membaca novel yang:: menarik-	Tutor stated the sentence’s example and its meaning.	√					State	√	

		membaca disini masih pakai me-membaca. <i>.hhhh</i>									
24.	M1/T1/ D024	Nah, >gimana< sih:: cara mengubahnya biar bisa jadi di- ataupun ter-?!=	Tutor asked how to change active voice into passive voice.	√					Ask	√	
25.	M1/T1/ D025	NA:h, bedanya. <i>hh</i> Kalimat Aktif DAN Kalimat Pasif Ini:: (0.5) ((pointing the whiteboard))	Tutor showed the difference active voice and passive voice.	√					State	√	
26.	M1/T1/ D026	KAlau yang Aktif maka <u>si</u> <u>subjeknya</u> ini nanti yang melakukan pekerjaan.(0.3) Sedangkan untuk yang <u>Kalimat</u> Pasif nanti obyeknya berarti dia akan dikenai pekerjaan. <i>.hhhh</i>	Tutor said the meanings of active and passive voice.	√					Inform	√	

27.	M1/T1/ D027	NA:h kalau yang kedua ini kan:: contohnya Ini ada “ <u>AN Interesting Novel Is Read By Her.</u> ” =	Tutor stated the second example.	√					State	√	
28.	M1/T1/ D028	=Oke “ <u>AN Interesting Novel Is Read By Her</u> ”, artinya Novel yang menarik. <i>hh</i> dibaca oleh(0.1) dia perempuan <i>hhhh</i>	Tutor stated the second example and its meaning in Indoensian.				√		State	√	
29.	M1/T1/ D029	Na:h (0.2) DAri memba::ca (0.1) jadi:: diba::ca.h(0.1) ya kan?!	Tutor stated the conclusion of two verb in active voice and passive voice.	√					State	√	
30.	M1/T1/ D030	NA:h caranya yang pertama. <i>hh</i> kalian tentukan: mana subjeknya, (0.1) mana verb-(0.1) nya dan mana	Tutor gave an command toward the viewers to determine the components Sof		√				Command	√	

		obyeknya dulu:: okeh <i>hh</i>	sentence.								
31.	M1/T1/ D031	Na:h, kalimat aktif ini. <i>hh</i> subjeknya adalah::: ?!(0.5)	Tutor asked what is the subject of its active voice and pointed an active sentence example in the whiteboard which will be changed into passive voice.		√				Ask	√	
32.	M1/T1/ D032	Oke (0.1) “SHE” Kan “SHE” Sebagai Sub-Subjeknya.(0.3)	Tutor stated that she is the subject of active sentence’s example.	√					State	√	
33.	M1/T1/ D033	.hhhSEdangkan VERB NYA Otomatis: Setelah subjek bertemu dengan(0.2) VERB, nah VERB-NYA adalah::	Tutor stated that read is the verb of active sentence’s example.	√					State	√	

		reads.=									
34.	M1/T1/ D034	=Nah, " <u>AN</u> Interesting Novel" ini adalah OB- <u>OB</u> ject. (0.2)	Tutor stated the object of active sentence's example.	√					State	√	
35.	M1/T1/ D035	Nah: <u>KAl</u> au sudah tahu subjekNya M <u>AN</u> a, verb- <u>ny</u> a Ma <u>na</u> , O <u>B</u> yeknya ma:na :::Nah, sekarang Untuk mengubah ke kalimat pasif, (0.2) O <u>B</u> jek kalimat aktif jadikan subjek di kalimat pasif oke?!=	Tutor commanded to change the object into subject and explained how to create passive voice towards viewers.		√				Command	√	
36.	M1/T1/ D036	=Nah, SEkarang ini NOvel jadi SUB-SUBjek.(0.5) <i>hh</i> Nah dari O <u>B</u> JEK kalau dijadikan kalimat pasif (0.1) itu nanti:	Tutor explained the changing of subject and object in active voice to passive voice.	√					Inform	√	

		menjadi:: SUB::-SUBjek.(0.2) ((writing in whiteboard) .									
37.	M1/T1/ D037	<i>hhh</i> Selanjutnya:: KALAU PAssive Itu Kan Rumusnya Ada BE Plus VERB 3. <u>Kalau</u> present itu <u>IS/AM/ARE</u> , kalau PAst itu <u>WAS DA:N WERE</u> =	Tutor informed the pattern of passive voice.	√					Inform	√	
38.	M1/T1/ D038	=NA:h, reads Ini diA KA:n <u>berarti</u> punya:: present (0.2) masa ya::ng sekarang, Maka: nanti seharusnya menggunakan to-be-nya <u>IS</u> , <u>AM</u> ataupun <u>ARE</u> .	Tutor suggested the viewers about how to choose the to-be.		√				Suggest	√	
39.	M1/T1/ D039	<i>.hhh</i> NAh yang cocok kalau <u>interesti:ng no:vel-novel</u> i:tu kan cuman satu novel, gak	Tutor said that this object uses to be “is”	√					State	√	



		banyak kan::: Maka dia nanti pakainya adalah IS.									
40.	M1/T1/ D040	<u>Benda tu:nggal</u> bertemu denga:n IS, maka menggunakan BE yang IS.=	Tutor said that singular object using the to be “is”	√					State	√	
41.	M1/T1/ D041	=Setelah itu, jangan lupa soalnya nanti Apapun VERB-NYA nanti diubah menjadi verb 3!?	Tutor forbid the viewers about the verb’s rule in passive voice pattern.		√				Forbid	√	
42.	M1/T1/ D042	VERB 3 dari reads itu tetap READ, R-E-A-D. <u>Cuman</u> cara bacanya beda, kalau verb 1 kan /rɪd/, kalau pakai s/ es-nya [ri:ds], nah kalau verb2 dan verb 3 itu cara bacanya::: /rɛd/- /rɛd/=	Tutor explained how to read the verb of passive voice.	√					Inform	√	

43.	M1/T1/ D043	=NA:h, MAka verb3-nya jadi /rɛd/ (0.2) jaDI gini nih BE PLUS verb 3(0.5)	Tutor said the conclusion verb using of this sentence.	√					State	√	
44.	M1/T1/ D044	Nahhhh Selanjutnya, SUBjeknya di AK:tif JAdikan OBJek di pa:SIF Atau biasa kita sebut BY A::GENT. hhh=	Tutor command the viewers to change the object.		√				Command	√	
45.	M1/T1/ D045	=hhh na::h by a:gent ini SE:benarNYA: BY PLUS OBJect()	Tutor explained the meaning of “by agent” towards the viewers.	√					Inform	√	
46.	M1/T1/ D046	JA::di, Ditambah:kan dulu BY, () setelah itu:: ditambahKAN °obyeknya.=	Tutor ordered the viewers to add by and its object.		√				Order	√	
47.	M1/T1/ D047	=Ini °by agent° (0.3) hhh	Tutor stated that it is by agent.	√					State	√	

48.	M1/T1/ D048	Nah (0.2) “SHE” itu kan: DI subjek:, dia perempuan kalau di subjek itu kan SHE.	Tutor stated that she is the subject of this sentence.	√					State	√	
49.	M1/T1/ D049	<u>K</u> Alau dia jadi OBJEK maka° <u>B</u> Ukan SHE lagi(0.2) Jadi bukan SHE tapi BY HER=	Tutor provides information when the pronoun "she" change into an object.	√					Inform	√	
50.	M1/T1/ D050	=Jadi objek dari SHE Adalah HER (0.1) Jadi yang <u>k</u> alimatnya An Interesting Novel Is Read By Her Artinya NOvel Yang Menarik <u>D</u> ibaca Oleh Dia Perempuan (0.3)	Tutor stated the conclusion of passive voice example.	√					State	√	
51.	M1/T1/ D051	Okay?!, NOW Yuk sekarang kita akan belajar gimana sih ca:ra::nya::: membuat kalimat	Tutor asked the viewers to focus on the material that will		√				Request	√	

		aktif menjadi kalimat pasif <sup>o</sup> , gimana sih caranya:: Yang awalnya:: maknanya BE ME SA:ma BER jadi DI Sama:: TER, OK?1=	be learnt together, it is about how to changed an active voice into passive voice.								
52.	M1/T1/ D052	= <u>CON</u> toh yang pertama a:da:: kalimat aktifnya JADI MY FATHER BUYS A CAR, A:ya::hku membeli:: sebuah mobil (0.1)	Tutor explained an example of active voice		√				Inform	√	
53.	M1/T1/ D053	..hhhNa::h, maknanya kan masih membeli berarti “ME”.	Tutor explained the meaning of “membeli” as active voice’s prefix towards viewers..	√					State	√	

54.	M1/T1/ D054	=Gimana sih caranya biar bisa jadi DI “DI DIBELI” itu KAN::	Tutor asked to the viewers about how to changed the verb “dibeli”.		√				Ask	√	
55.	M1/T1/ D055	.hhhNAH, Inget step yang tadi YA::.=	Tutor give an instruction toward viewers.	√					Remind	√	
56.	M1/T1/ D056	=Jadi yang <u>PER</u> tama kita harus menentukan subjeknya mana?! kata kerja: (0.1) atau verb mana?! setelah itu obyeknyahh	Tutor requested the viewers to determine the subjects, verb, and object of a sentence.		√				Request	√	
57.	M1/T1/ D057	.hhhNah, my father buys a car ini, subjeknya mana kira-kira?hhh	Tutor asked which the subject is..		√				Ask	√	

