

**DIRECTIVE SPEECH ACT USED BY TEACHER AT SEVENTH GRADE
OF MTS N 3 SUKOHARJO YEAR 2022/2023
THESIS**

Submitted as A Partial Requirement for the degree of *Sarjana*



By:
MUSTIKA AYU NOVITASARI
SRN. 16.32.2.1.193

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RADEN MAS SAID STATE ISLAMIC UNIVERSITY OF
SURAKARTA**

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ADVISOR SHEET

Subject : Thesis of Mustika Ayu Novitasari
SRN : 16.32.2.1.193

To:
Dean
Faculty of Cultures and
Languages
UIN Rden Mas Said Surakarta
In Sukoharjo

Assalamu'alaikum Wr. Wb.

After reading thoroughly and giving necessary advices, here with, as the advisor, we state that the thesis of:

Name : Mustika Ayu Novitasari
SRN : 16.32.2.1.193
Title : Directive Speech Acts Used by Teacher at Seventh Grade
of MTs N 3 Sukoharjo in Academic Year 2022/2023

Has already fulfilled the requirements to be presented before The Board of Examiners (*Munaqosyah*) to gain Undergraduate Degree in English Language Education Department.

Thank you for the attention.

Wassalamu'alaikum Wr. Wb.

Sukoharjo, June 2023


Advisor





Fitri Ana Ika Dewi, M.Hum
NIP. 19900225 201701 2 126

RATIFICATION

This is to certify the *Sarjana* thesis entitled "Directive Speech Acts Used By Teacher At Seventh Grade of MTs N 3 Sukoharjo In Academic Year 2022/2023" by Mustika Ayu Novitasari has been approved by the Board of Thesis Examiners as the requirements for the degree of *Sarjana* in The State Islamic University Raden Mas Said Surakarta.

Chairman : Hj. Fithriyah Nurul Hidayati M.Pd. ()
NIP. 198207252009122006

Secretary : Fitri Ana Ika Dewi, M. Hum ()
NIP. 199002252017012126

Main Examiner : Wildan Mahir Muttaqin, M.A.TESL. ()
NIP. 198604272019031008

Sukoharjo, Juni 2023

Approved by

Dean, Faculty of Cultures and
Languages





Prof. Dr. Toto Suharto, S.Ag., M.Ag.

NIP. 19710403 199803 1 005

DEDICATION

This thesis is dedicated to:

1. My beloved parents (Mustadi & Sri Suharni)
2. My beloved aunt Sri Haryanti
3. All my beloved family
4. All my beloved friends
5. My almameter UIN Raden Mas Said Surakarta

MOTTO

**So, Verily, With every difficulty, there is relief: Verily, with every difficulty
there is relief.**

[QS. Al Insyirah: 5-6]

If you cant't do great things, do small things in a great way

[Napoleon Hill]

**The only person who is educated is the one who has learned how to learn and
change**

[Carl Rogers]

Sufficent for us is Allah, and (He) is the best disposer of affairs

[Al-Imran:173]

PRONOUNCEMENT

Name : Mustika Ayu Novitasari
SRN : 16.32.2.1.193
Study Program : English Language Education
Faculty : Cultures and Language Faculty

I hereby sincerely state that the thesis titled **“Directive Speech Acts Used By Teacher At Seventh Grade of MTs N 3 Sukoharjo In Academic Year 2022/2023”** is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

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

Sukoharjo, June 2023

Stated by,



Mustika Ayu Novitasari

SRN. 16.32.2.1.193

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

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The Researcher

Mustika Ayu Novitasari

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ABSTRACT

Mustika Ayu Novitasari. 2023. *“Directive Speech Acts Used by Teacher at Seventh Grade Of MTs N 3 Sukoharjo in Academic Year 2022/2023”*.

Advisors: Fitri Ana Ika Dewi, M.Hum

The goals of this study is 1) To identify the types of directive speech acts used by teacher on English teaching learning of MTs N 3 Sukoharjo in academic year 2022/2023. 2) To describe the students responses to the directive speech acts used by teacher on English teaching learning of MTs N 3 Sukoharjo in academic year 2022/2023.

This analysis was developed as a descriptive qualitative method. The subject of this study is one of teacher at MTs N 3 Sukoharjo and students of seventh grade (VII D and VII E) of MTs N 3 Sukoharjo. The data in this study were all utterances by English teacher. The researcher collected data in June for two weeks. The instrument is the researcher herself. Researcher were able to collect data by notes taking, recording the teaching and learning process in the classroom. In data analysis, researcher used interactive model by Miles and Huberman (1994). In this study the researcher got the valid data by using peer debriefing with three students of UIN Raden Mas Said Surakarta who have previously researched about directive speech acts.

The results showed that out 1) The teacher in MTs N 3 Sukoharjo used four types of directive speech acts based on Yule's theory. The most dominant frequency directives speech act used by the teacher is command with frequency 43,05 % (31 utterances), order with frequency 26,38 % (19 utterances), request with frequency 13,88% (10 utterances) and suggestion with frequency 16,66% (12 utterances) 2) Students use two types of responses, based on Levinson's theory. The most dominant frequency of student responses is preference student response by Levinson's theory with frequency 81,3% from 100% frequency. Researcher has suggestions for future research to analyze the types of student responses more deeply from this study.

Keyword: Speech Acts, Directive Speech Acts, Students Response

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CHAPTER I INTRODUCTION

A. Background of the Study

One of the most common topics of pragmatics research is speech acts. Speech acts theory is a subdivision of pragmatics that deals with the way in which words can be used not only to convey information but also to perform an action. Adolphs (2008:23) states that speech acts theory assumes that utterances in language use perform certain actions and that those utterances can be understood by means of reference to the context in which they occur. According to Wijana (1996) context of pragmatic as a bound language study. It means, the study of language studies condition in which human language is used which is determined by context that embodies and underlies that language. Speech acts are important in the teaching and learning process because they are one component of language use and also means to express thoughts and feelings.

In communicating with students, the teachers will mention some utterances not only about material but also interacting with them by means of their speech (language). According to Richard and Schmidt (2010:311) language is the system of human communication that consists of the structured arrangement of sound or their written representation into larger units, e.g., morphemes, word, sentence, utterances. By using language, teachers can formulate their intentions, express their feelings, thoughts, and cooperate with the students. The teacher and students in the classroom do a lot of interaction, when the teacher conveys something maybe the teacher has a special purpose

or just want to convey the information. In the classroom process of teaching learning definitely needs command, suggestion, order, request, etc. since the teacher needs something to do from students. Therefore, speech acts are very important between teacher and students in the classroom so that there is no misunderstanding.

One type of speech acts that happen in daily conversation in class is directive speech acts. Directive is a kind of speech act that speakers use to get someone to do something. Yule (2006: 93) directive speech acts is used by the speaker to make other people to do something. In fact, the teacher frequently uses directive speech acts to make the students to do something according to what he/she has said. They can express what the speaker wants. It means that directive is one kind of speech acts that recognition the act of having someone to do something by delivering speech.

From the rationale bellow, there are a few motives to study directive speech acts. First, directive speech acts make the utterance clear, clean to pay attention and might avoid ambiguities. Second, directive speech acts used to get attention from the speaker in communication activities. Third, directive speech acts are regularly utilized by people in everyday conversation.

Context refers to result of situation in development of thoughts that are based on embedded thinking. So, it is an essential factor in the interpretation of utterances and expressions. Yule (1996: 21) mentions that context simply means the physical environment in which a word is used.

Context is supports understanding of a meaning or situation related to an event occurs.

Context is outcome of interpreting teacher's utterance to students for directed speech acts clear. Communication between teachers and students in the classroom can be enhanced through student answers to teacher statements. According to Levinson (1983: 333) in Pragmatics that preference divided second parts. Those are preference and dispreference responses acts. Furthermore, he explained that the preferred is expected next actions, while dispreference is unexpected next actions. Students can express their preferences or dispreference in response to the teacher's comments.

In the classroom interaction during teaching learning process command, order, request, suggestion is used in social interaction since teacher or student needs something to do. So, the researcher chooses to focus on analyzing directive speech acts used by teacher in MTs N 3 Sukoharjo. The researcher focused on seventh grade by randomly. The researcher conducts the research in MTs N 3 Sukoharjo with Mr. Moh Sholeh as a English teacher in MTs N 3 Sukoharjo.

There are some reasons the research chooses the students at the seventh grade of MTs N 3 Sukoharjo class. First, the researcher was very interested to identify the speech acts that the seventh-grade teacher utilized. Second, the seventh grade was chosen for the study because students at this level had more explore English lessons more than when they were in

elementary school. Third, the researcher will ascertain how the students reacted to the teacher's direct speech actions.

The researcher was conducted pre-research with the teacher. Based on the first pre-research interview with the English Teacher. The teacher explained the activities in the class. During the English lesson, the teacher told if the communication in the class was quite active. Many of the students also actively asked if they did not understand so communication from both directions. Based on the second pre-research, the researcher joined the class for observation. In the classroom, the researcher saw the teacher teaching English lessons. In the classroom the teacher used mixed language because of the lack of vocabulary understanding by students so if using full English will make students feel difficult to understand the teachers' utterance in English lessons. The researcher saw the teacher using direct speech acts, the teacher using sentences containing of command, ordering and suggestion sentences to students. The researcher saw some student responses when the teacher delivered direct speech acts while in class.

Based on the observation, the researcher finds some directive utterance used by teacher in teaching learning process. For the example the data:

Teacher: "open your book pages 55"

Student : (listening the utterance and open their book)

The English teacher uttered the above sentence to her students in class. The action took place in the classroom during the lesson. The utterance

occurred before the teacher explained the material to the students, which was a brain storming activity that purpose of the brain storming activity is to bring up ideas to the students so that the students know what a teacher says and do it before the lesson starts. Thus, the utterance can be interpreted as a command to the students. Then, students respond by listening to the utterance while opening the book according to the command.

The utterance "open your book pages 55" spoken by the teacher to all students, pragmatically seen from the structure used by the teacher using imperative sentences and its function is to order an individual to open the book. Thus, from the sentence, it can be seen that the teacher's utterance is included in Yule's theory of directive speech acts of the command type. Students' responses are included in preference response category because students accept orders from the teacher by opening the book according to the page requested but use body language and not saying anything.

To conduct this research, some related studies have been taken to compare this research with the other research, as follows:

Neng Annisa Rizki entitled *Teacher Talks Analysis on Directive Speech Act in Classroom at Lab. School SMP UNISMUH Makassar* (2019).

The researcher applied qualitative research. This research focused on directive speech act by the teacher and the function of response by the students. The result of the research show there are five types of directive speech used by the teacher in teaching and learning process in the classroom.

The second is conducted by Maulina Rosyada (2020) entitled *Speech Acts Used by English Lecturers in Online Teaching and Learning Process at Study Program of English Language Education, State Islamic University of Mataram*. This study was qualitative with descriptive qualitative design. The aims of this research was to describe the classification of speech acts and to find out the most dominant classification of speech acts. The research uses observation, documentation.

The third is study by Anis Kurnia Sari (2022) entitled *An Analysis of Directive Speech Acts in "Up" Movie*. This research aims to to describe and explain the types of directive speech acts and the dominant types of directive speech act by utterances appear in Up movie. This research used library research as research design and descriptive qualitative. The directive theory from Yule's theory.

Based on description this study aims to determine how teacher use the Directive Speech Acts in the learning process in class based on Yule theory. In addition, this study also aims to determine how the student response to the directive speech act used by the teacher based on Levinson classification. The researcher interest to conduct the research entitled **“DIRECTIVE SPEECH ACTS USED BY TEACHER AT SEVENTH GRADE OF MTS N 3 SUKOHARJO IN ACADEMIC YEAR 2022/2023”**.