58.	M1/T1/ D058	Okehh bener banget.hhh	Tutor said the correct answer.					√	Confirm	√	
59.	M1/T1/ D059	Subjeknya <u>Ada:lah:: MY</u> <u>father-my</u> sama father ini adalah <u>Objek</u> NYA.=	Tutor explained the subject of sentence.	√					Inform	√	
60.	M1/T1/ D060	=Nah selanjutnya buys berarti sebagai::?!?	Tutor asked what is “buys’ role.		√				Ask	√	
61.	M1/T1/ D061	Oke kata kerja atau verbNYA:=	Tutor said the correct answer.					√	Confirm	√	
62.	M1/T1/ D062	= <u>A CAR</u> (0.3) berarti sebagai::?! (.)	Tutor asked what is “a car’s role.		√				Ask	√	
63.	M1/T1/ D063	Bener banget:: Sebagai::: <u>Ob-</u> <u>object</u> hhh	Tutor said the correct answer.					√	Confirm	√	
64.	M1/T1/ D064	. hhhOke, NAH <u>SE</u> karang untuk menjadikaN KAlimat AKtif menjadi KAlimat °pasif°	Tutor said the second step to made a passive voice.		√				Order	√	

		maka <u>Objek</u> di kalimat aktif, Jadikan <u>subjek</u> di kalimat <u>PA-</u> <u>pasif</u> .									
65.	M1/T1/ D065	.hhhBERarti <u>obyeknya</u> jadi subjek ka:limAT pasif jadinya:: A CAR-a car, okay:: (0.2) .hhhsetelah itu tentukan dulu° (0.1) .hhh ini masuk ke <u>past</u> atau masuk ke <u>present</u> =	Tutor said the next step to made a passive voice.		√				Order	√	
66.	M1/T1/ D066	=Nah, MY <u>father</u> BUYS, ini kan masih pakai verb-s/es, berarti dia masuk ke <u>present</u> hhh	Tutor said that this verb is present form.	√					Inform	√	
67.	M1/T1/ D067	.hh Maka: dia nanti <u>BE-NYA</u> bisa pakek IS::, AM::, Atau ARE:=	Tutor mentioned the tobe of present form.	√					Inform	√	

68.	M1/T1/ D068	=Kalau- a car ini kan cuman satu <del>hhh</del> maka: be yang PAsT adalah is:: A CAR <u>is</u> (0.4) selanjutnya:: VERB-NYA yang By ini tadi dijadikan VERB 3- VERB 3dari BUY a:dalah <u>buy</u> - <u>bought</u> - <u>bought</u> . °Oke <del>.hhh</del> verb 3-nya jadi:: bought°(0.4)	Tutor explained the to be of “a car”.	√					Inform	√	
69.	M1/T1/ D069	Nah <del>hhh</del> kayak gini:::	Tutor o “like this” and pointed to the whiteboard.	√					State	√	
70.	M1/T1/ D070	Setelah itu selanjutNYA (0.2) JA:dikan SUBJEK di kalimat aktif jadi BY AGENT atau BY plus OBJECT di kalimat pasif=	Tutor said the next step to made a passive voice.		√				Command	√	



71.	M1/T1/ D071	=Nah, tambahkan by!?. <i>hhhh</i> <u>A</u> ca:r <u>is bought by my</u> (0.3) fa::ther.(0.3)	Tutor command the viewers to add “by”.		√				Command	√	
72.	M1/T1/ D072	Na::h <u>kaYAK</u> gini NI ja:dinyahh=	Tutor said the next step to made a passive voice.	√					State	√	
73.	M1/T1/ D073	Ka:liMAT aktifnya “ <u>my father buys A CAR</u> ”, kalimat pasifNYA “A <u>car is bought by father</u> ”. Ayahku <i>hh</i> membeli sebuah mobil-sebuah mobil dibeli oleh ayahku, <i>hhh</i> nah gitu caranya.	The tutor stated the active voice and passive voice’s example which have written on whiteboard.	√					State	√	
74.	M1/T1/ D074	<i>hhh</i> Yang <u>keDUA aDA they wrote a le:tter</u> , nah. <i>hhh</i> mereka <u>me:nulis se:buah surat . JA<i>di</i></u>	The tutor stated the second example of active voice and	√					State	√	

		mereka TUH nulisnya <u>cuMAN</u> °satu surat°, Guys <i>engh-henh</i>	passive voice.								
75.	M1/T1/ D075	.hhh Oke, nah <u>step</u> -nya tadi GImana?!	Tutor asked what was the next step to the viewers?		√				Ask	√	
76.	M1/T1/ D076	.hhhTentukan <u>sub:jek</u> , <u>verb</u> dan(0.2) <u>obyeknya!</u> ?hh	Tutor gave an commanding to determine the subject, verb, and its object to the viewers.		√				Command	√	
77.	M1/T1/ D077	.hhSubjeknya ma:na?!	Tutor asked what that subject.		√				Ask	√	
78.	M1/T1/ D078	Okay (0.2) <u>they</u> sebagai: (0.1) subjek, wrote berarti sebagai:: verb, a le:tter sebagai OBJek.(0.2)	Tutor stated the component of sentence and its function.	√					State	√	

79.	(M1/T1/ D079	Nah, kita lihat di sini:: <u>verb-</u> nya pa:kai “ <u>wrote</u> ”, <u>wrote</u> itu kanhh artinya menulis=	Tutor requested the viewers to look at the whiteboard.		√				Request	√	
80.	M1/T1/ D080	=Menulis itu: <u>verb</u> satunya a:dalah <u>write</u> , kalau pakai <u>verb</u> 2 berarti dia kalimatnya:: <u>past</u> atauhh lampau=	Tutor explained verb 1 and verb 2 of write.	√					Inform	√	
81.	M1/T1/ D081	=Nah, kira-kira nanti(.) BE-nya pakai a::PA?! is/am/are a:tau:: >was:< atau:: were?! (0.3)	Tutor asked the to be that will be used to viewers.		√				Ask	√	
82.	M1/T1/ D082	.hhhhNAH:, tips selan: <u>jutnya</u> :: <u>OB</u> jek dijadi: <u>kan</u> subjek di kalimat pasif berarti tinggal pindah a letter(0.3) jadi <u>sub</u> :.hhjek=	Tutor gave a tips for passive voice creating to the viewers.		√				Suggest	√	

83.	M1/T1/ D083	=Setelah itu,(0.1) NAH be::- <u>nya</u> kira-kira >pakai< apa?! pakai is/am/are atau pakai was/were?	Tutor asked the to be that will be used towards the viewers.		√				Ask	√	
84.	M1/T1/ D084	Oke, >bener<! ka:lau yang <u>lam</u> :pau itu berarti nanti di be- <u>nya</u> pakai was atau were=	Tutor gave a validation for the correct answer.				√	Confirm	√		
85.	M1/T1/ D085	=Nahhh <u>le</u> :tter- a letter itu berapa?! (.)	Tutor asked to the viewers about the quantity of “a letter”.		√			Ask	√		
86.	M1/T1/ D086	<u>Cuman</u> satu:: kan?!=	Tutor asked towards the viewers about the correct quantity is one.		√			Ask	√		
87.	M1/T1/ D087	=Kalau ada kata “a” itu berarti tandanya cuman <u>sa</u> :tu, kalau	Tutor stated that quantity of “a letter”	√	√			State Ask	√		

		satu itu pakai WAS a:tau:: pa:kai <u>were</u> ?! is one and asked towards the viewers.									
88.	M1/T1/ D088	NA:h kalau satu itu pakai <u>was</u> , karena dia <u>benda tungga</u> ::l Maka, kita bisa memakai was:: (0.2)	Tutor stated the reason of using was.	√					State	√	
89.	M1/T1/ D089	Selanjutnya kalau <u>verb 1</u> -nya >write<, keduanya <u>wrote</u> , verb tiga berarti:::?!=	Tutor stated the verb one and verb two by “write” and also asked that the verb three.	√	√				State Ask	√	
90.	M1/T1/ D090	=Oke:: <u>bener</u> :: <u>written</u> .(0.1)	Tutor gave a validation for the correct answer of the verb three of “write”.					√	Confirm	√	
91.	M1/T1/ D091	Nah, verb3-nya menulis itu (0.4) <u>writ</u> :ten. T NYA a:da dua	Tutor gave an information on writing	√					Inform	√	

		ya “written”.=	the verb 3 of write.								
92.	M1/T1/ D092	=Setelah itu:: kita: ja: <u>dikan</u> <u>sub:JEK</u> di kalimat aktif. <i>hhh</i> jadi >by agent< atau >by + object< di ka:limat <u>pasif</u> .	Tutor explained next step to make passive voice and ordered the viewers to changed the object into subject.		√				Order	√	
93.	M1/T1/ D093	. <i>hh</i> Jadi <u>gimana</u> : (0.3)?!	Tutor asked what is the conclusion of the previous learning.		√				Ask	√	
94.	M1/T1/ D094	Oke:: BY (0.3) KA::lau <u>mereka</u> di subjek itu:: they::, kalau di objek itu jadi?!?=	Tutor asked the object of sentence		√		√	Confirm Ask		√	
95.	M1/T1/ D095	=Oke dia jadi <u>them</u> . bukan <u>they</u> lagi, tapi A LETter was <u>written</u> by them, <i>hh</i> gitu ya:: (0.2) me:reka menulis sebuah surat--	Tutor gave a validation for the correct answer towards the viewers.				√	Confirm		√	

		sebuah surat ditulis o::leh mereka::, mengubah makna me- ja:di-di-.=									
96.	M1/T1/ D096	=Oke, nah selanjutnya a:da contoh: <u>She is Beau:tiful</u> - <u>She is Beau:tiful</u>	Tutor said the next example of active voice.	√					State	√	
97.	M1/T1/ D097	Nah.hhh ini kira-kira bisa dipassive-kan eng:gak?!=	Tutor asked that is it can be changed in to passive voice form or not.		√				Ask	√	
98.	M1/T1/ D098	=Jadi gini ya ada beberapa ka::limat yang emang nggak bisa °di-passive-kan°	Tutor said that there is an exception of rules.		√				Warn	√	
99.	M1/T1/ D099	Nah <u>sya:rat-sya:rat</u> untuk bisa menjadi °kalimat pasif° bisa memaknai berubah di atau ntar	Tutor informed the regulation of passive sentence.	√					Inform	√	

		itu dia kalimat yang pertama harus verbal.									
100.	M1/T1/ D100	Oke:: jaDI diA haru::s kalimat verbal!?! kalimat verbal Itu diA ya:ng mempunyaI kata:-kata: ker::JA Atau mempunyaI <u>verb</u> . NA::h DI sini she is beautiful(0.2)	Tutor said that the urgency of sentence which can be changed into passive voice is verbal sentence.		√				Urge	√	
101.	M1/T1/ D101	DIA Adalah Adjective berarti <u>buka</u> :n kalimat <u>verbal</u> tapi diaA Adalah kalimat nominal. ketika kalimatnya no:minal ma:KA di>passive<kan.=	Tutor explained why this example is not a verbal sentence.	√					Inform	√	
102.	M1/T1/ D102	NA::h kalau satu Itu pakai <u>was</u> , karena diA <u>benDA tunggal</u> .=	Tutor said the to be using of singular noun.	√					State	√	



103.	M1/T1/ D103	=Oke jadi sya.hhhrrat bisa menjadi kalimat pasif itu a:dalah kalimat verbal, yang pertama (0.1)	Tutor said the first rule of sentence that can be changed into passive voice.	√					State	√	
104.	M1/T1/ D104	Oke selanjutnya ada contoh lagi “YOU and I feel happy.- <u>you and I feel happy</u> ”, kamu dan a:ku: <u>merasa senang</u> .(0.3)	Tutor said the next example of active voice.	√					Inform	√	
105.	M1/T1/ D105	Nah, YOU and I i:ni() sebagai sub:jek, <u>FEEL</u> Ini sebagai <u>verb</u> , hhhhappy ini bukan sebagai objek guys, tapi Happy ini adalah adjective bukan objek. Oke bukan: <u>noun</u> A:tau <hhpun <u="" a::dalah="" dia="" pronoun,="">adjective.=</hhpun>	Tutor explained towards the viewers why this example is not a verbal sentence.	√					Inform	√	

106.	M1/T1/ D106	=Kalimat ini ti: <u>dak</u> <u>memi:li:k::i</u> yang namanya OB- <u>objek</u> .	Tutor said that sentence has not an object.	√					State	√	
107.	M1/T1/ D107	.hhh NAH (0.1) UN: <u>tuk</u> mengubah kalimat aktif menjadi kalimat pasif itu cara yang kedua harus mempunyai OB-objek.	Tutor explained the second qualification to changed active sentence into passive voice.	√					Inform	√	
108.	M1/T1/ D108	Jadi ketika kalimat aktif <u>ini</u> tidak memiliki <u>objek</u> maka dia tidak bisa dijadikan kalimat pa- >pasif<::	Tutor gave a warn toward viewers.		√				Warn	√	
109.	M1/T1/ D109	<u>Oke</u> ja:di <u>contoh</u> ya:ng ini juga tidak bisa di <u>jadikan</u> >kalimat pasifhhh	Tutor said that this example cannot changed into passive voice	√					State	√	

110.	M1/T1/ D110	.hhhSegitu dulu untuk hari ini.=	Tutor stated it is the end of today's teaching-learning process.	√					State	√	
111.	M1/T1/ D111	=BU <u>at</u> kalian yang pengen isi liburan: DAN LI:buran yang bermanfaat pu:lang-pu:lang udah langsung Mahir bahasa Inggris, JOIN US in kampung Inggris LC!	Tutor gave a suggestion to the viewers to join Kampung Inggris LC's course.		√				Recommend	√	
112.	M1/T1/ D112	Se:karang a:ku <u>tantang</u> kalian un:tuk me:ngubah kalimat aktif di bawah ini:: jadi kalimat passive=	Tutor gave a challenge to change an active voice example into a passive voice and requested them to changed an active		√				Request	√	

			voice's example into passive voice.								
113.	M1/T1/ D113	=Okehhh ko: <u>men</u> dibawah!	Tutor requested the viewers to write a comment and pointed his fingers in the under of comment column.		√				Request	√	
<b>TOTAL:</b>				65	41	0	2	8			

No.	Code	Passive Voice in Simple Present - TEATU W/Mr. Ginanjjar	Context	Illocutionary Acts Type					Act	Valid	Invalid
				Ass	Dir	Com	Exp	Dec			
1.	M2/T1 /D114	<u>HI</u> GUYS::=	Tutor opened the online class and greet the viewers.				√		Greet	√	
2.	M2/T1 /D115	=Welcome back to our channel >Kampung Inggris LC<.	Tutor opened the online class and welcoming the viewers.				√		Welcome	√	
3.	M2/T1 /D116	HERE I AM Gin >again<, of course:: with me >again<hhh=	Tutor gave an information	√					Inform	√	

			about himself introduction.								
4.	M2/T1 /D117	=AND to:day we're going to talking about <u>passive voice</u> atau kalimat pasif di da:lam bahasa: Ing:gris	Tutor stated the material which will be learnt today.	√					State	√	
5.	M2/T1 /D118	.hhhMungkin:n te:man- te:man Udah PAda tahu Apa:: Itu: ka:limat pasif=	Tutor guessed the viewers' possibility about the viewers understanding with material.	√					Guess	√	
6.	M2/T1 /D119	=/KA:lau yang be:lum tahu:: kayak gini nih:: <ka:lau kita<br=""></ka:lau> biasanya ngomongnya:	Tutor explained the usual word in our utterances	√					Inform	√	

		memakan, memancing, mengingat, ta:pi ini nanti kalau di kalimat pasif jadi- jadinya: kayak gini: dipancing, dimakan, diingat.	in active and passive voice.								
7.	M2/T1 /D120	Jadi kebalikannya:: <u>ka</u> :lau biasanya:: aku mengingatmu (0.1) sekarang kamu diingat olehku (0.2) atau aku memancing i:kan-i:kan dipancing olehku, aku mancing emosimu.-emosimu dipancing olehku, misalkan kayak gitu. <i>engh-henh</i>	Tutor explained the example of active voice and its' passive voice .	√					Inform	√	

8.	M2/T1 /D121	=Jadi itu kalimat pasif(0.2) yang:: awalnya di kalimat AK: <u>tif</u> °subjeknya dipindah ke kalimat° <u>pa:sif</u> jadi <u>ob:jek</u> A:tau sebalik <u>nya</u> : ka:limat AK: <u>tif</u> objeknya di:pindah jadi kalimat pasif jadi subjek.	Tutor explained the a difference sentence of active voice and passive voice.	√					Inform	√	
9.	M2/T1 /D122	YA KA: <u>yak</u> Gitulah:: ka:limat pasif (0.2) ya:itu kata kerjanya:: ja:di di-di-di atau ter- ter-ter- (0.2)	Tutor explaining the passive voice's concept.	√					Inform	√	
10.	M2/T1 /D123	I:tu yang dina:makan dengan ka: <u>limat</u> <u>pa:sif</u> atau kita sebut: <u>nya</u> biasan <u>ya</u> juga bisa <u>pa:kai</u> >passive voice< (0.4)	Tutor stated the conclusion of previous example is passive voice.	√					State	√	