B. Identification of the Problem

Based on background study the researcher perform identification of problem on the way of teacher interaction with the students. The researcher is interested in the teacher's directive speech acts during the teaching process. The researcher found the misunderstanding of the teacher's utterances to students during the lesson. The students' level of participation also has an impact on how fluently they respond. The lack of understanding of students about the utterance by the teacher. It makes it hard for the students to understand or catch the meaning of the teacher's utterances.

C. Limitation of the Problem

Based on the background of the research, the researcher limit the research on the study the type of directive speech act and the student responses to the directive speech act used by English teacher, classification directive speech act using Yule theory (1996) and student response using Levinson theory (1983). There are six classes, but researcher wants to focus research in two classes at the seventh grade level at MTs N 3 Sukoharjo.

D. Formulation of The Problem

1. What are the types of directive speech acts used by the teacher on English teaching learning of MTs N 3 Sukoharjo in academic year 2022/2023 ?
2. How the student responses to the directive speech acts used by the teacher on English teaching learning of MTs N 3 Sukoharjo in academic year 2022/2023?

E. Objectives of the Study

1. To identify the types of directive speech acts used by teacher on English teaching learning of MTs N 3 Sukoharjo in academic year 2022/2023.
2. To describe the students' responses to the directive speech acts used by teacher on English teaching learning of MTs N 3 Sukoharjo in academic year 2022/2023.

F. Benefit of Study

1. Theoretically

The benefit of this research is to give more information about directive speech acts and also to enrich the previous study and theory. It is also useful for next research dealing with pragmatic analysis. The information is to understand the type of directive speech acts, the context of situation occurs in the speech acts. Therefore, the reader will be able to identify the speech acts applied in teaching and learning process.

2. Practical benefit

- a. For the researcher

Hopefully this research can give more information and knowledge related to speech act study, particularly directive speech acts which is dominant in teaching and learning process.

- b. For the teacher

Hopefully this research can give more information to the teacher about the exact utterance to be spoken in the teaching and learning process. By exact utterance will help the teacher can make the

students understand about the material and make a good interaction with them to find out more about their competence and character by using directive speech acts.

c. For the students

Hopefully this research can help the students to understand the utterance spoken by the teacher along with the message brought in the utterance. This research can help the student to give responses in accordance with the teacher's utterances.

G. Definition of Key Terms

1. Pragmatic

Leech (cited from Itsna, 2016: 10) defines that pragmatics is how utterance have meanings in situation. Pragmatics is related branches of language studies. Pragmatics deals with the way humans use their language to communication, it is the study how the utterance by speaker can be interpreted by hearer appropriate with context of situation.

2. Speech act

Yule (1966: 47), speech acts is an action performed via language. Through speech acts, people can perform requests, commands, apologies, promises, and so on.

3. Directive Speech act

According to Finegan (2004:296) directive speech act intends to make the hearer carry out some action. It means that the speaker will make utterance that the listener will do which based on speaker's say. The

speaker used to express of desire, or expectation, which used as a reason for the hearer to act.

4. Classroom Interaction

Allwright and Bailey (1991: 25) stated that through classroom interaction, the plan produces outcomes (input, practice opportunities, and receptivity).

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Pragmatic

It has been widely known that language is used by people in communication. To understand the nature of a language is to understand how it is used in communication. Thus, language should not only be viewed as a product in the form of utterances but also a process. The process here refers to how people employ language as a means to achieve their goals. This phenomenon is studied under the study of pragmatics.

According to Yule (1996:4) Pragmatic is the study of the relationship between linguistic forms and the user of those forms through this study one can talk about people intended meaning their assumptions their purposes or goal and the kinds of actions that they are performing when they speak because pragmatics allows humans as the language user into language analysis.

Levinson (1983: 5) defines that pragmatics is the study of language use that is the study of relation between language and context which is basic to an account of language understanding which involves the making of inferences which will connect what is said to what is mutually assumed or what has been said before.

Fortner (2007:18) states that communication is a dynamic, symbolic process by which people in dialogue construct the

meanings and share the emotion through which they understand, value and live in society and by which both behave and justify their behaviour. It implies that communication is a process of conveying ideas through the understanding of how words are used in particular contexts and situations by the speaker.

Pragmatics was the appropriate approach because it investigates the meaning of language in a certain context. Speech act is a part of pragmatics where there are certain aims beyond the words or phrases when a speaker says something. Speech acts are acts that refer to the action performed by produced utterances. People can perform an action by saying something.

From definition above it can be conclude that pragmatics is a linguistics study of meaning contained utterance in communication between speaker and hearer, function as the way to detect goal of discussion depend on the context.

2. Speech Acts

a. Definition of Speech Acts

Searle (1969:153) studying speech acts is a component of pragmatics. The basic component of language is the speech act, which is an utterance used to convey meaning or a purpose. Normal speech acts consist of sentences, but they can also be words or phrases as long as

they adhere to the principles needed to achieve the intended result.

Defined by Yule (1966: 47), speech act is an action performed via language. Through speech acts, people can perform a single utterance with more than one act. People can perform requests, commands, apologies, promises and so on. The speaker frequently tries to achieve a certain effect with their speech acts, an effect that in some situations may have been achieved by a different action. For example: “It is so hot in here.”

The utterance above can be regarded as a request to turn on the fan or air conditioner. If the hearer recognizes the speaker’s intention, he or she will definitely turn on the fan or the air conditioner. Yule (1996: 47) the utterance is obviously influenced by the context or the situation where the interaction takes place. This circumstance is called speech event. This is the nature of speech event in which it will determine the interpretation of an utterance as performing a particular speech act.

The conclusion speech acts are the utterances that are utilized to carry out these actions. It is important to keep in mind that one cannot simply ignore the role of context

around the utterances in order to comprehend how the acts work.

b. The Kind Of Speech Acts

Speech acts divided into three major categories. They are locutionary, illocutionary, and perlocutionary (Yule, 1996: 48; Cutting, 2002: 16).

1) Locutionary acts

Rahardi (2009:17) Locutionary acts is speech acts with words, phrases, and sentences, based on the meaning that contained by word, phrase, sentences itself. Locutionary acts can be expressed the act of saying something. So, the purpose of locution acts only give information to the hearer.

Leech (1983: 199) locution is the basic of utterances, or producing a meaning linguistic expression. It is performing an act of saying something. For example: the weather is hot. From that case, the speaker wants to give information to the hearer that the weather is hot. In this case, the speaker has intention in order to make the hearer understand what the speaker wants.

2) Illocutionary acts

Nadar (2009: 14) Illocutionary acts are acts that

can be achieved by speakers when saying something. Part of utterance such as stated promising, apologizing, threatening, forecasting, ordering, requesting, etc. Rahardi (2009: 17) states that illocutionary acts is an act of doing something with the purpose and specific function in truth speech acts. Illocutionary acts can be called with the phrase, the act of doing somethings.

In addition, according to Wijana (1996: 18) the function of illocutionary acts is to give information. It can also use to do something, for example: could you mind open the window? The meaning of this utterance is the speaker wants the hearer to open the window.

3) Perlocutionary acts

Leech (1983: 199) Is the act done by the listener effected by what the speaker has said. Perlocutionary acts would include effect such as: get the listener to think about, bring the listener to learn that, get the listener to do, persuading, embarrassing, intimidating, boring, irritating, or inspiring the hearer. For the example if the father utters this sentence to high school-age son, “you’d better do you homework”, in that utterance the perlocutionary act might be one of irritating, especially if this speech act is a daily occurrence.

c. Classification Of Speech Acts by Yule

According to Yule (1996: 53), one general classification system lists five types of general function performed by speech acts: declarations, representatives, expressive, directives, and commissives. Declarations are those kinds of speech acts that change the world by utterances. Representatives are those kind of speech acts that state what the speaker believes to be the case or not. Expressives are those kinds of speech acts that state what the speaker feels. Directives are those kind of speech acts that speaker use to get someone else to do something. They express what the speaker wants. They are commands, orders, request, and suggestions. Commissives are those kinds of speech acts that speakers use to commit themselves to some future action. To assist you with clarity and better understanding, there are five general functions of speech act are summarized by Yule (2006: 95) in the Table:

Table 2.1
Five General Function of Speech Act by Yule

Type of Speech Act	Direction to fit	S = Speaker X = Situation
Declaration	Words to change the world	S causes X
Representative	Make words fit the world	S believe X
Expressives	Make the words fit the world	S feels X
Directives	Make the world fits the words	S wants X
Commissives	Make the world fits the words	S intends X

The resercher chose to use the Yule theory because the theory was easy to understand in this research, the classification directive speech act by Yule easy to use to identified of the teacher utterance in this research. The researcher is interesting to analyze the directives one, therefore, the object of this research is directives speech acts. Directives speech act is commonly used in the teaching and learning process, directive speech act that happen in daily conversation in teaching learning process,

directive speech act make the utterance little bit stronger and clear and may avoid ambiguities.

3. Directive Speech Acts

a. Definition of Directive Speech Acts

According to Yule (1996:55) direct speech acts is whenever there is a direct relationship between a structure and a function. For example, if there is any speaker says “Open the window!” to someone, pragmatically viewed the structure that is used by speaker is using imperative sentence and the function is to order someone to open the window. Thus, from that sentence we know that there is any direct relationship between the structure and the function that is called direct speech acts.

Therefore, direct speech acts is where the utterance said appropriate with the function of the sentence such as a declarative sentence is to informing something. For example an utterance “clean the whiteboard!” this utterance said by a speaker to hearer to clean the whiteboard. It is clear and appropriate that the speaker gives command to the hearer.

According to Searle (in Levinson, 1983:241) gives the notion of directive as the utterance which is used by a speaker to get the hearer to do something. Similarly, Holmes says that directive is a linguistic utterance which is

meant to ask someone to do something (1992:239).

b. The Classification of Directive Speech Act

Based on to Yule (1996: 53) directive speech act is classified into some forms, they are command, order, request, suggestion. The form can be written whether positive or negative. Those forms can be described as follow:

1) Command

Command directive speech act is the utterance in which the speaker tells the listener to do something through an utterance that lacks a clear grammatical subject. The speaker has a full control on the act of the hearer. For example: "*Do the test!*". The utterance is categorized command because on the sentence structure there was verb one at the first sentence and followed by exclamation mark at the last sentence based on the theory command have not a clear grammatical structure.

2) Order

Order is a type of directive speech act that aims to get the listener to do something that must be done right away. For Example: "*Clean the white board please*". The utterance is categorized order

because on the sentence based on the theory, the meaning of order is used to get the listener to do something that should be done cause the speaker has an authority tell someone do something.

3) Request

Request is a type of utterance that is included in directive speech acts and is used to ask something from the listener in a politely ways. For example: “*Would you mind to bring my bag because my souldier was sick?*”. The utterance is categorized request because based on the theory request directive speech acts used to ask something from the hearer politely then here the politeness utterance and ask permission.

4) Suggestion

Suggestion is the process by which one thought leads to another especially through association of ideas. It is related to something that should be done by the hearer. The utterance is transferred to the hearer in tactful way, so that they will not make the hearer being offended. For example: “*You could wear your tie and black shoes*”.

The utterance is categorized suggestion because based on theory suggestion directive speech acts used to leads to another especially through association of ideas.

4. Context

According to David Nunan (1993: 7) states that “context refers to the situation giving rise to the discourse and within which the discourse is embedded.” From that statement, context is simply defined as the circumstance or situation around which influences the conversation.