11.	M2/T1 /D124	. hhhh Nah, di simple present ini ada >passive voice:nya< juga::	Tutor stated that in the simple present there is passive voice form.	√					State	√	
12.	M2/T1 /D125	Bah:kan:: se:mua ten:ses itu ada passive voice:nya juga::	Tutor informed the viewers that in all of tenses there is passive voice form.	√					Inform	√	
13.	M2/T1 /D126	EH!?, SO::RRY nggak semua tenses (0.1) a:da be-berapa tenses yang nggak ada >passive voice<::nya=	Tutor apologize the viewers that there are some tenses which can not changed into passive				√		Apologize	√	

			voice form.								
14.	M2/T1 /D127	=Cu: <u>man</u> , di: >simple present< i: <u>ni</u> ki: <u>ta</u> meng:guna: <u>kan</u> >passive voice<:nya: ju: <u>GA</u>	Tutor said in the simple present we can used passive voice form.	√					Inform	√	
15.	M2/T1 /D128	.hhhhhOke: tenses >simple present passive voice<!? pattern=	Tutor said that it is the pattern of simple present passive voice and pointed the white board.	√					State	√	
16.	M2/T1 /D129	=>PAssive voice< (0.1) i: <u>tu</u> ru: <u>mus</u> as: <u>linya</u> a:tau ru:mu da: <u>sarnya</u> meng:guna: <u>kan</u> BE PLUS VERB ti:gaa.(0.1)	Tutor explained the basic pattern of passive voice.	√					Inform	√	

17.	M2/T1 /D/130	Ya, .hhhBE i:tu a:da IS, AM, ARE kalau di >simple present<. Kalau di >simple past< ada >was/were<, kalau di >perfect< itu ada BEEN gitu ya kalau di >continuous< itu biasanya ada BEING kalau di: >future<-kalau di: >future< itu ada BE-WILL- BE nanti: gitu:..	Tutor explained the kinds of to- be in passive voice form.	√					Inform	√	
18.	M2/T1 /D131	.hhhNah karena di sini ini >simple present< maka rumusnya jadi kayak gi:ni sub:jek plus IS: AM:(0.1)ARE, be::nya ki:ta gan:ti ja:di is/am/are:: terus	Tutor explained the simple present's pattern in passive voice form, it is subject + is	√					Inform	√	

		berte:mu:: de:ngan yang nama: <u>nya</u> verb 3=	+verb3.								
19.	M2/T1 /D132	=Nahhh <u>nanti</u> : te: <u>tap</u> a:da:: ob:jek <u>nya</u>	Tutor stated that there is an object in passive form.	√					State	√	
20.	M2/T1 /D133	°tapi sebelum objek° i:ni:: ha:ti::-ha:ti:: a: <u>da</u> -yang nama:: <u>nya</u> BY:: <u>nya</u> a:: <u>tau</u> ki: <u>ta</u> bi: <u>sa</u> se: <u>but</u> BY PLUS OBhhJEK i: <u>nihh</u> sebagai <u>by</u> a:: <u>gent</u> gi: <u>tu</u> a: <u>ja</u> (0.2)	The tutor give a warn toward the viewers to be careful in arranging the sentence.		√				Warn	√	
21.	M2/T1 /D134	.hhhhNahhhh (0.1) Ada:: con: <u>toh</u> ka: <u>lima</u> T <u>di</u> AK: <u>tif</u> <u>du</u> :lu:: ya: <u>my mother cleans</u>	Tutor said gave a comment on his example				√		Joke	√	

		<p><u>my room</u>, “<u>Ibuku</u>:: <u>membersih:kan</u> <i>.hhhka:marku. engh-henh</i> ((laugh))-ka:<u>marku</u> masih dibersihkan sama ibuku: Misalkan ya. <i> engh-</i> <i>henh</i>, misalkan tapi se:benarnya NGGAK KOK. <i> engh-henh</i> U:<u>dah</u> ku bersihkan <u>sendi:ri</u>::, kok a:man (0.1)</p>	<p>that etiquettely incorrect in our everyday life, but that was be a joke because he laughed, and it can make the viewers laugh.</p>								
22.	M2/T1 /D135	<p><i>.hhhh</i>Nah kita li:<u>hat</u> di sini- dulu di sini-ki:<u>ta</u> li::<u>hat</u> du:<u>lu</u> di: sini::<u>!!</u>?=</p>	<p>Tutor asked the viewers to pay attention to him.</p>		√				Request	√	
23.	M2/T1 /D136	<p>=Di sini ada my mother-my mother ini <u>se:ba:gai</u>:: a:<u>pa</u></p>	<p>Tutor asked the viewers that</p>		√				Ask	√	

		guys?!=	what is the function of “my mother”.								
24.	M2/T1 /D137	=Ya, <u>my mo:ther i:ni</u> <u>se:bagai subjek:nya</u> (0.1)	Tutor said the right answer of its subject.					√	Confirm	√	
25.	M2/T1 /D138	.hhhNahhh:, <u>sub:jek:nya my</u> <u>mo:ther=</u>	Tutor said that this subject is my mother.	√					State	√	
26.	M2/T1 /D139	=Terus a: <u>da</u> >cleans< i: <u>ni</u> <u>se:bagai A:pa::?! A:da: yang</u> <u>ta:hu::?! (0.1)</u>	Tutor asked a question to the viewers about the function of “cleans”.	√					Ask	√	
27.	M2/T1 /D140	Ya, >cleans< Ini:: <u>se:bagai</u> <u>verb-verb-NYA (0.1) ka:lau</u>	Tutor explained the verb of this	√					Inform	√	

		<p><u>di</u> si:ni:: ki:ta::</p> <p><u>menggu:na:kan</u> VERB S</p> <p>a:taupun <u>es</u> ya:: (0.2)</p> <p>Ma:kanya clean-nya <u>dika:sih</u></p> <p>es: &gt;cleans&lt; ka:rena: <u>my</u></p> <p>mo:<u>ther</u> ini tung:gal:: <u>Maka::</u></p> <p>ka:lau <u>di</u> ka:limat <u>po:sitif</u></p> <p><u>bertemu de:ngan verb s/es</u></p> <p>(0.2)</p>	<p>passive</p> <p>sentence.</p>							
28.	M2/T1 /D141	<p>.hhhhSelanjutnyahh <u>ada::</u></p> <p>&gt;my room&lt; . hhh &gt;my</p> <p>room&lt; Ini:: A:pa::</p> <p>guys::?!(0.1) A:pa: &gt;my</p> <p>room&lt; ?! (0.3)</p>	<p>Tutor asked to</p> <p>the viewers</p> <p>about the</p> <p>function of “my</p> <p>room”.</p>	√					Ask	√
29.	M2/T1 /D142	<p>MY <u>room</u> Ini:: a:da: (0.1)<u>lah</u></p> <p>(0.1) OB:jeknya. GOOD=</p>	<p>Tutor said the</p> <p>right answer of</p>		√		√		State Praise	√

			the function of “my room” and praised the viewers who said the correct answer.							
30.	M2/T1 /D143	=Ja:di ka:lau my mo:ther: sub:ject, cleans: verb, my room Ini: A:da:lah:: .hhhOB:jeknya. (0.2)	Tutor stated the conclusion of the sentence’s component and its function.	√					State	√
31.	M2/T1 /D144	.hhhhNah, caranya menjadikan kalimat pa:sif ini kita balik, nanti su:b(0.1)je::k ini jadi:: yang na:manya:: object.hh yahh,	Tutor explained how to create a passive sentence and naming object and	√					Inform	√



		sedangkan objek ini <u>jadi</u> :: yang namanya SUB:ject, <u>verb</u> -nya:: makahh ki:ta ganti:: pa:kai:: <u>verb</u> ru:mus ya:ng pa:: <u>sif</u> ya:itu is- am a:: <u>taupun</u> a:re + <u>verb</u> 3.	subject.								
32.	M2/T1 /D145	.hhhh Kita coba langsung, oke:: yang perta:ma kita masukkan subjeknya dulu, oke.	Tutor requested the viewers to try to make a passive sentence together with him.		√				Request		√
33.	M2/T1 /D146	<u>Objeknya</u> jadi subjek jadi my room. Na:h Ini jaDI my room=	Tutor said the conclusion of subject of passive voice	√					State		√

			example.								
34.	M2/T1 /D147	=Setelah itu:: ki:ta la:ngsu::ng masuk-kan verbnya. verb-nya itu pakai is, am ataupun are dulu.	Tutor requested the viewers to add the verb.		√				Request	√	
35.	M2/T1 /D148	Nah, kira-kira my room pakai is, am atau are? A:da:: ya:ng bisa menjawab?!	Tutor asked about the suitable to be.		√				Ask	√	
36.	M2/T1 /D149	My Roo::m:..OF course, PAkainya “IS” karena dia <u>tungga:l</u> , maka:: DI sini kita:: pakai IS.=	Tutor stated that “my room” used “is” as the to-be.	√					State	√	
37.	M2/T1 /D150	=NA::h selanjutnya: kalau Ini udah IS, kita:: masukKAN rumus selanjutNYA Ada <u>verb</u> tiga::	Tutor explained the next step to add its verb 3.		√				Command	√	

38.	M2/T1 /D151	VE:rb-ti:ga:: <u>dari</u> clean ini apa?! ada yang tahu?!	Tutor asked to the viewers about the verb 3 of “clean”.		√				Ask	√	
39.	M2/T1 /D152	(0.1)YA <i>hhh</i> verb-3 dari clean ini adalah tunggal tambahkan “ed” cleaned atau bacanya cleaned gitu ya cleaned=	Tutor explained the next step and command the viewers to add “ed” in the verb “clean”.		√				Command	√	
40.	M2/T1 /D153	=Setela::h Itu kita butuh yang namanya OB-jek (0.2)Na::h, <u>subjek</u> DI-aktif kita jadikan Obje::k DI pasif!? Jadi:nya:: my mother object-NYA(0.4)	Tutor commanded the viewers to replace the object of sentence.		√				Command	√	