Furthermore, Yule (1996: 21) views context as the physical environment in which a referring expression is used. Similarly, Cutting (2002: 2) states that context refers to the knowledge of physical and social world, and the socio psychological factors influencing communication as well as the knowledge of the time and place in which the words are uttered or written. Meanwhile, Mey (1993: 39) argues that context is more than just a matter of reference and of understanding what things are about; it gives a deeper meaning to utterances. For an instance:

“It’s a long time since we visited your mother.”

The utterance has an entirely different meaning when it is uttered at the coffee table in a married couple’s living room than the same utterance uttered by a husband to his wife when they are attending

the local zoo. Thus, it is clear that context is very essential in assigning a proper value to such phenomena such as presuppositions, implicature as well as dealing with other issues in pragmatics.

Leech (1983:6), pragmatics is the study of meaning in relation to speech situation. Aspects of speech situation further provide a criterion to refer in determining whether we deal with pragmatic or semantic phenomenon (Leech, 1983: 13-14). The occurrence one or more of the aspects then indicates a pragmatic one since, as previously mentioned, pragmatics studies meaning in relation to speech situation. The five aspects are:

- a. Addressers or addressees (speaker & hearer)
- b. The context of utterance

Context, according to Leech, involves 'relevant' aspects of the physical and social setting of an utterance. Still, the emphasizes on context as any background knowledge assumed to be shared by s and h and which contributes to h's interpretation of what s mean by a give utterance.

- c. The goal(s) of an utterance.

Leech refers the goal(s) of an utterance as the utterance's intended meaning, or s's intention in uttering it.

- d. The utterance as a form of act or activity:

A speech act in pragmatics, utterance is verbal act(s) performed in particular situation.

- e. The utterance as a product of a verbal act

In this scene, utterance as a product of a verbal act identified as sentence-instance, or sentence-token, but not a sentence. Similarly, utterance is a piece of language which is either too short or too long to be classified as a single sentence.

5. Preference and Dispreference Responses

Preference and dispreference responses cannot be separated from the sequence of conversations or closeness pairs because the conversation sequence is a means of completing an activity. According to Levinson (1983) responses are categorized into two types. The first type is known as a plus response and the second type is called a minus response. Furthermore, the plus response is also called the preferred response because it shows a positive response which also means listener approval while the minus response is usually called a dispreferred or negative or disagreement response. Therefore, the preferred responses are in the form of acceptance, giving, agreement, etc., while the unwelcome responses are in the form of rejection, disagreement, etc. However, liking and disliking responses focused on social or interaction features of the sequence and orientation to them. Here is a table of the preference and dispreference of responses put forward by Levinson (1983):

Table 2.2
Classification Response by Levinson Theory

First pair part	Second pair part	
	Preferred response	Dispreferred response
Request, offer	Acceptance	Refusal
Assessment, question	Acceptance	Refusal
Blame	Agreement	Disagreement
	Expected answer	Unexpected
	Denial	Answer and non-answer
		Answer and non-answer

In this study, the student's response means the student's actions towards the teaching and learning process of English in the classroom. What is meant by response in communication is a communication activity that is expected to bring results or consequences. From this communication, then people get a response or responses. With the response or responses from several people, communication in the classroom runs smoothly.

6. Classroom Interaction

Classroom interaction is about the students having an active discussion during class. Interactions occur both between students with

teacher present, and with the teacher who probes student thinking among the whole group. There are many ways on how to communicate with students, especially in the classroom (Journal of Classroom Interaction, 2011).

Education with its correlated activities of teaching and learning process involves interaction between teacher and students as channels of realizing its objectives. Interaction occur everyday in teaching and learning process. It is managed by everyone, not only by the teacher in the classroom, but also the students. This interaction is usually used to express their ideas together.

Moreover, Allwright and Bailey (1991: 25) stated that through classroom interaction, the plan produces outcomes (input, practice opportunities, and receptivity). The teacher has to plan what he intends to teach (syllabus, method, and atmosphere). So, the classroom interaction has important role in teaching learning process.

The purpose of this study is to find the directive speech act utterances that are spoken and produced in the classroom interaction. The researcher focused an analysis of directive speech acts used by teacher at Seventh Grade of MTs N 3 Sukoharjo in Academic Year 2022/2023.

7. Characteristics of Junior High School Learners

According to Hurlock as quoted by Soeparwoto (2004: 62) that students of Junior high school have some characteristics. They are as follows:

- a. The ages of the students are between 13 to 16.
- b. They can not be said as young children or adult.
- c. The students of these ages will have changes on their body and their psychology and it will improve the way they think about something.
- d. The students of these ages are better in practice rather than in theory.
- e. They like to try new life style
- f. Decide what kind of attitude or character, as they want.
- g. They are less self-confident and do not believe about their ability.
- h. They like to attract people's attention because they want people realize about their appearance by doing something out of social norm.

From the points mentioned above, it can be said that the students of these ages do not like something formal and they usually like to show outright attitude. Therefore, it is better for the teacher to bring the students into the real life rather than to give them a lot of theory in the learning process. Harmer (2000: 83) says:

“It is strange that, despite their relative success as language learner, adolescents are often seen as problem students. Yet with their greater ability for abstract thought and their passionate commitment to what they are doing once they are engaged, adolescents may well be the most exciting students of all. Most of them understand the need for learning and, with the right goals, can be responsible enough to do what is asked of them.”

From that statement the writer concludes the students of Junior High School level also could be the best language learners. Therefore, as the teachers of Junior High School learners they should be able to plan the learning process that would make the students involve in the learning activities without any pressure in taking parts.

B. Previous Related Studies

Neng Annisa Rizki entitled *Teacher Talks Analysis on Directive Speech Act in Classroom at Lab. School SMP UNISMUH Makassar* (2019) conducted the first research. In this research, the researcher applied a qualitative research. This research focused on directive speech act by the teacher and the function of response by the students. The researcher did not explain about the theory from whom she used to classify the types of directive speech act and the function itself. The result of the research shows there are five types of directive speech used by the teacher in teaching and learning process in the classroom. They are requesting, commanding, forbidding, inviting and suggesting.

The second is conducted by Maulina Rosyada (2020) entitled *Speech Acts Used by English Lecturers in Online Teaching and Learning Process at Study Program of English Language Education, State Islamic University of Mataram*. This study was qualitative with descriptive qualitative design. The aims of this research was to describe the classification of speech acts and to find out the most dominant classification of speech acts used by the English lecturers in online teaching and learning process at Study Program of English Language Education (TBI), State Islamic University of Mataram (UIN Mataram) based on Searle's theory. The research uses observation, documentation.

The third is study by Anis Kurnia Sari (2022) entitled *An Analysis of Directive Speech Acts in "Up" Movie*. This research aims to to describe and explain the types of directive speech acts and the dominant types of directive speech act by utterances appear in Up movie. This research used library research as research design and descriptive qualitative research for the research approach. The directive theory of speech act that the researcher uses is from Yule's theory, there are 4 types, including command, order, request and suggest.

Table 2.3
The Difference and The Similarities Between This Study and The Previous Study

Title	The Difference	The Similarities
<p><i>Teacher Talks Analysis on Directive Speech Act in Classroom at Lab. School SMP UNISMUH Makassar (2019)</i></p>	<p>1. That research by Neng Annisa Rizki focused on directive speech act by the teacher and the function of response by the students. But this new research focused on directive speech act by teacher and students responses.</p> <p>2. In the study by Neng Annisa Rizki, the researcher did not explain about the theory from whom she used to classify the types of directive speech act and the function itself. In this new research use Yule's theory to classify the</p>	<p>1. In these both studies applied descriptive qualitative method.</p> <p>2. Both of these studies are the same as examining descriptive speech acts by teachers.</p>

	directive speech act and Levinson's theory to classify the students responses.	
<i>Speech Acts Used by English Lecturers in Online Teaching and Learning Process at Study Program of English Language Education, State Islamic University of Mataram</i>	1. The aims of this research by Maulina Rosyada was to describe the classification of speech acts and to find out the most dominant classification of speech acts used by the English lecturers in online teaching and learning based on Searle's theory. But in this new research, the aims is to categorize directive speech acts based on Yule's theory and students' response by Levinson's theory.	1. Both of these studies are qualitative with descriptive qualitative design. 2. Both of these studies was research about utterance by educator

<p><i>An Analysis of Directive Speech Acts in “Up” Movie</i></p>	<p>1. This research by Anis Kurnia Sari aims to describe and explain the types of directive speech acts and the dominant types of directive speech act by utterances appear in Up movie. But in this new research, the aims is to categorize directive speech acts based on Yule's theory and students' response by Levinson's theory by the teacher's utterances in the classroom activities.</p> <p>2. This research by Anis Kurnia Sari used library research as research design and descriptive qualitative research for the research approach.</p> <p>The new research use</p>	<p>1. Both of these studies, the directive theory of speech act that both of the researchers use is from Yule's theory.</p>
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	descriptive qualitative method.	
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CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research was employed descriptive qualitative approach since the main focused of this research was on described the phenomenon of language used. This was in accordance with Kothari (2004: 3) who states that qualitative research was concerned with qualitative phenomena, i.e., phenomena relating to or involved quality or kind. In addition Lodico, Dean, and Katherine (2010: 143) the analysis of the data was presented in the form of narrative or words instead of number. This means that the resulted of qualitative research rely more on the interpretation of the researcher.

Descriptive qualitative method was the method that analyzed, classified, and collected the data in the form of words and sentences to draw a conclusion. The data was going to in the form of sentences which later was analyzed descriptively based on the types and the effect of directive speech that the teacher used. By this qualitative research, the researcher focused on analyzing.

B. Research Setting

The setting of the research consists of location and time in which the researcher conducts the research. The research setting will be explained broadly as follow:

1. Location of The Research

This research is conducted in MTs Negeri 3 Sukoharjo. It is located in Jl. RA Serang 1 Mulur Bendosari, Sukoharjo, Central

Java. There are 6 classrooms of seventh grade, 5 classroom of eighth grade and 5 classroom of ninth grade that are provide for students to study. The researcher wants to focus research in two classes at the seventh grade level at MTs N 3 Sukoharjo VII D and VII E.

2. Time of The Research

The research was conduct on April until May 2023. The research schedule can be seen in the following table:

Table 3.1
Time of The Research

No	Activities	February	March	April	May	June	July
1.	Pre Research						
2.	Proposal Draft and Consulting						
3.	Proposal Draft Seminar						
4.	Collecting Data						
5.	Analyzing Data						
6.	Munaqosyah						

C. Research Subject and Information

The main subject of this study is the English teacher of seventh grade students MTs N 3 Sukoharjo due to the English teacher in this class usually teach in English. The researcher conducted this research in MTs N 3 Sukoharjo with Mr Sholeh as a English teacher in MTs N 3 Sukoharjo. Besides, the researcher also applied the students of seventh grade of MTs N 3 Sukoharjo as the subject of the research for second problem of the study. The researcher was choose the seventh grade of MTs N 3 Sukoharjo as informant of this research, which consisted of two classes and the researcher only observed in VII D and VII E.

D. Data and Source of The Data

The primary source of this research was from events teaching learning process by the English teacher of the seventh grade of MTs N 3 Sukoharjo. The data were in the utterances uttered by the teacher during the lesson. This was in line with Bogdan and Biklen (1982) who states that qualitative data are in the forms of words or pictures rather than in utterances. Meanwhile, the context was the context surrounding the utterances. In addition, the data of this research also obtained from the students on the teacher's utterance. The response were in terms of the action toward the utterances which have been produced by the teacher or the speaker.