41.	M2/T1 /D154	.hhNA::h, Ap:akah sekarang udah bisa Dikataka:n pasive voice?!	Tutor asked the viewers about has it call as passive voice or not.		√				Ask	√	
42.	M2/T1 /D155	BE-lu::m, Ada y:ang ketinggalan ka:n, APA?!	Tutor asked the viewers about what is something missed		√				Ask	√	
43.	M2/T1 /D156	YA, ya:ng ketinggalan Adalah By-nya.	Tutor said the correct answer of a word that have missed.				√		Confirm	√	
44.	M2/T1 /D157	.hhMA-ka, kita masukkan by-NYA dulu::hhh	Tutor gave a commanding to		√				Command	√	

			add “by” into the sentence’s example.								
45.	M2/T1 /D158	.hhhNA:h Ini baru sempurna perfect (0.2) “ my room is cleaned by my mother”: “ <u>ka</u> MA <u>R</u> ku Di <u>ber</u> - <u>sih</u> -KAN Ole::h Ibu:ku::”,(0.2) BE-gi:tu::la:h.	Tutor said that it is the perfect or completed sentence of passive voice.	√					State	√	
46.	M2/T1 /D159	Okehhh (0.1) NA:h terus KAN kalimat Itu KAN <u>nggak</u> haNYA <u>Kali</u> :ma::t <u>positi</u> ::f?!	Tutor asked is a sentence only has possitive form.		√				Ask	√	
47.	M2/T1 /D160	Ini:: Ada:lah <u>Kali</u> :ma::t <u>positi</u> ::f ya KA::N?!	Tutor asked toward the online students		√				Ask	√	

			as viewers that is it the active voice's example.								
48.	M2/T1 /D161	<u>Kali:ma::t</u> negatif DAN kalimat kalau nanya gimana, BA:ng?	Tutor asked about how to create a negative and an interrogative sentence.		√				Ask	√	
49.	M2/T1 /D162	.hhhNa::h Ini: GAMpa::ng=	Tutor said his opinion of creating passive voice.	√					State	√	

50.	M2/T1 /D163	<p>=Berarti: nanti DI sini:: tinggal <u>tambah</u>KAN NOT. Berarti <u>jadi</u>:: <u>is no</u>::t cleaNED Atau boleh pakai &lt;isn't&gt; yang namaNYA ini kalimat negatifNYA jadi teta- te-tep ini juga tetap. Nanti, tinggal tambahkan NOT aja &lt;is not&gt; clean Atau &lt;isn't clean&gt; kamarku tidak dibersihkan oleh ibuku. Jadi, nggak dibersihkan sama ibuku.</p>	Tutor commanded the viewers to add “not” to make the negative sentence.		√				Command	√	
51.	M2/T1 /D164	Teru:s kalau Nanya:: ka- marKU emang DIbersihin sama ibuKU?! Apakah	Tutor asked how to make an interrogative	√	√				Ask State	√	

		kamarKU Dibersihka:n ibuKU?!, Itu: ju:ga:: GAMpa::ng ba:nget Sebe:narNYA.	sentence and gave his opinion about this.								
52.	M2/T1 /D165	CA:ra:nya:: gima:na:: ca- ra:nya:?	Tutor asked how is the next step.		√				Ask	√	
53.	M2/T1 /D166	Tinggal mindahkan IS-NYA ke depan aja <i>eh heh</i> Oke IS- NYA tinggal ta:mbahkan KE depan aja tinggal pindahKE depan nya::	Tutor explained how to make an interrogative sentence and commanded the viewers to move the word “is”in the forward.		√				Command	√	
54.	M2/T1 /D167	Misalka:n,< my room cleaned by my mother>.	Tutor asked the viewers how		√				Ask	√	



		enak kan?!=	easy it or not and gave his opinion.								
55.	M2/T1 /D168	=Kalau semuanya tahu caranya:: pasti enak <i>eh heh</i> . cleaned by my mother, Oka::y(0.3) Nah jadi kayak gini, Is my room clean by my mother.. YES of course or NO:.	Tutor stated the conclusion and said the completed interogative sentence.	√					State	√	
56.	M2/T1 /D169	JAdi::, kayak gini.!? EASY Ka::n=	Tutor stated his opinion about how easy it and pointing at the whiteboard.	√					State	√	

57.	M2/T1 /D170	=Na::h mungkin ini °ma:y be that's all° our lesson to:da::y.	Tutor stated that it is the end of today's material and closed the online class	√					State	√	
58.	M2/T1 /D171	Ini tentang simple present °passive°, nextnya kita akan membahas tenses-tenses passive voice yang lain seperti Simple Past simple future atau present continuous, atau present perfect yahhhh	Tutor said the material that will be learnt on the next meeting.			√			Promise	√	
59.	M2/T1 /D172	Kita Aka::n bahas <u>nanti</u> tenses yang lainNYA juga..=	Tutor said the material that will be learnt on			√			Promise	√	

			the next meeting.								
60.	M2/T1 /D173	OH ya:: <i>hh</i> I HA-ve some question fo::r you::TRA:nslate kalima:t Ini KE dalam bahasa Inggris!?" "Aku:: <u>DIcintai</u> Ole::h Aya:h da:n ibuKU setiap hari::"	Tutor gave task to the viewers and commanded the viewers to translate this sentence's example.		√				Command	√	
61.	M2/T1 /D174	Asi:::k . <i>engh-henh</i> mencintaiKU se:tiap hari: <i>eh heh</i> .YA Iya::la:h <i>engh-henh</i>	Tutor said a joke and made the viewers laugh.				√		Joke	√	
62.	M2/T1 /D175	NA:h CO-ba:: teman-teman translate ke dalam bahasa Inggris ! "Aku:: <u>DIcintai</u> Ole::h Aya:h da:n ibuKU	Tutor gave task to the viewers and he requested the viewers to		√				Request	√	

		setiap hari:.”	try it.								
63.	M2/T1 /D176	<u>Kira</u> : <u>-kira</u> :: ya:ng ta:hu kalau yang tahu, komen DI bawah!	Tutor requested the viewers to give a comment in this video if any viewers know this answer.		√				Request	√	
64.	M2/T1 /D177	THA:nk you so much fo:r watchi::ng=	Tutor thanking to the viewers.				√		Thank	√	
65.	M2/T1 /D178	=SEE YOU next time A::nd BYE <u>bye</u> here.!?(waves the hand))	Tutor greet the viewers to close the online class.				√		Greet	√	
<b>TOTAL</b>				30	25	2	8	1			

## Appendix 3: Transcript of the Data

**TRANSCRIPT 1**

Title : Belajar Bahasa Inggris Cara Mudah Paham Passive Voice

Informant : Kampung Inggris LC's Tutor (Mr. Ginanjar Rizqi)

Place : Kampung Inggris LC YouTube Channel

Time : 11th January 2021

(0.31) Hi LC-ers= ((waves the hand))

(0.33) = We:lcome ba:ck to: Kampu:ng Inggris LC- Language Center<sup>hh</sup>

(0.35) .hh I am Mr. Gin.=

(0.38) =Da:n hari ini kita akan belajar, “Gimana sih ngomong di- dan ter-pakai bahasa Inggris?”(0.1)

(0.42) Oke: Jadi kalau Biasanya kita ngomongnya kan pakai “me” atau nggak gitu pakai “ber” untuk mentranslate ke dalam bahasa Inggris.=

=Contohnya misalkan (0.2) aku mencuci baju:: me-kan mencuci. (0.3) I

(0.51) wash cloth misalnya gitu (0.2) ada juga lagi Aku membeli mobil: Misalkan I buy a car misalkan.

Nah semuanya itu kan pakai “me” atau ga gitu kan “ber”, ada contoh ber:

(01.04) Aku berte:mu dengan pacarku, misalkan I meet (0.2) my girlfriend misalnya itu kan.=

(01.16) =Jadi (0.1) kebanyakan pakai “me” atau nggak gitu pakai “ber”.