E. Technique of Collecting the Data

The researcher used some techniques of data collection in this research. The techniques were observation and documentation. Observation is

the technique of collecting data by seeing the phenomenon deeply and giving the evidence of it. Then, according to Sukmadinata (2011: 221-222) Documentation is a technique of collecting data which are appropriate with the research goals, by accumulating, and analyzing document, both in observation sheet and electronic forms.

The observation conducted together with the voice recording process. In the observation, the researcher check it out the observation sheet and used field note in classroom using instrument of observation. Data documentation was the recording of teaching and learning process both teacher and students.

The researcher matched the data observation with data documentation. Some procedures are follow after conducted the observation. The researcher has been listened to the recording and trying to understand the utterances implement by the teacher and fill transcribing the data into the data collection form. Afterward the researcher selecting the data and classifying which are in accordance with the objective the study.

F. Research Instrument

In qualitative research, the researcher is the main instrument. This is in accordance with the nature of qualitative research in which Bogdan and Biklen (1982: 27) point of that the key instrument of qualitative research and the researcher himself/herself. For that reason, the researcher conducted all process of research starting from planning, collecting, analyzing, and

reporting the data (Moleong, in Tri 2019: 34). The secondary this instrument was observation, transcript, documentations.

G. Trustworthiness of The Data

Trustworthiness of a research can be gained by conducting credibility, dependability, transferability, and conformability according to Moleong (2004:324). There are: Credibility aims to achieve data validation through carefully observing and rearranging selected data in accordance with research questions so that the data can be considered credible (Moleong 2004; 324). Data credibility is obtained through triangulation. Triangulation applied by researchers is triangulation of researchers or researchers. That was done in consultation with experts. The purpose of triangulation is not to find the truth about some phenomena, but to improve, researchers understand what has been found. Therefore, the triangulation technique intended in this study is to examine the data obtained from various collection techniques.

The role of the investigators is checking and validating data. To meet dependency, researchers provide an explanation of data collection and data analysis. In using transferability, researchers must provide all information needed by observers in understanding the discovery of information obtained through the directive speech class classification table act used by English teacher of MTs N 3 Sukoharjo according to Yule theory.

The researcher needs help to discuss other people such as the expert about pragmatics and directive speech acts. The trustworthiness of the data in this qualitative research to get the valid data researcher used peer debriefing

with three students of UIN Raden Mas Said Surakarta who have previously researched about directive speech acts.

H. Technique of Analyzing the Data

Data analyzing techniques explains the steps how the researcher analyses the data. The researcher analyzes the data by using descriptive analysis and the data are described by her own sentences. The data analysis was based on Miles Huberman theory.

Miles and Huberman (1994:12) explain the method of data analysis called an interactive model, which is included; four steps of analysis activities in cyclical and interactive process. in this research, the researcher used several techniques to analyze the data. There were four techniques used by the researcher to analyze the data in this research they are: data collection, data reduction, data display, conclusion drawing verification.

Therefore, the analysis was conducted interactively and continuously until the research problems were answered, the steps were as follows:

1. Data collection

As mentioned above, the activity of data collection and the activity of data analysis is a cyclical and interactive process. Thus, during the data collection the researcher circulate among these four steps continually in order to grasp all of the information needed in the next steps of data analysis.

In the other word, it is the stage where the researcher tries to

find out the “unripe” data that would reduce, displayed, and conclude. In this research, the researcher collected the data of two tutors they are Mr. Sholeh’s utterances in teaching learning process at English class for seventh grade student at MTs N 3 Sukoharjo. The researcher also takes a record to collect the data by recording the utterances of the teacher in teaching process.

2. Data Reduction

Data reduction is concerned with the process of selecting, focusing, simplifying, abstracting, and transforming the data that has been collected. At this stage, the data that has been obtained were organized and irrelevant data were discarded. This was done through the process of coding. Coding is the process of labeling and segmenting units of meaning to the descriptive or inferential information compiled during the study.

To make easier in analyzing the data, the data will be presented as the table below:

Table 3.2
The Finding Type of Directive Speech Act Used by The English Teacher in Seventh Grade at MTsN 3 Sukoharjo

No.	Code	Data	Types and Fuction of Directive				Student Response	
			Speech Act				Preferennce	Dispreferrence
			Com.	Ord.	Req.	Sug.		

Note:

20.05.2023 : Date of Data Collection

M1 : Number of Meeting

D0 : Number of Data

T : Code of Teacher

Com : Command

Ord : Order

Req : Request

Sug : Suggestion

3. Data Display

The next step is data display deals with providing an organized, compressed, assembly of information that allows conclusion drawing. The form of qualitative data display is to perform accessible, compact, and organized information on the data. The researcher classified the data about the directive speech act used by the tutor based on Yule's theory and preference-dispreference response based on levinson theory.

Data display can be in the form of texts, graphs, diagrams, charts, matrices, or other graphical formats. The researcher uses table and description to explain about the directive speech act used by the tutor in teaching learning process.

4. Making Percentage

The researcher made percentage of the data to know usage of type directive speech acts and students' response based on the way to convey in teaching and learning process. Precise data is needed in order to sharpen the finding of the research. Thus, the research includes the percentage calculation. The purpose of the percentage is to complete the finding so that the readers can easily and immediately obtain the precise proportion to each finding compared to the others. The percentage calculation is used to know the type of Yule speech acts and preference-dispreference response based on Levinson theory based on the way to convey that most dominant frequently used by the teacher on teaching and learning process. Sugiono (2004:170) states that the analysis is looking percentage used formula:

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

Notes: P = percentages

F = Frequency

N= The sum of Frequency

5. Conclusion Drawing and Verification

The last step was conclusion drawing and verification. After the data displayed in the in the form of table, then the researcher would able to interpret it and reaches conclusions and verifications. Derived from the data displayed in tables, the next step conducted by the writer

is describing and interpreting the data so that the conclusions and verifications of the use of directive speech act and speech acts based on the way to convey by the tutors can be drawn.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher would like to serve the result of the research. There will be two terms of research finding in this research. They are types of directive speech act that is used by the English teacher of seventh grade students (VII D and VII E) of MTs N 3 Sukoharjo in teaching learning process and the preference student response – dispreference student response in seventh grade students (VII D and VII E) MTs N 3 Sukoharjo in teaching learning process.

A. Research Finding

This research employs descriptive qualitative research. The subject of this research are English teacher and the student response in seventh grade students (VII D and VII E) MTs N 3 Sukoharjo in teaching learning process. The English teacher is Mr. Sholeh. The data of the research are directive speech acts utterances by two class seventh grade students (VII D and VII E) and preference - dispreference student response in seventh grade students (VII D and VII E) MTs N 3 Sukoharjo in teaching learning process. The data directive speech act utterances are then classified into types based on Yule's theory and the preference – dispreference student response classified by Levinson (1983: 304). There are four forms directive speech acts in Yule's theory, they are command, order, request and suggestion.

- 1. Types of directive speech acts spoken by The English teacher of the two classes seventh grade students (VII D and VII E) of MTs N 3 Sukoharjo in academic year 2022/2023.**

As explained before, the type of directive speech acts in this research is analyzed in accordance to Yule's theory. According to the classroom observation, there are four types of directive speech acts found, they are command, order, request and suggestion. The types of directive speech acts are taken from the utterances spoken by the English teacher. The table below is the number of types of directive speech act in the classroom.

Table 4.1
Types of Directive Speech Acts Spoken by The English Teacher of The Two Classes Seventh Grade Students (VII D and VII E) of MTsN 3 Sukoharjo

No	Types	Frequency
1	Commanding	31
2	Ordering	19
3	Requesting	10
4	Suggesting	12
Total		72

As shown in the table, the types of directive speech acts realized in the seventh-grade student (VII D and VII E) of MTs N 3 Sukoharjo texts are command, order, request and suggestion. We can see from the data that are 72 containing types of directive speech acts.

The command type serves dominant number and frequency of all four types of directive speech acts. There are 31 data containing commanding type. The data was taken by transcribe a voice recording about the conversation between teacher and students. The number of the data obtained by data collection form about the classification of directive speech act that teacher used in the classroom. Based on the data it means half of directive speech act that teacher used is commanding. The process teaching

and learning English the teacher and the students communicated with commanding. The teacher more often used command to manage the class.

The second position was order type. There are 19 data. The data was taken by transcribe a voice recording about the conversation between teacher and the number of the data obtained by data collection form about the classification of directive speech act that teacher used in the classroom. Based on the data means that teacher quite often used ordering in communicated with the students. In the process teaching and learning English the teacher often used ordered the students to do her instruction to manage the class.

The third position is suggestion types that are 12 data. The data was taken by transcribe a voice recording about the conversation between teacher and students. The number of the data obtained by data collection form about the classification of directive speech act that teacher used in the classroom. Based on the data means that the teacher sometimes used suggestion to communicated with the students. In the process teaching and learning English the teacher occasionally give instruction with suggestion to manage the class.

The fourth position is request types that are 11 data. The data was taken by transcribe a voice recording about the conversation between teacher and students. The number of the data obtained by data collection form about the classification of directive speech act that teacher used in the classroom. Based on the data means that the teacher sometimes used request

to communicated with the students. In the process teaching and learning English the teacher rarely give instruction with request to manage the class.

a. Types of directive speech act used by first meeting in VII D class

The first Meeting class VII D for MTsN 3 Sukoharjo. The observation from english teacher Mr. Sholeh was doing by the researcher on May 22, 2023. The researcher found 17 utterances that included directive speech acts. The types of directive speech acts explained as follow:

Table 4.2
Types of Directive Speech Act Used by First Meeting in Class VII D

No	Types	Frequency
1	Commanding	4
2	Ordering	3
3	Requesting	5
4	Suggesting	5
Total		17

1. Command

Command is utterances having meaning the speaker who has the right or duty to give command to the hearer. The commanding utterance was performed by first meeting English teacher in class VIID of the lesson. In first meeting in class VII D, the researcher found 4 utterance of commanding directive speech act. The data are :

T: Come on write!

S: (No response)

22.05.2023/VIID/M1/D11/COM/PRE

The utterance “Come on write!” is classified as a command because the teacher tells students to do something with clear

grammatical subject and the utterance used exclamation mark for utterances that include commands. The teacher command the students for write material in teaching and learning process.

T: Come on see!

S: (Silent and see question)

22.05.2023/VIID/M1/D12/COM/PRE

The utterance “Come on see!” is classified as a command because the teacher tell students to do something with clear grammatical subject and the utterance used exclamation mark for utterances that include commands. The teacher command the students for give attention the question in teaching and learning process.

T: Remember that!

S: Ok Mr.

22.05.2023/VIID/M1/D14/COM/PRE

The utterance “Remember that!” is classified as a command because the teacher tell students to do something with clear grammatical subject and the utterance used exclamation mark for utterances that include commands. The teacher command the students remember the material in teaching and learning process.

Another data :

22.05.2023/VIID/M1/D15/COM/PRE

2. Order

Order is utterances having meaning the speaker who has the right or duty to give order to the hearer. The ordering utterance was performed by first meeting English teacher in class VIID of the lesson.

In first meeting in class VII D, the researcher found 3 utterance of ordering directive speech act. The data are:

T: Okey, let's continue our lesson or repeat about yesterday, please. We'll do it again.

S: (See in a book)

22.05.2023/VIID/M1/D6/ORD/PRE

The utterance “Okey, let’s continue our lesson or repeat about yesterday, please” is classified as order because the students to do something that must be done right away. The teacher ordered the students to prepare the lesson for study today and used word “please”.

T: So, only negative sentence is adding notes after the to be, you don't need to change the others. Everything stays the same pattern

S: (see the whiteboard)

22.05.2023/VIID/M1/D13/ORD/PRE

The utterance “So, only negative sentence is adding notes after the to be, you don’t need to change the others. Everything stays the same pattern” is classified as order because the students to do something that must be done right away. The teacher order the students to see the whiteboard and give attention about the material.

T: Ok, that's enough for today's lesson. Please close the book!

S: (close the book)

22.05.2023/VIID/M1/D17/ORD/PRE

The utterance “Please close the book!” is classified as order because the students to do something that must be done right away. The teacher ordered the students to close the book and used word “please”

3. Request

Request is a kind of directive speech acts whose illocutionary purpose is to get the hearer to do something in circumstances in which it is not obvious that he /she will perform the action in the normal course of events. The request utterance was performed by first meeting in class VII D, the researcher found 5 utterance of ordering directive speech act. The data are:

T: Okey, before study or before continue our lesson, I want to tell you of one ayat from Al Quran.

S: (No response)

22.05.2023/VIID/M1/D2/REQ/DIS

The utterance “Okey, before study or before continue our lesson, I want to tell you of one ayat from Al Quran” is classified as request because a type of utterance that is included in directive speech acts and is used to ask something from the students in a politely ways. The teacher request the students to pay attention because the teacher want to tell of one ayat from Al Quran for giving spirit in teaching and learning process.

T: Those who have memorized it may be able to ask me for a prize of one hundred thousand!

S: No Response

22.05.2023/VIID/M1/D3/REG/DIS

The utterance “Those who have memorized it may be able to ask me for a prize of one hundred thousand!” is classified as request because a type of utterance that is included in directive speech acts and is used to ask something from the students in a polite way. The

teacher requests the students those who have memorized it may be able to the teacher for give a prize a student with money about one hundred thousand rupiah.

T: Did you memorize it at first? Later try to memorize, if you can memorize the Al-Quran!

S: No Response

22.05.2023/VIID/M1/D4/REG/DIS

The utterance “Did you memorize it at first? Later try to memorize, if you can memorize the Al-Quran!” is classified as request because a type of utterance that is included in directive speech acts and is used to ask something from the students in a polite way. The teacher requests the students later try to memorize the ayat of Quran.

Another Data :

22.05.2023/VIID/M1/D7/REG/PRE

22.05.2023/VIID/M1/D8/REG/PRE

4. Suggestion

Suggestion is the process by which one thought leads to another especially through association of ideas. The suggestion utterance was performed by first meeting in class VII D, the researcher found 5 utterance of ordering directive speech. The data are:

T: Unlike the people of the prophet Muhammad, we are still given the opportunity to be aware of being better, we are told to istigfar!

S: (No response)

22.05.2023/VIID/M1/D5/SUG/DIS

The utterance “Unlike the people of the prophet Muhammad, we are still given the opportunity to be aware of being

better, we are told to istigfar!” is classified as suggestion because the process by which one thought leads to another especially through association of ideas. The teacher suggest the students to still given the opportunity to be aware of being better and always say istighfar in everytime..

T: What is the question sentence? See the patterns? don't be afraid to answer.

S: Are we students ?

22.05.2023/VIID/M1/D10/SUG/PRE

The utterance “What is the question sentence? See the patterns? don't be afraid to answer.” is classified as suggestion because the process by which one thought leads to another especially through association of ideas. The teacher suggest the students to don't be afraid to answer the question in the book.

T: For the third pattern, you have to be more careful and think about the changes!

S: Yes Mr.

22.05.2023/VIID/M1/D16/SUG/PRE

The utterance “For the third pattern, you have to be more careful and think about the changes!” is classified as suggestion because the process by which one thought leads to another especially through association of ideas. The teacher suggest the students for pay attention for the third pattern about the material and they have to be more careful and think about the changes.

Another Data :

22.05.2023/VIID/M1/D1/SUG/DIS

b. Types of directive speech act used by second meeting in VII D class

The second Meeting class VII D for MTsN 3 Sukoharjo. The observation from english teacher Mr. Sholeh was doing by the researcher on May 23, 2023. The researcher found 18 utterances that included directive speech acts. The types of directive speech acts explained as follow:

Table 4.3
Types of Directive Speech Act Used by Second Meeting in Class VII D

No	Types	Frequency
1	Commanding	8
2	Ordering	6
3	Requesting	2
4	Suggesting	2
Total		18

1. Command

Command is utterances having meaning the speaker who has the right or duty to give command to the hearer. The commanding utterance was performed by first meeting English teacher in class VIID of the lesson. In second meeting in class VII D, the researcher found 8 utterance of commanding directive speech act. The data are:

T: Let's study English!

S: Yes Mr.

23.05.2023/VIID/M2/D18/COM/PRE

The utterance "Let's study English!" is classified as a command because the teacher tell students to do something with clear grammatical subject and the utterance used exclamation mark for

utterances that include commands. The teacher command students to study English for teaching and learning process.

T: Let's continue our lesson!

S: (Silent and pay attention)

23.05.2023/VIID/M2/D21/COM/PRE

The utterance "Let's continue our lesson!" is classified as a command because the speaker tell to do something with clear grammatical subject and the utterance used exclamation mark for utterances that include commands. The teacher command students to continue our lesson for teaching and learning process.

T: Don't forget to add an "s"!

S: (No response)

23.05.2023/VIID/M2/D34/COM/PRE

The utterance "Don't forget to add an "s"!" is classified as a command because the speaker tell to do something with clear grammatical subject and the utterance used exclamation mark for special marks for utterances that include commands. The teacher command students to don't forget to add an "s" for teaching and learning process.

Another Data :

23.05.2023/VIID/M2/D23/COM/DIS

23.05.2023/VIID/M2/D24/COM/PRE

23.05.2023/VIID/M2/D26/COM/PRE

23.05.2023/VIID/M2/D27/COM/PRE

23.05.2023/VIID/M2/D28/COM/PRE

2. Order

Order is utterances having meaning the speaker who has the right or duty to give order to the hearer. The ordering utterance was performed by second meeting English teacher in class VIID of the lesson. In second meeting in class VII D, the researcher found 6 utterance of ordering directive speech act. The data are:

T: Please, open your book! Open page 156!

S: (Open book page 156)

23.05.2023/VIID/M2/D22/ORD/PRE

The utterance “Please, open your book! Open page 156!” is classified as order because the teacher order students to do something that must be done right away. The teacher ordered the students to open book page 156 and the teacher used word “please”.

T: Please, see number 3!

S: (See number 3)

23.05.2023/VIID/M2/D32/ORD/PRE

The utterance “Please, see number 3! is classified as order because the teacher order students to do something that must be done right away. The teacher ordered the students to see number 3. the teacher used word “please”.

Another Data :

23.05.2023/VIID/M2/D19/ORD/PRE

23.05.2023/VIID/M2/D25/ORD/PRE

23.05.2023/VIID/M2/D30/ORD/PRE

23.05.2023/VIID/M2/D33/ORD/DIS

3. Request

Request is a kind of directive speech acts whose illocutionary purpose is to get the hearer to do something in circumstances in which it is not obvious that he /she will perform the action in the normal course of events. The request utterance was performed by second meeting in class VII D, the researcher found 2 utterance of ordering directive speech act. The data are:

T: Let's see to sentence! Is there something wrong?

S: (See to sentence)

23.05.2023/VIID/M2/D29/REQ/PRE

The utterance “Let’s see to sentence! ” is classified as request because a type of utterance that is included in directive speech acts and is used to ask something from the listener in a politely ways. The teacher request the students to see the sentence and is there something wrong.

T: Where's that changed? Please the repeat number 1!

S: (Repeat number 1)

23.05.2023/VIID/M2/D31/REQ/DIS

The utterance “Please the repeat number 1!” is classified as request because a type of utterance that is included in directive speech acts and is used to ask something from the listener in a politely ways. The teacher request students to repeat number 1 and is there something wrong.

4. Suggestion

Suggestion is the process by which one thought leads to another especially through association of ideas. The suggestion utterance was performed by second meeting in class VII D, the researcher found 2 utterance of ordering directive speech:

T: Religious lessons must be occupied and become a guideline for your life!

S: (No Response)

23.05.2023/VIID/M2/D20/SUG/PRE

The utterance “Religious lessons must be occupied and become a guideline for your life!” is classified as suggestion because the process by which one thought leads to another especially through association of ideas. The teacher suggest to the students religious lessons must be occupied and become a guideline for your life.

T: Later at home, I will repeat it again, hopefully later I can master it again.

S: Yes Mr.

23.05.2023/VIID/M2/D35/SUG/PRE

The utterance “Later at home, I will repeat it again, hopefully later I can master it again.” is classified as suggestion because the process by which one thought leads to another especially through association of ideas. The teacher suggest the students after at home, I will repeat it again, hopefully later I can master it again.

c. Types of directive speech act used by first meeting in VII E class

The first Meeting class VII E for MTsN 3 Sukoharjo. The observation from English teacher Mr. Sholeh was done by the researcher on May 23, 2023. The researcher found 17 utterances that included directive speech acts. The types of directive speech acts explained as follows:

Table 4.4
Types of directive speech act used by first meeting in Class VII E

No	Types	Frequency
1	Commanding	9
2	Ordering	5
3	Requesting	2
4	Suggesting	1
Total		17

1. Command

Command is utterances having meaning the speaker who has the right or duty to give command to the hearer. The commanding utterance was performed by first meeting English teacher in class VII E of the lesson. In first meeting in class VII E, the researcher found 9 utterance of commanding directive speech act. The data are:

T: Ok, now let's continue!
S: (silent and pay attention)
23.05.2023/VII E/M1/D39/COM/PRE

The utterance “Ok, now let's continue!” is classified as a command because the teacher tells students to do something with clear grammatical subject and the utterance used exclamation mark for

utterances that include commands. The teacher command the continue for teaching and learning process.

T: Yes, hurry up!

S: (No response)

23.05.2023/VIIE/M1/D41/COM/DIS

The utterance “Yes, hurry up!” is classified as a command because the teacher tell students to do something with clear grammatical subject and the utterance used exclamation mark for utterances that include commands. The teacher command to the student to back after went to bathroom.

T: Let’s interpret again!

S: (No Response)

23.05.2023/VIIE/M1/D43/COM/PRE

The utterance “Let’s interpret again!”is classified as a command because the teacher tell students to do something with clear grammatical subject and the utterance used exclamation mark for special marks for utterances that include commands. The teacher command to the students to interpret the meaning of what the teacher said.

Another Data :

23.05.2023/VIIE/M1/D38/COM/PRE

23.05.2023/VIIE/M1/D40/COM/PRE

23.05.2023/VIIE/M1/D41/COM/PRE

23.05.2023/VIIE/M1/D52/COM/PRE

2. Order

Order is utterances having meaning the speaker who has the right or duty to give order to the hearer. The ordering utterance was performed by first meeting English teacher in class VIID of the lesson. In first meeting in class VII E, the researcher found 5 utterance of ordering directive speech act. The data are:

T: Please pay attention!

S: (Pay attention)

23.05.2023/VIIE/M1/D47/ORD/DIS

The utterance “Please pay attention!” is classified as order because the teacher order to students to do something that must be done right away. The teacher ordered the students to pay attention the lesson.

T: Please continue activity 17!

S: (Continue activity 17)

23.05.2023/VIIE/M1/D50/ORD/PRE

The utterance “Please continue activity 17!” is classified as order because the teacher order to students to do something that must be done right away. The teacher ordered the students to continue activity 17 the teacher used word “please”..

T: Please come on number 2!