(01.23) Na::h Sekarang kita akan belajar Gimana sih ngomongnya kalau pakai

dihh atau pakai ter(0.3)

- (01.26) Na::h (0.1) Ini:: bi:asa:nya ka:lian aka:n ba:nyak: (0.2) jumpai mungki::n  
di ju:dul-ju:dul no:vel Ada:: mungki::n contohnya: A men call ahok (0.1)  
Misalkan: (0.2) A Men:: laki-laki yang dipanggil-di-panggil Ahok, nah:  
misalkan begitu=.
- (01.34) =Atau. *hh* mungkin *jughha* nama kalian He is called. gitu
- (01.40) Dia dipanggil Andi misalkan (0.1) he is called Andi (0.1).
- (01.43) Na::h biasanya aka:n kalian temui .*hh*di ka:limat-ka:limat yang seperti itu  
O:kay?!=.
- (01.45) = Langsung saja ke materinya, “Ca:ra:: Ngomo:ng di dan ter dalam bahasa  
Inggris”.
- (01.50) Nah, ada Aktif (0.2) dan ada Pasif (0.2) Kalau aktif itu- Kalau kalimat aktif  
itu- nanti berarti dia yang maknanya akan menjadi “me” atau “ber” kata  
kerjanya, okay?!..=
- (02.07) =Na:h, Sedangkan untuk kalimat yang pasif itu nanti dia maknanya Di: (0.2)  
ataupun Ter. (0.1)
- (02.09) Rumusnya nanti disini kalau dia aktif itu ada Subject-Verb Dan Objek. (0.2)  
Sedangkan untuk yang > Pasif < Ada Subjek +Be + V3 + By Agent.=
- (02.14) =Na:h, be-nya ini nanti ketika dia present ketika dia saat sekarang- saat ini,  
itu nanti be-nya menggunakan Is,Am(0.2) Ataupun° Are.
- (02.27) Sedangkan(0.2) kalau dia lampau atau past itu nanti dia be-nya akan menjadi  
Was: ataupun (0.2) were (0.1) Oke?! =
- (02.38) =Kalau Is itu nanti dia subjeknya berarti She He It ataupun-tung-Tunggal,  
Sedangkan dengan untuk: Am nanti (0.1) dia subjeknya: berarti berupa::  
“I”=

- (02.49) Kalau are(0.1) Berarti nanti You, We, They, Atau pun Yang Jamak.*hhhh*  
 Begitupun dengan Was (0.2) Kalau Was ini nanti (0.1) dia Subjeknya ada?!  
 I, She, He, It, dan:: benda tunggal.*hhhh*, Sedangkan Were: itu nanti (0.2) dia  
 (02.59) Subjeknya(0.3) you, they, and we.*hhhh* dan benda jamak (0.3) pastinya:  
 Okay. *hh*  
 Nah.. *hhhh*, untuk merubah (0.2) Kalimat Aktif menjadi Kalimat Pasif,  
 yang ini kan artinya:: (0.2) ,”She Reads An Interesting Novel” *hhhh* Dia  
 (03.07) perempuan. *hh* membaca novel yang:: menari- membaca disini masih pakai  
 me-membaca. *hhhh*  
 (03.19) Nah, >gimana< sih:: cara mengubahnya biar bisa jadi di- ataupun ter-?!=  
 Nah, bedanya.*hh* Kalimat Aktif Dan Kalimat Pasif Ini:: (0.5) ((pointing the  
 (03.32) whiteboard))  
 Kalau yang aktif maka si subjeknya ini nanti yang melakukan  
 (03.38) pekerjaan.(0,3) Sedangkan untuk yang Kalimat Pasif nanti obyeknya berarti  
 dia akan dikenai pekerjaan. *hhhh*  
 Nah kalau yang kedua ini kan:: contohnya Ini ada “AN Interesting Novel Is  
 (03.50) Read By Her.” =  
 =Oke “AN Interesting Novel Is Read By Her”, Novel yang menarik.*hh*  
 (03.55) dibaca oleh(0.1) dia perempuan*hhhh*  
 (04.03) Nah (0.2) DAri membaca (0.1) jadi:: dibaca.*h*(0.1) ya kan?!  
 Nah caranya yang pertama.*hh* kalian tentukan: mana subjeknya, (0.1) mana  
 (04.15) verb-(0.1) nya dan mana obyeknya dulu:: oke*hh*  
 (04.18) Nah, kalimat aktif ini.*hh* subjeknya adalah::: (0.5)  
 Oke (0.1) “SHE” Kan “SHE” Sebagai Sub-Subjeknya.(0.3)  
 (04.20) *hhh*Sedangkan VERB NYA Otomatis: Setelah subjek bertemu dengan(0.2)

VERB, nah VERB-NYA adalah:: reads.=

(04.29) =Nah, "AN Interesting Novel" ini adalah OB-OBject. (0.2)

Nah: KAlau sudah tahu subjekNya MAna, verb-nya Mana, OByeknya ma:na

(04.37) :::Nah, sekarang untuk mengubah ke kalimat pasif, (0.2) OBjek kalimat aktif jadikan subjek di kalimat pasif oke?!

(04.46)

Nah, SEkarang ini jadi SUB-SUBjek.(0.5) ((writing in whiteboard) .hh Nah dari OBJEK kalau dijadikan kalimat pasif (0.1) itu nanti: menjadi::: SUB:-

(04.52) SUBjek.(0.2) hhhSelanjutnya:: KALAU PAssive Itu Kan Rumusnya Ada BE Plus VERB 3. Kalau present itu IS/AM/ARE, kalau PAsit itu WAS DA:N WERE=

(05.02) =Nah, reads ini (0.2) dia kan berarti punya present masa yang SEkarang, maka nanti seharusnya menggunakan BE:: NYA IS, AM Atau pun ARE()

(05.05) .hhhNah yang cocok kalau interesting novel-novel itu kan cuman satu novel, gak banyak kan?

(05.14) Maka dia nanti pakainya adalah IS. Benda tunggal bertemu dengan IS, maka menggunakan BE yang IS.=

(05.25) =Setelah itu, jangan lupa soalnya nanti Apapun VERB-NYA nanti diubah menjadi verb 3!?

(05.37) VERB 3 dari reads itu tetap READ, R-E-A-D. Cuman cara bacanya beda, kalau verb 1 kan [ri:d],, kalau pakai s/ es-nya [ri:ds], nah kalau verb2 dan verb 3 itu cara bacanya::: [rued-rued].

(05.40) Nah, MAka verb3-nya jadi [rued], jadi gini nih BE PLUS verb 3(0.5)

(05.50) Nahhhh Selanjutnya, SUBjeknya di AK:tif JAdikan OBjek di pa:SIF atau biasa kita sebut BY A::GENT. hhh=



- (05.55) =.hhh Nah by agent ini SE:benarNYA: BY PLUS OBJect()
- (05.56) JA::di, Ditambah:kan dulu BY, () setelah itu:: ditambahKAN °obyeknya.=
- (06.14) =Ini °by agent° (0.3) hhh
- (06.22) Nah (0.2) “SHE” itu kan: DI subjek:, dia perempuan kalau di subjek itu kan she.
- (06.32) KAlau dia jadi OBJEK maka° BUkan SHE lagi(0.2) Jadi bukan SHE tapi BY HER=
- =Jadi objek dari SHE Adalah HER (0.1) Jadi yang kalimatnya An
- (06.37) Interesting Novel Is Read By Her Artinya NOvel Yang Menarik Dibaca Oleh Dia Perempuan (0.3)
- (06.42) Okay?!, NOW sekarang kita akan belajar gimana sih caranya membuat kalimat aktif menjadi kalimat pasif°, gimana sih caranya:?!
- (06.45) Yang awalnya:: maknanya BE ME SA:ma BER jadi DI Sama:: TER, OK?1=
- =CONtoh yang pertama a:da::: kalimat aktifnya JADI MY FATHER BUYS
- (06.49) A CAR, Ayahku membeli:: sebuah mobil Nah, maknanya kan masih membeli berarti “ME”=
- (06.56)
- (07.13) =Gimana sih caranya biar bisa jadi DI “DI DIBELI” itu KAN::
- (07.19) .hhhNah, inget step yang tadi ya.=
- (07.27) =Jadi yang PERTama kita harus menentukan subjeknya mana? kata kerja: (0.1) atau verb mana? setelah itu obyeknyahh
- (07.35) . hhhNah, my father buys a car ini, subjeknya mana kira-kira?hhh
- (07.40) Okehh bener banget.hhh
- (07.44) Subjeknya Ada:lah:: MY father-my sama father ini adalah OBjekNYA.=

- (07.48) =Nah selanjutnya buys berarti sebagai::?!?
- (07.51) Oke kata kerja atau verbNYA:=
- (08.57) =A CAR (0.3) berarti sebagai::?! (.)
- (08.02) Bener banget:: Sebagai:: Object*hhh*  
*. hhh*Oke, NAH SEkarang untuk menjadikan KAlimat AKtif menjadi
- (08.05) KAlimat °pasif° maka Objek di kalimat aktif, DIjadikan subjek di kalimat PA-pasif.  
*.hhh*BERarti obyeknya jadi subjek ka:limAT pasif jadinya:: A CAR-a car,
- (08.07) okay:: (0.2) *.hhh*setelah itu tentukan dulu° (0.1) *.hhh* ini masuk ke past atau masuk ke present=
- (08.12) =Nah, MY father BUYS, ini kan masih pakai verb-s/es, berarti dia masuk ke present*hhh*
- (08.14) *. hh* Maka dia nanti BE-NYA bisa pakek IS::, AM::, Atau ARE:=
- =Kalau- a car ini kan cuman satu*hhh* maka: be yang PAsT adalah is:: A CAR
- (08.24) is(0.4) selanjutnya:: VERB-NYA yang By ini tadi dijadikan VERB 3- VERB 3dari BUY a:dalah buy- bought- bought. °Oke *.hhh* verb 3-nya jadi::  
 bought°(0.4)
- (08.30) Nah*hhh* kayak gini::
- (08.42) Setelah itu selanjutNYA (0.2) JA:dikan SUBJEK di kalimat aktif jadi BY AGENT atau BY + OBJECT di kalimat pasif=
- (09.15) =Nah, tambahkan by!?.*hhhh* A ca:r is bought by my (0.3) fa::ther.(0.3)
- (09.17) Nah kaYAK gini NI jadinya*hh*=
- (09.27) Ka:liMAT aktifnya “my father buys A CAR”, kalimat pasifNYA “A car is bought by father”. Ayahku*hh* membeli sebuah mobil-sebuah mobil dibeli oleh ayahku, *.hhh* nah gitu caranya.