S: (Come on number 2)

23.05.2023/VIIE/M1/D52/ORD/PRE

The utterance “Please come on number 2!” is classified as order because the teacher order to students to do something that must be done right away. The teacher ordered the students to continue on number 2 the teacher used word “please”.

Another Data:

23.05.2023/VIII/M1/D44/ORD/PRE

23.05.2023/VIII/M1/D45/ORD/PRE

23.05.2023/VIII/M1/D48/ORD/PRE

23.05.2023/VIII/M1/D49/ORD/PRE

23.05.2023/VIII/M1/D53/ORD/PRE

3. Request

Request is a kind of directive speech acts whose illocutionary purpose is to get the hearer to do something in circumstances in which it is not obvious that he /she will perform the action in the normal course of events. The request utterance was performed by first meeting in class VII E, the researcher found 2 utterance of ordering directive speech act. The data are:

T: You interpret the adverb that is often used! Mention how many adverb frequencies are used frequently?

S: There are 6

23.05.2023/VIII/M1/D42/REG/PRE

The utterance “Mention how many adverb frequencies are used frequently?” is classified as request because of utterance that is included in directive speech acts and is used to ask something from students in a polite way. The teacher request to students to interpret the meaning of adverb that is often used and how many adverb frequencies are used frequently.

T: How to make that sentences ?

S: (doing the teacher's orders and doing the questions)

23.05.2023/VIII/M1/D51/REG/PRE

The utterance “How to make that sentences ?” is classified as request because a type of utterance that is included in directive speech acts and is used to ask something from the listener in a politely ways. The teacher request to students to explain how the sentence made.

Another Data:

23.05.2023/VIIE/M1/D36/REG/PRE

4. Suggestion

Suggestion is the process by which one thought leads to another especially through association of ideas. The suggestion utterance was performed by first meeting in class VII E, the researcher found 1 utterance of ordering directive speech:

T: The important thing is study hard! Everything is learned. If people can master various kinds of knowledge, it will be useful for life when facing various problem while and being able to solve these problems. It will be different again with people who are not able knowledgeable.

S: (No response)

23.05.2023/VIIE/M1/D37/SUG/PRE

The utterance “The important thing is study hard! Everything is learned. If people can master various kinds of knowledge, it will be useful for life when facing various problem while and being able to solve these problems. It will be different again with people who are not able knowledgeable.” is classified as suggestion because the process by which one thought leads to another especially through association of ideas. The teacher suggest the students that the important thing is to study hard.

d. Types of directive speech act used by second meeting in VII E class.

The second Meeting class VII E for MTsN 3 Sukoharjo. The observation from english teacher Mr. Sholeh was doing by the researcher on May 25, 2023. The researcher found 22 utterances that included directive speech acts. The types of directive speech acts explained as follow:

Table 4.5
Types of directive speech act used by second meeting in Class VII E

No	Types	Frequency
1	Command	10
2	Order	5
3	Request	1
4	Suggest	4
Total		21

1) Command

Command is utterances having meaning the speaker who has the right or duty to give command to the hearer. The commanding utterance was performed by second meeting English teacher in class VIID of the lesson. In second meeting in class VII E, the researcher found 10 utterance of commanding directive speech act. The data are:

T: Come on number 9!

S: S: (No Response)

25.05.2023/VIIIE/M2/D69/COM/PRE

The utterance is classified as a command because the teacher tell students to do something with clear grammatical subject and the

utterance used exclamation mark for utterances that include commands. The teacher command the students to continue on number 9 in the teaching and learning process.

T: Do activity 21!

S: Ok Mr.

25.05.2023/VIIE/M2/D73/COM/PRE

The utterance “Do activity 21!” is classified as a command because the teacher tell students to do something with clear grammatical subject and the utterance used exclamation mark for utterances that include commands. The teacher command students to do activity 21 in the teaching and learning process.

T: Memorized all yes! Let's repeat from above!

S: (Open book)

25.05.2023/VIIE/M2/D60/COM/PRE

The utterance “Memorized all yes! Let's repeat from above!” is classified as a command because the teacher tell students to do something with clear grammatical subject and the utterance used exclamation mark for utterances that include commands. The teacher command students to remember all of adverb of frequency.

Another Data:

25.05.2023/VIIE/M2/D55/COM/DIS

25.05.2023/VIIE/M2/D63/COM/PRE

25.05.2023/VIIE/M2/D60/COM/PRE

25.05.2023/VIIE/M2/D64/COM/PRE

25.05.2023/VIIE/M2/D65/COM/PRE

25.05.2023/VIIE/M2/D66/COM/PRE

25.05.2023/VIIE/M2/D67/COM/PRE

25.05.2023/VIIE/M2/D70/COM/DIS

25.05.2023/VIIE/M2/D71/COM/PRE

2) Order

Order is utterances having meaning the speaker who has the right or duty to give order to the hearer. The ordering utterance was performed by second meeting English teacher in class VII E of the lesson. In second meeting in class VII E, the researcher found 5 utterance of ordering directive speech act. The data are:

T: Please number 1 and 2 will then be continue!

S: (continue number 1 and 2)

25.05.2023/VIIE/M2/D61/ORD/DIS

The utterance “Please number 1 and 2 will then be continue!” is classified as order because the teacher order to students to do something that must be done right away. The teacher ordered the students continue number 1 and 2 the teacher used word “please”.

T: Okay, please look at the first example

S: (Look at the first example)

25.05.2023/VIIE/M2/D72/ORD/PRE

The utterance “Okay, please look at the first example” is classified as order because the students to do something that must be done right away. The teacher order to students to look at the first example.

Another data :

25.05.2023/VIIE/M2/D71/ORD/PRE

25.05.2023/VIIE/M2/D54/ORD/DIS

25.05.2023/VIIE/M2/D62/ORD/PRE

25.05.2023/VIIE/M2/D74/ORD/PRE

3) Request

Request is a kind of directive speech acts whose illocutionary purpose is to get the hearer to do something in circumstances in which it is not obvious that he /she will perform the action in the normal course of events. The request utterance was performed by second meeting in class VII E, the researcher found 1 utterance of ordering directive speech act. The data are:

T: Okay, time is up, you will study it again, adverb of frequency, and question word. Thank you for your attention!

S: No response

25.05.2023/VIIE/M2/D75/REG/PRE

The utterance “Okay, time is up, you will study it again, adverb of frequency, and question word. Thank you for your attention!” is classified as request because a type of utterance that is included in directive speech acts and is used to ask something from the students in a politely ways. The teacher request to students to study at home about the last lesson.

4) Suggestion

Suggestion is the process by which one thought leads to another especially through association of ideas. The suggestion

utterance was performed by second meeting in class VII E, the researcher found 4 utterance of ordering directive speech:

T: So with parents we should be good!

S: (Silent and listen)

25.05.2023/VIIE/M2/D56/SUG/PRE

The utterance “So with parents we should be good!” is classified as suggestion because the process by which one thought leads to another especially through association of ideas. The teacher suggest the students be kind with parents.

T: Maybe there are parents who sometimes make you uncomfortable but you still have to respect them!

S: (Silent and listen)

25.05.2023/VIIE/M2/D57/SUG/PRE

The utterance is classified as suggestion because the process by which one thought leads to another especially through association of ideas. The teacher suggestion the students the to respect parents who sometimes make you uncomfortable but you still have to respect.

Another Data :

25.05.2023/VIIE/M2/D58/SUG/PRE

25.05.2023/VIIE/M2/D59/SUG/PRE

2. Preference Student Response and Dispreference Student Response

Based on observation on May 2023 about student response. The findings of this data are related to the preference response and dispreference response in teaching and learning process in the seventh grade student (VII D and VII E) of MTsN 3 Sukoharjo. Levinson classified responses into preference and dispreference response. Researchers found 75 utterances

from students response that were classified into preference response and dispreference response based on Levinson theory during the teaching and learning process. Researchers divide seventh grade student are class VII D and VII E. Data obtained from each classroom observations in 2 meetings, so all 4 meetings. Based on research, the researcher found 61 preference student responses and 14 dispreference student responses were carried out for the directive speech act used by the English teacher.

Table 4.6
Preference Student Response and Dispreference Student Response

No	Type of Response	Frequency
1	Preference	61
2	Dispreference	14
Total		75

- a. Student Response of Preference and Dispreference used by The Teacher in first meeting in VII D class.

The first observation was made by researchers at VII D class on May 22, 2023 who were guided by Mr. Sholeh as a English teacher. The material about review the last week material simple present tense. Researchers found 17 a response that includes preference response and dispreference response. The response is described as follows:

1) Preference Response

The type of positive response the recipient generates is also known as agreement, and it also shows the success of the project in conversation. Priority is done by the students towards the directive

speech acts uttered by the first meeting in VII D class. In the activity, the researcher found 12 preference responses. The data are:

***T: What if the formula uses a negative to be pattern ?
added “ not” after ?***

S: After subject.

22.05.2023/VIID/M1/D7/REG/PRE

For the utterance “After subject” the teacher request students to pay attention to the grammar negative simple present tense based on the explanation written on the blackboard. After the teacher gives requests to students, students accept requests and respond to situations on the described grammar. Students' responses to the instructions given by the teacher include response preference.

T: If you ask a question, what comes first?

S: Are.

22.05.2023/VIID/M1/D8/REG/PRE

For the utterance “are” the teacher request students to pay attention to the grammar of question simple present tense based on the explanation written on the blackboard. After the teacher gives requests to students, students accept requests and respond to situations on the described grammar. Students' responses to the instructions given by the teacher include response preference.

***T: What is the question sentence ? See the patterns?
don't be afraid to answer!***

S: Are we students ?

22.05.2023/VIID/M1/D10/SUG/PRE

For the utterance “are we students?” the teacher request students to pay attention to the grammar question simple present

tense based on the explanation written on the blackboard. After the teacher gives requests to students, students accept requests and respond to situations on the described grammar. Students' responses to the instructions given by the teacher include response preference.

Another Data:

22.05.2023/VIID/M1/D6/ORD/PRE

22.05.2023/VIID/M1/D9/SUG/PRE

22.05.2023/VIID/M1/D11/COM/PRE

22.05.2023/VIID/M1/D12/COM/PRE

22.05.2023/VIID/M1/D13/ORD/PRE

22.05.2023/VIID/M1/D14/COM/PRE

22.05.2023/VIID/M1/D15/COM/PRE

22.05.2023/VIID/M1/D16/SUG/PRE

22.05.2023/VIID/M1/D17/ORD/PRE

2) Dispreference Response

Dispreference response (disagreement) generated by the recipient using several ways in the form of rejection, disapproval, etc. The response was distributed by the students to the first meeting in VII D class directive speech act of the lesson. In the activity, the researcher found 5 dispreference responses. The data for example:

T: Okey, before we study or before we continue our lesson, I want to tell you of one ayat from Al Quran.

S: (No response)

22.05.2023/VIID/M1/D2/REG/DIS

For “no response” from students the teacher suggestion before student study or before student continue lesson and tell you of one ayat from Al Quran, but the students gave a rejection response by not answering the suggestion and preferring to remain silent, the response was included in the dispreference response category.

T: Those who have memorized it may be able to ask me for a prize of one hundred thousand!

S: (No response)

22.05.2023/VIID/M1/D3/REG/DIS

For “no response” from students the teacher suggestion those who have memorized it may be able to ask teacher for a prize of one hundred thousand, but the students gave a rejection response by not answering the suggestion and preferring to remain silent, the response was included in the dispreference response category.

T: If you don't remember it at first? Later try to memorize it a little bit, if you can memorize the Al-Quran!