(09.37)

.hhhYang keDUA aDA they wrote a le:tter, nah.hhh mereka me:nulis

(09.40)

se:buah surat . JAdi mereka TUH nulisnya cuMAN °satu surat°, Guys *engh-*  
*henh*

(09.54)

.hhh Oke, nah step-nya tadi GImana?!

(10.04)

.hhhTentukan sub:jek, verb dan(0.2) obyeknya!hh

(10.07)

.hhSubjeknya ma:na?!

(10.13)

Okay (0.2) they sebagai: (0.1) subjek, wrote berarti sebagai:: verb, a le:tter  
sebagai OBJek.(0.2)

(10.15)

Nah, kita lihat di sini:: verb-nya pa:kai “wrote”, wrote itu kanhh artinya  
menulis=

(10.21)

=Menulis itu: verb satunya a:dalah write, kalau pakai verb 2 berarti dia  
kalimatnya:: past atauhh lampau=

(10.27)

=Nah, kira-kira nanti(.) BE-nya pakai a::PA is/am/are a:tau:: >was:< atau::  
were?! Okay (0.3)

(10.36)

.hhhhNAH:, tips selan:jutnya:: OBJek dijadi:kan subjek di kalimat pasif  
berarti tinggal pindah a letter(0.3) jadi sub:.hhjek=

(10.43)

=Setelah itu,(0.1) NAH be::-nya kira-kira >pakai< apa?! pakai is/am/are atau  
pakai was/were?

(10.57)

Oke, >bener<! kalau yang lam:pau itu berarti nanti di be-nya pakai was atau  
were=

(11.01)

=Nahhh le:tter- a letter itu berapa?! (.)

(11.09)

Cuman satu:: kan?!=

(11.11)

=Kalau ada kata “a” itu berarti tandanya cuman sa:tu, kalau satu itu pakai  
WAS a:tau:: pa:kai were?!

- (11.13) Nah kalau satu itu pakai was, karena dia benda tunggal. =
- (11.18) =Maka, kita bisa memakai was:: (0.2)
- (11.22) Selanjutnya kalau verb 1-nya >write<, keduanya wrote, verb tiga berarti:::Oke:: bener:: written.(0.1)
- (11.26) Nah, verb3-nya menulis itu (0.4) writ:ten. T NYA a:da dua ya “written”. =
- (11.34) =Setelah itu:: kita: ja:dikan sub:JEK di kalimat aktif.*hhh* jadi >by agent< atau >by + object< di ka:limat pasif.
- (11.39) . *hh*Jadi gimana: (0.3)?!
- (11.49) Oke:: BY (0.3) KA::lau mereka di subjek itu:: they::, kalau di objek itu jadi!?! =
- (11.52) =Oke dia jadi them. bukan they lagi, tapi A LETter was written by them, *hh* gitu ya:: (0.2) me:reka menulis sebuah surat--sebuah surat ditulis o::leh mereka::, mengubah makna me- ja:di-di-. =
- (11.57) =Oke, nah selanjutnya a:da contoh: She is Beau:tiful- She is Beau:tiful
- (12.14) Nah.*hhh* ini kira-kira bisa dipassive-kan eng:gak?! =
- (12.23) =Jadi gini ya ada beberapa ka:limat yang emang nggak bisa °di-passive-kan°
- (12.26) Nah sya:rat-sya:rat untuk bisa menjadi °kalimat pasif° bisa memaknai berubah di atau ntar itu dia kalimat yang pertama harus verbal.
- Oke jadi dia harus kalimat verbal!?! kalimat verbal itu dia yang mempunyai kata-kata ker::JA atau mempunyai verb. Nah disini she is beautiful.
- (12.31) Dia adalah adjective berarti bukan kalimat verbal tapi dia adalah kalimat nominal. ketika kalimatnya no:minat maka di>passive<kan. =
- (13.00) =Oke jadi sya.hhhrat bisa menjadi kalimat pasif itu a:dalah kalimat verbal, yang pertama.

- (13.11) Oke selanjutnya ada contoh lagi “YOU and I feel happy.-you and I feel happy”, kamu dan a:ku:: merasa senang.(0.3)
- (13.19) Nah, YOU and I i:ni() sebagai sub:jek, FEEL Ini sebagai verb, hhhhappy ini bukan sebagai objek guys, tapi Happy ini adalah adjective bukan objek. Oke bukan: noun A:tauadjective.=  
 (13.36) =Kalimat ini ti:dak memi:li:k::i yang namanya objek.  
 (13.40) .hhh NAH (0.1) UN:tuk mengubah kalimat aktif menjadi kalimat pasif itu cara yang kedua harus mempunyai of objek.  
 (13.47) Jadi ketika kalimat aktif ini tidak memiliki objek maka dia tidak bisa dijadikan kalimat pa->pasif<::  
 (13.54) Oke ja:di contoh ya:ng ini juga tidak bisa dijadikan >kalimat pasifhhh  
 (13.59) .hhhSegitu dulu untuk hari ini.=  
 =Buat kalian yang pengen isi liburan: DAN LI:buran yang bermanfaat  
 (14.01) pu:lang-pu:lang udah langsung Mahir bahasa Inggris, JOIN US in kampung Inggris LC!  
 (14.10) Se:karang a:ku tantang kalian un:tuk me:ngubah kalimat aktif di bawah ini:: jadi kalimat passive=  
 (14.14) =Okehhh ko:men dibawah!

## TRANSCRIPT 2

Title : Passive Voice Simple Present's of Teaching Tutorial Video

Informant : Kampung Inggris LC's Tutor (Mr. Ginanjar Rizqi)

Place : Kampung Inggris LC YouTube Channel

Time : 17th February 2023

(0.50) HI GUYS::=

(0.52) =Welcome back to our channel >Kampung Inggris LC<.

(0.54) HERE I AM Gin >again<, of course:: with me >again<*hhh*=

=AND to:day we're going to talking about passive voice atau

(0.58) kalimat pasif di da:lam bahasa: Ing:gris mungkin te:man-te:man  
udah pada tahu apa itu kalimat pasif?!

(01.04) KA:lau yang be:lum tahu:: kayak gini nih::=

=KA:lau kita biasanya ngomongnya: memakan, memancing,

(01.07) mengingat, ta:pi ini nanti kalau di kalimat pasif jadi-jadinya:

kayak gini: dipancing, dimakan, diingat.

Jadi kebalikannya:: ka:lau biasanya:: aku mengingatmu sekarang

(01.20) kamu diingat olehku atau aku memancing i:kan-i:kan dipancing

olehku, aku mancing emosimu.-emosimu dipancing olehku,

misalkan kayak gitu.*engh-henh*

(01.34) =Jadi itu kalimat pasif(0.2) yang:: awalnya di kalimat AK:tif

°subjeknya dipindah ke kalimat° pa:sif jadi ob:jek A:tau

sebaliknya: ka:limat AK:tif objeknya di:pindah jadi kalimat pasif jadi subjek.

- (01.48) YA KA:yak Gitulah:: ka:limat pasif (0.2) ya:itu kata kerjanya:: ja:di di-di-di atau ter- ter-ter- (0.2) I:tu yang dina:makan dengan ka:limat pa:sif atau kita sebut:nya biasanya juga bisa pa:kai >passive voice< (0.4)
- (02.00) . hhhh Nah, di simple present ini ada >passive voice:nya< juga::
- (02.06) Bah:kan:: se:mua ten:ses itu ada passive voice:nya juga::
- (02.09) EH!?, SO::RRY nggak semua tenses (0.1) a:da be-berapa tenses yang nggak ada >passive voice<::nya=
- (02.12) =Cu:man, di: >simple present< i:ni ki:ta meng:guna:kan >passive voice<:nya: ju:GA
- (02.17) .hhhhh Oke: tenses >simple present passive voice<!?=
- (02.20) =>PAssive voice< (0.1) i:tu ru:mus as:linya a:tau ru:mus da:sarnya meng:guna:kan BE PLUS VERB 3.(0.1)
- Ya, .hhh BE i:tu a:da IS, AM, ARE kalau di >simple present<.
- Kalau di >simple past< ada >was/were<, kalau di >perfect< itu ada BEEN gitu ya kalau di >continous< itu biasanya ada BEING kalau di: >future<-kalau di: >future< itu ada BE-WILL-BE nanti: gitu::
- (02.44) .hhh Nah karena di sini ini >simple present< maka rumusnya jadi