S: (No response)

22.05.2023/VIID/M1/D4/REG/DIS

Teacher suggestion if student don't remember it at first and later try to memorize it a little bit, if you can memorize the Al-Quran, but the students gave a rejection response by not answering the command and preferring to remain silent, the response was included in the dispreference response category.

Another Data :

22.05.2023/VIID/M1/D1/SUG/DIS

22.05.2023/VIID/M1/D5/SUG/DIS

Table 4.7
Student Response to The Directive Speech Act Used by First Meeting
in Class VII D

No	Type of Response	Number
1	Preference	12
2	Dispreference	5
Total		17

Based on the table above, the researcher found 2 types of student responses to the teacher directive speech acts in the activity.

There were preference responses and dispreference responses.

- b. Student Response of Preference and Dispreference used by The Teacher in second meeting in VII D class.

The second observation was made by researchers at VII D class on May 23, 2023 who were guided by Mr. Sholeh as a English teacher. The material adverb of frequency. Researchers found 18 a response that includes preference response and dispreference response.

The response is described as follows:

- 1) Preference Response

The type of positive response the recipient generates is also known as agreement, and it also shows the success of the project in conversation. Priority is done by the students towards the directive speech acts uttered by the second meeting in VII D class. In the activity, the researcher found 15 preference responses. The data for example:

T: Let's study English!

S: Yes Mr.

23.05.2023/VIID/M2/D18/COM/PRE

For the utterance “yes mr” the teacher command students to the study English. After the teacher gives command to students, students accept command and respond to the teacher’s invitation related to learning activity. Students' responses to the instructions given by the teacher include response preference.

T: Please, open your book! Open page 156!

S: (Open book page 156)

23.05.2023/VIID/M2/D22/ORD/PRE

For no responses from students and they just open their book page 156. The teacher order students to open book page 156. After the teacher gives order to students, students accept order and respond to the student open book page 156. Students' responses to the instructions given by the teacher include response preference.

T : Let’s activity 17!

S: (To the activity 17)

23.05.2023/VIID/M2/D24/COM/PRE

For no responses from students and they open to the activity 17. The teacher command studentsto do activity 17. After the teacher gives command to students, students accept order and respond to the student to the activity 17. Students' responses to the instructions given by the teacher include response preference.

Another Data :

23.05.2023/VIID/M2/D19/ORD/PRE

23.05.2023/VIID/M2/D21/COM/PRE

23.05.2023/VIID/M2/D25/ORD/PRE

23.05.2023/VIID/M2/D26/COM/PRE

23.05.2023/VIID/M2/D27/COM/PRE

23.05.2023/VIID/M2/D28/COM/PRE

23.05.2023/VIID/M2/D29/REQ/PRE

23.05.2023/VIID/M2/D30/ORD/PRE

23.05.2023/VIID/M2/D32/ORD/PRE

23.05.2023/VIID/M2/D34/COM/PRE

23.05.2023/VIID/M2/D35/SUG/PRE

2) Dispreference Response

Dispreference response (disagreement) generated by the recipient using several ways in the form of rejection, disapproval, etc. The response was distributed by the students to the second meeting in VII D class directive speech act of the lesson. In the activity, the researcher found 3 dispreference responses. The data for example:

T: Don't take too long to write! 5 minutes to finish!

S: (No response)

23.05.2023/VIID/M2/D23/COM/DIS

For no responses from students. Teacher command to students to not take too long to write and 5 minutes to finish, but the students gave a rejection response by not answering the command and preferring to remain silent, the response was included in the dispreference response category.

T: Please repeat! Where's that changed?

S: (No response)

23.05.2023/VIID/M2/D31/REG/DIS

For no responses from students. Teacher order to students to repeat the sentence and ask to students about what change in the sentence, but the students gave a rejection response by not answering the order and preferring to remain silent, the response was included in the dispreference response category.

T: Please, see number 4!

S: (No response)

23.05.2023/VIID/M2/D33/ORD/DIS

For no responses from students. Teacher order to students to see number 4, but the students gave a rejection response by not answering the order and preferring to remain silent, the response was included in the dispreference response category.

Table 4.8
Student Response to The Directive Speech Act used by Second Meeting in VII D Class

No	Type of Response	Number
1	Preference	15
2	Dispreference	3
Total		18

Based on the table above, the researcher found 2 types of student responses to the tutor's directive speech acts in the activity.

There were preference response and dispreferences response.

- c. Student Response of Preference and Dispreference used by The Teacher in first meeting in VII E class

The first observation was made by researchers at VII E class on May 23, 2023 who were guided by Mr. Sholeh as a English teacher. The material about review the adverb of frequency. Researchers found 18 a response that includes preference response and dispreference response. The response is described as follows:

1) Preference Response

The type of positive response the recipient generates is also known as agreement, and it also shows the success of the project in conversation. Priority is done by the students towards the directive speech acts uttered by the first meeting in VII E class. In the activity, the researcher found 16 preference responses. The data for example:

T: Ok, now let's continue!

S: Ok Mr.

23.05.2023/VIIE/M1/D39/COM/PRE

For the utterance “ok mr” the teacher command students to continue the activity. After the teacher gives command to students, students accept command and respond to the about to the continue English study. Students' responses to the instructions that given by the teacher include response preference.

T: Let's interpret again!

S: Yes Mr.

23.05.2023/VIIE/M1/D43/COM/PRE

Fot the utterance “yes mr” the teacher command students to the interpret again. After the teacher gives command to students, students accept command and respond to the about interpret English

study. Students' responses to the instructions given by the teacher include response preference.

T: Come on, keep your head up!

S: (raise your head)

23.05.2023/VIII/M1/D46/COM/PRE

For the activity do the students. The teacher command students to keep their head up. After the teacher gives command to students, students accept command and respond to the about raise your head. Students' responses to the instructions given by the teacher include response preference.

Another Data :

23.05.2023/VIII/M1/D36/REG/PRE

23.05.2023/VIII/M1/D37/SUG/PRE

23.05.2023/VIII/M1/D38/COM/PRE

23.05.2023/VIII/M1/D40/COM/PRE

23.05.2023/VIII/M1/D42/REQ/PRE

23.05.2023/VIII/M1/D46/ORD/PRE

23.05.2023/VIII/M1/D45/ORD/PRE

23.05.2023/VIII/M1/D48/ORD/PRE

23.05.2023/VIII/M1/D49/ORD/PRE

23.05.2023/VIII/M1/D50/ORD/PRE

23.05.2023/VIII/M1/D51/REQ/PRE

23.05.2023/VIII/M1/D52/COM/PRE

23.05.2023/VIII/M1/D43/ORD/PRE

2) Dispreference Response

Dispreference response (disagreement) generated by the recipient using several ways in the form of rejection, disapproval, etc. The response was distributed by the students to the first meeting in VII E class directive speech act of the lesson. In the activity, the researcher found 2 dispreference responses. The data are:

T: Yes, hurry up!

S: (No response)

23.05.2023/VIIIE/M1/D41/COM/DIS

For no response from students. Teacher command students to come back after went to toilet, but the students gave a rejection response by not answering the command and preferring to remain silent, the response was included in the dispreference response category.

T: Let's pay attention!

S: (No response)

23.05.2023/VIIIE/M1/D47/ORD/DIS

For no response from students the teacher command to students to pay attention, but the students gave a rejection response by not answering the command and preferring to remain silent, the response was included in the dispreference response category.

Table 4.9
Student Response to The Directive Speech Act Used by First Meeting in VII E Class

No	Type of Response	Number
1	Preference	16
2	Dispreference	2

Total	18
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Based on the table above, the researcher found 2 types of student responses to the teacher directive speech acts in the activity.

There were preference response and dispreference response.

d. Student Response of Preference and Dispreference used by The Teacher in second meeting in VII E class

The second observation was made by researchers at VII E class on May 25, 2023 who were guided by Mr. Sholeh as a English teacher. The material about continued yesterday's lesson adverb of fruquency. Researchers found 22 a response that includes preference response and dispreference response. The response is described as follows:

1) Preference Response

The type of positive response the recipient generates is also known as agreement, and it also shows the success of the project in conversation. Priority is done by the students towards the directive speech acts uttered by the second meeting in VII E class. In the activity, the researcher found 18 preference responses. The data for example:

T: Okay, look at the first example!

S: (Look first example)

25.05.2023/VIIIE/M2/D72/ORD/PRE

For no response from students and they do to look their book. The teacher command students to the look at the first example. After the teacher gives command to students look at the first example, students accept command and respond to the about raise your head. Students' responses to the instructions given by the teacher include response preference.

T: Do activity 21!

S: (Activity 21)

25.05.2023/VIIE/M2/D73/COM/PRE

For no response from students and they look their book. The teacher command students to pay attention numbers 1 and 2 then they continue it by themselves. After the teacher gives command to students activity 21, students accept command and respond to the activity 21. Students' responses to the instructions given by the teacher include response preference.

T: Come on number 4!

S: (Look number 4)

25.05.2023/VIIE/M2/D64/COM/PRE

For no response from students and they look their book. The teacher command students to move to number 4. After the teacher gives command to student look number 4, students accept command and respond to the look the number 4. Students' responses to the instructions given by the teacher include response preference.

Another Data:

22.05.2023/VIIE/M2/D56/SUG/PRE

22.05.2023/VIIE/M2/D57/SUG/PRE
22.05.2023/VIIE/M2/D58/SUG/PRE
22.05.2023/VIIE/M2/D59/SUG/PRE
22.05.2023/VIIE/M2/D560/COM/PRE
22.05.2023/VIIE/M2/D62/ORD/PRE
22.05.2023/VIIE/M2/D63/COM/PRE
22.05.2023/VIIE/M2/D65/COM/PRE
22.05.2023/VIIE/M2/D66/COM/PRE
22.05.2023/VIIE/M2/D67/COM/PRE
22.05.2023/VIIE/M2/D68/COM/PRE
22.05.2023/VIIE/M2/D69/COM/PRE
22.05.2023/VIIE/M2/D71/COM/PRE
22.05.2023/VIIE/M2/D74/ORD/PRE
22.05.2023/VIIE/M2/D75/REQ/PRE

2) Dispreference Response

Dispreference response (disagreement) generated by the recipient using several ways in the form of rejection, disapproval, etc. The response was distributed by the students to the second meeting in VII D class directive speech act of the lesson. In the activity, the researcher found 4 dispreference responses. The data for example:

T: First of all, please listen!

S: (No response)

25.05.2023/VIIE/M2/D54/ORD/DIS

For no respon from students. Teacher order students for first of all to listen , but the students gave a rejection response by not answering the order and preferring to remain silent, the response was included in the dispreference response category.

T: What? let's face forward!

S: (No response)

25.05.2023/VIIE/M2/D55/COM/DIS

For no respon from students. Teacher order students to the face forward, but the students gave a rejection response by not answering the order and preferring to remain silent, the response was included in the dispreference response category.

T: Numbers 1 and 2 will then be continued!

S: (No response)

25.05.2023/VIIE/M2/D61/ORD/DIS

For no response from students. Teacher order students to move to number 1 and 2 to be continue, but the students gave a rejection response by not answering the order and preferring to remain silent, the response was included in the dispreference response category.

Table 4.10
Student Response to The Directive Speech Act Used by Second Meeting in VII E Class

No	Type of Response	Number
1	Preference	18
2	Dispreference	4
Total		18

Based on the table above, the researcher found 2 types of student responses to the teacher's directive speech acts in the activity.

There were preference response and dispreferences response.