- kayak gi:ni sub:jek plus IS: AM:(0.1)ARE, be::nya ki:ta gan:ti  
 ja:di is/am/are:: terus bertemu de:ngan yang nama:nya verb 3=  
 =Nahhh nanti: te:tap a:da:: ob:jeknya °tapi sebelum objek° i:ni::  
 (02.56) ha:ti::-ha:ti:: a:da-yang nama::nya BY::nya a:tau ki:ta bi:sa se:but  
 BY PLUS OBhhJEK i:nihh sebagai by a:gent gi:tu a:ja(0.2)  
 .hhhhNahhhh (0.1) Ada:: con:toh ka:limaT di AK:tif du:lu: ya:  
 (03.24) my mother cleans my room, “Ibuku:: membersih:kan  
 .hhhka:marku.engh-henh ((laugh))-ka:marku masih dibersihkan  
 sama ibuku:=  
 =Misalkan ya. engh-henh, misalkan tapi se:benarnya NGGAK  
 (03.27) KOK. engh-henh U:dah ku bersihkan sendi:ri:., kok a:man (0.1)  
 .hhhhNah kita li:hat di sini-dulu di sini-ki:ta li:hat du:lu di:  
 (03.30) sini:!!?=  
 =Di sini ada my mother-my mother ini se:ba:gai:: a:pa guys?!=  
 (03.32) =Ya, my mo:ther i:ni se:bagai subjek:nya(0.1)  
 (03.39) .hhhNahhh:, sub:jek:nya my mo:ther=  
 =Terus a:da >cleans< i:ni se:bagai A:pa::?! Ada: yang ta:hu::?!  
 (03.45) (0.1)  
 Ya, >cleans< Ini:: se:bagai verb-verb-NYA (0.1) ka:lau di si:ni::  
 ki:ta:: menggu:na:kan VERB S a:taupun es ya:: (0.2) Ma:kanya  
 (03.55) clean-nya dika:sih es: >cleans< ka:rena: my mo:ther ini tung:gal::  
 Maka:: ka:lau di ka:limat po:sitif bertemu de:ngan verb s/es (0.2)  
 (04.05) .hhhhSelanjutnyahh ada: >my room< . hhh >my room< Ini::



- A:pa:: guys::?!(0.1) A:pa: >my room< ?! (0.3)
- (04.11) MY room Ini:: a:da: (0.1)lah (0.1) OB:jeknya. GOOD=  
 =Ja:di ka:lau my mo:ther: sub:ject, cleans: verb, my room Ini:
- (04.14) A:da:lah:: .hhhOB:jeknya. (0.2)  
 .hhh Nahhh, ca:ra ( ) menja:dikan kalimat pasif ini kita balik,  
NANti:: SUBje:k I:ni:: ja:di:: yang NA:ma:nya OB:jek (0.2)
- (04.19) yahh::, .hhhSE:dangkan OB-jek I:ni: ja:di: yang NA:ma:nya  
 SUB:jek, verb-nya ma:ka ki:ta: ganti:: PA:kai verb ru:mus:: yang  
 pa:sif ya:itu:: is, am A:taupun are PLUS verb 3.  
 .hhh Ki:ta:: co:ba: lang:sung (0.1) O:ke:: yang perta:ma:: ki:ta::
- (04.42) ma:sukkan SUB:jeknya du:lu::, o:ke::!?. OB:jeknya ja:di SUBjek  
 ja:di:: >my room< (02.)
- (04.52) Nahhh (0.1) I:ni:: ja:di:: >my room<.=
- (04.55) = .hhh Setelah i:tu:: ki:ta:: lang:sung ma:sukkan verbnya. verb-  
nya itu pa:kai Is, Am A:taupun Are du:lu::.(0.1)
- (05.02) .hhh Nah.hhh, ki:ra::-ki:ra:: >my room< pa:kai Is, Am A:tau  
Are?! a:da yang bi:sa:: menja:wab?
- (05.05) >My Room<...of course:hhh,pakainya A:dalah “is” (.) ka:rena dia  
tunggal, ma:ka:: di sini kita pa:kai IS=  
 =NAH SE:lan-jutnya:: kalau ini udah is:: (0.1) ki:ta: MAsukkan  
 rumus selanjutnya: A:da:: verb-3 (0.2)
- (05.21) .hhhhVerb-3 dari clean ini A:pa?! Ada: yang ta:hu::?
- (05.25) Yahhh, .hhhhverb-3 dari: >clean< I:ni: A:dalah tunggal

- tambahhhkan “ed” >cleaned< atau bacanya cleaned gitu: ya::  
<cleaned>-(.)
- (05.37) .hhhSetelah itu kita butuh yang na:ma::nya::: Objek. .hhhNah,  
subjek di: akti:f ki:ta ja:di:kan Objek. di pa:sif!/? (0.1) Jadinya my  
mother •objecthhhnya• (0.4)
- (05.45) Nahhhh, A:pa::kah SE:karang u::dah bisa:: di:ka:ta::kan >pasive  
voice?!
- (05.50) BElum:: Ada:: ya:ng ke:tinggalan ka:n A:pa::? (0.2)
- (05.53) YA:: ya:ng ke:tinggalan a:dalah BY-nya.
- (05.56) .hhhMA:ka, ki:ta:: MA:sukkan by-nya: du:lu:: (0.1)
- (05.58) Na::h I:ni ba:ru:: sem-pur-na >perfect< “ my room IS cleaned by  
my mo::ther”: “ka:marku dibersihkan Q::leh I-bu-ku”,  
be:gi:tu:lah:::(0.1)
- (06.01) .hhhO:ke::,/hhh NA:h >terus< kan kalimat itu ka:n nggak ha:nya  
ka:li:mat po:si:tif?!
- (06.13) I:ni adalah ka:limat po:si:tif ya:: kan?!(0.1)
- .hhhKA:limat negatif da:n ka:limat (0.1) ka:lau na:nya •gimana,  
Ba:ng•?!=  
=Na::h I:ni:: gam-pang (0.2)
- .hhhBe:rarti:: nanti: di: si:ni: ting-gal NAMbahkan >not<.  
Be:rarti: ja:di:: i::s (0.1) .hhno::t > cleaned< (0.2) a:tau bo:leh  
(06.20) pa::kai isn’t, bo:leh disingkat ja:di:: isn’t, i:t’s o::kay• I:ni::  
ka:li:mat negatifnya ja:di TE:tap-TE:tep- TE:tep i:ni:: ju:ga:

- te:tap. nanti, ting-gal tam-bah-kan not aja >is not clean< atau  
 “isn’t” clean ka:marku:: ti:dak di:bersihkan o:leh ibuku Jadi,  
 nggak di:bersihkan sama i:bu::ku::
- Te:ru::s ka:lau na:nya:: ka:marku e:::mang di:bersi:hi::n sa:ma::  
 (06.50) •i:bu:ku•::: ? Apa::kah ka:marku di:bersihkan •ibuku•?,hhhi::tu  
juga: ga:mpa:ng ba::nget SE:be:narnya::=  
 (06.58) =Ca::ranya gima::na: ca:ranyahhh?=  
 =Ti::nggal mi:ndahkan is-nya ke depan aja:: o:ke:: is-nya (0.1)  
 ti::nggal tambahkan ke depan aja-tinggal pindah ke depan nya  
 (07.02) (0.2)  
 Mi:salka::n, my room >cleaned< by my mo::ther.. e:::nak ka::n?.  
 (07.08) hhhhKa:lau semuanya: ta:hu:: ca:ra:nya:: pasti: e:::nak. >cleaned<  
by my mo::ther (0.1) o:ke:: MI:salnya gi:tu:: (0.2)  
 O::kay (0.1) Na::h jadi ka:yak gi:ni:: hhhhIs my room clean by  
 (07.09) my mo::ther?! YE::s o:f course OR no:: (0.2)  
hhhJadihhh, ka:yak gini:: TING-gal pindahin Aja:: JA:di::  
 (07.20) hhhhIs my room clean by my mo::ther?!  
 Easy ri:ght?=  
 =O:f course i:t’s Easy (0.2)  
 (07.28) Nahhhh mu:ngki::n na::hh ma:ybe that’s all our lesson toda::y=  
 =Ini tenta:ng >simple present passive<, next-nya kita Aka::n  
 membahas tenses-tenses passive voice yang lain seperti >Simple  
 Pa:st< (0.1) >simple future< A:tau >present continuous<, A:tau

>present perfect< ya:.

(07.45) Ki:ta A:kan ba:has na:nti tenses ya:ng lainnya juga::

(08.00) I HA:ve A question for you:: CO:ba Translate kalimat ini ke  
da:lam ba:hasa:: Ing-gris! “Aku:: di-cintai oleh ayah dan ibuku  
setiap hari”

(08.14) Asi::k ..I:ya:lah:: A:ya::h da:n I:bu::ku mencintaiku: setiap hari.=

(08.24) =Na:h coba:: te:man-te:man >translate< ke dalam bahasa Inggris  
“aku dicintai oleh ayah dan ibuku setiap hari”.

(08.30) Kira-kira ada: ya::ng tahu-kalau yang tahu, kome::n di  
ba:wa::h!?(0.1)

(08.35) Tha:nk you so: much for wa:tchi::ng=

(08.37) =See you ne:xt ti::me and bye bye::: here i’m Gi:n.