B. Discussion

Directives are speech acts that are often employed in category interactions. The types of directive speech acts used are commands, order, requests, and suggestions. The utilization of speech acts is related to the role of the teacher, as a result of a part from being a leader within the class, the teacher has other roles that must be fulfilled in the class, such as authority figures, directors, managers, counselors, guides, and even roles such as friends and parents. To carry out this role, the teacher can in fact use speech acts that function to ask the hearer to do something, namely direction. according to Yule theory (1996), directions are employed by speakers to ask hearers to do something and can take the form of commands, order, requests, and suggestion. During this context, the speaker is the tutor, and the listener is the student.

Furthermore, the main function of directives is to get the listener to do something. The directions carried out by teacher in process in the seventh-grade student (VII D and VII E) of MTs N 3 Sukoharjo have a specific function. The functions mentioned here are based on the researcher's own interpretation and are supported by the theory of directive speech act based Yule. The direction has the function of command, order, request, and suggestion.

First, analysis types of directive speech act used by english in the seventh-grade student (VII D and VII E) of MTs N 3 Sukoharjo based on

Yule's (1996:53) theory. He classified directive speech act into four types. They are command, order, request and suggestion. According to this theory, the researcher found all types of directive speech act used by English teacher in MTs N 3 Sukoharjo, they are command, order, request, and suggestion.

According to the analysis, researcher found 72 utterances of directive speech act used by English tutor in the seventh-grade student (VII D and VII E) of MTs N 3 Sukoharjo. The data were obtained from classroom observation in 4 times 2 meetings for VII D class and 2 meetings for VII E class. The researcher found 31 data type command, 19 data type order, 10 data type request, and 12 data type suggestions. From the number above can be inferred that the most frequent directive speech act used by English teacher in the seventh-grade student (VII D and VII E) of MTs N 3 Sukoharjo. in teaching learning process is command.

Based on Yule (1996), said that command is the utterance in which the speaker tells the listener to do something through an utterance that lack of clear grammatical subject. Researcher found there are 31 data that include a command. Order is a kind of directive speech acts that aims to get the listener to do something that must be done right away. Researcher found there are 19 data that include an order. Request is a kind of directive speech act use to ask something from the listener in a politely ways. Researcher found there are 10 data that include a request. Suggestion is the process by which one thought leads to another, especially through association of ideas. Researcher found there are 12 data from analysis.

Second, analysis types of student response to the directive speech act spoken by English teacher in teaching in the seventh grade student (VII D and VII E) of MTsN 3 Sukoharjo based on Levinson (1983) theory. Levinson explains that adjacency pairs are a speech consisting of a first and a second part. It can be said that adjacency pairs is a speech that results from two people or more, one as the first part of expressing something, and the other as a statement that provides a response. According to Levinson (1983) the response is divided into 2: preference and dispreference. Response preferences are positive responses in the form of acceptance, giving, approval, etc. the dispreference response is a negative response in the form of negative messages, disagree, etc.

The results of the research, the researcher found 2 types of student responses to the directive speech acts by the teacher in the learning process, there were 61 students 'responses to the tutor directive speech acts in the teaching learning process of the preference response type and 14 students' responses to the tutor directive speech acts in the teaching-learning process of the dispreference response types.

Researcher studies has specific information compared to the previous research. The researcher specializes in to attempt to analyze the kind directive speech act used by English teacher based on yule concept and the students responses of directives speech act spoken through the English teacher based on Levinson's responses classification in in the seventh grade student (VII D and VII E) of MTsN 3 Sukoharjo in the teaching learning process. the

researcher additionally makes a specialty of the illocutionary act of VII D and VII E class. The researcher uses observation and recording technique to collect the data. In analyzing the data, the researcher uses descriptive qualitative approach. The studies instrument was the researcher himself. The researcher obtained the data by note-taking technique. First, the researcher recorded the English teaching and learning process in the class using a phone recorder. Next, the researcher made transcripts of the dialogues. Then, the transcribed dialogues were recorded into the data sheet.

Finally, researcher studies has unique information compared to the previous research. This research is new, even though it has the same topic with previous study before. The location in seventh grade of MTs N 3 Sukoharjo in academic year 2022/2023, so the data displayed is more recent and with different objects. The new data was taken in June 2023 to be precise, and with a different object in sevent grade of MTs N 3 Sukoharjo in acedemic year 2022/2023.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter deals with conclusion and suggestion. The conclusion is delivered based on the analysis of data and the problem of statements proposed by the researcher. The suggestion is offered for other students, particularly the English Department students who interested in conducting research in linguistics matter such as pragmatics, and for other researchers for conducting future research in the related topic.

A. Conclusion

The conclusions provide the final response to the research questions stated in the beginning of the paper. With these conclusions, the research objectives are met. It is presented as follows:

1. The types of directives speech acts used by two English teacher in class for junior high school in the seventh grade student (VII D and VII E) of MTs N 3 Sukoharjo, researcher found all types directives speech acts there are: command 31 utterances, order 19 utterances, request 10 utterances, and suggestion 12. The most dominant frequency directives speech act used by English teacher in the seventh-grade student (VII D and VII E) of MTs N 3 Sukoharjo is command type in directives speech act by Yule's theory in 31 utterances from total 72 utterances with command 43%,05 , order 26%, 38, request 13,88% and suggestion 16,66%.
2. The types of student response to the directive speech act used by English tutor in the seventh-grade student (VII D and VII E) of MTs N 3 Sukoharjo

based on Levinson (1983) theory. The results of the research, the researcher found all types of student responses to the directive speech acts by the tutor in the learning process, there were 75 preference 61 students' responses to the tutor directive speech acts in the teaching and learning process and 14 dispreference students' responses to the tutor directive speech acts in the teaching-learning process. The most dominant frequency of student responses to the directive speech acts by the tutor in teaching learning process in the seventh-grade student (VII D and VII E) of MTs N 3 Sukoharjo is preference student response by Levinson's theory in 61 utterances from total 75 utterances with frequency of preference 81,3% and dispreference 18,7%.

B. Suggestion

Based on the experience of the researcher, researcher suggestion to the other researcher who want to do research in pragmatic approach in differences focus analyzes, they can observe and explore more about speech act theory, because speech act will always be in human daily life. Through this research, the researcher hopes that this research would be beneficial for the readers who want to do the research in pragmatic especially directives speech acts.

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APPENDICES

APPENDIX 1: Transcript of Teaching Learning Process

TRANSCRIPT OF TEACHING LEARNING PROCESS

Date : Monday/ May 22,2023/ 07.00 – 08.35

Place : VII D

Metting : 1

T : Mr. Sholeh S : Student

T : Good Morning Students

S : Good Morning, Teacher.

T : Have you breakfast? sudah sarapan ?

S : Yes

T : How are you today?

S : I am fine thank you, and you ?

T : I am fine too, thanks. Saya pikir semuanya sehat ya, sudah datang ke sekolah pasti sehat. Kalo sakit izin ya, tidak masuk tidak apa-apa. Kalo masuk berarti sehat. Okey, before we study or before we continue our lesson. Sebelum kita melanjutkan belajar kita, I want to tell you of one ayat from Al Quran. Surat Nuh sudah pernah baca Surat Nuh ? Sudah hafal Surat Nuh? Yang sudah hafal mungkin bisa minta hadiah ke saya seratus ribu. Kalo awalnya hafal tidak ? Nanti di usahakan di hafalkan ya sedikit sedikit kalo bisa di hafalkan Al-Quran. Jadi setiap kali umatnya nabi nuh untuk memeluk agama islam selalu jawabanya menolak dengan jari jari tangan di tutupkan ke telinga, kemudian bajunya di tutupkan di kepala nya.Jadi orang orang itu termasuk orang sombong.Itu sama saja ketika di beri tau mereka ngomong sendiri dan tidak mau mendengarkan. Umur Nabi Nuh berapa ? 1000 tahun dan menjadi nabi sekitar 500 tahun. Dan yang mengikuti Nabi Nuh hanya 80 orang, yang lainnya menolak.Sehingga apa ? kaum nya nabi nuh di apakan ? Ditenggelamkan dengan banjir. Beda dengan kaum nabi Muhammad, kita masih di beri kesempatan di suruh sadar menjadi lebih baik lagi, di suruh isigfar.

S : (No Response)

T : Okey let continue our lesson atau mengulang yang kemarin ya. Kita ulangi lagi. Yang teakhir tentang apa ? Simple present tense. Kalo subject nya I,you, we, they nanti kata kerja nya di tambahi “s” atau tidak ?

S : Tidak

T : Kalo subject nya he, she, it. Kata kerja nya di tambahi “s” atau “es” ?

S : Iya. (mengangguk)

T : Sebenarnya gampang ya dari cara pola kalimat atau pattern nya. Ada berapa macam pola kalimat nya ?

S : (mendengarkan)

T : Ada tiga ya. Jadi kalimat positif pola kalimat nya subject terus tobe di tambahi keterangan adverb. Kalo yang rumus pake tobe negative nya gimana ? di tambahi not sesudah ?

S : sesudah subject

T : Masa sesudah subject ?

S : To be

T : Sesudah tobe di tambahi not terus tetep sama adverb nya. Kalo kalimat tanya, yang depan sendiri apa ? Tobe terus subject terus tidak pake not ya.Kalo ini gampang ya model pertama. Contoh kalimat misalnya “We ..” kalo tobe nya we apa ?

S : are

T : Kalo to be nya she ?

S : is

T : Kalo tobe nya I ?

S : am

T : Oke kalimat pake “we” misalnya apa ? “We are student” Is this right ? Betul seperti itu ? Nggak betul ya, yang salah apanya ? kurang apa ?

S : kurang “s”

T : Jadi harus pake “s” karena jamak ya. Sama di ingat-ingat ya kalo nulis salah harus tau salahnya kenapa. Ini yang depan namanya siapa ? who are you ? Negativnya gimana ?Lihat dari patternnya.

S : We are not students.

T : Kalimat tanya nya gimana ? Lihat pattern nya ? nggak usah takut menjawab.

S : are we students ?

T : Harus ada apa ? harus ada tanda tanya nya ya, Kalo nggak ada salah ya. Okey model yang kedua ya. Model yang kedua, kalo tobe tadi ada kata kerja nya tidak ?

S : Nggak ada

T : Nggak ada ya, berarti model yang ke dua yang pake kata kerjanya. Kalimat positif yang depan sendiri siapa ?

S : Subject

T : Setelah subject yang model dua nggak pake tobe, berarti kata kerja bentuk satu (v1). Terus setelah kata kerja biasanya objek terus keterangan atau adverb. Jadi kalo pakai kata kerja, kalimat negative nya gimana ? Setelah subject pakai ?

S : do not

T : iya pakai do terus di tambahi not. Seterus nya sama ya kata kerja bentuk satu (v1), objek dan keterangan. Kira kira kalimat tanya nya gimana ?

S : Do + subject + verb + keterangan + tanda tanya

T : okey, jangan di hilangkan ya. Kalo keterangan nya ya kalo pakai do not ini kata kerja bentuk satu (v1) nanti berarti negatifnya pakai do not, nanti subject nya I, you we, they. Pakai she nggak ?

S : Tidak

T : Contoh nya pakai Andi boleh nggak ?

S : Nggak

T : Karna Andi itu "he". Kalo contoh subject nya Andi and Ali, boleh tidak ?

S : Boleh pak

T : Kenapa boleh? Karena Andi and Ali itu "we" jadi boleh ya. Jadi contoh nya Andi and Ali study English everyday. Mustinya sudah bisa ya buat negative nya. Ayo negatifnya gimana ? Subject nya berubah atau tidak ?

S : Tidak. Andi and Ali do not study English everyday.

T : Kalimat tanya nya gimana ? Lihat pola kalimatnya.

S : Do Andi and Ali study English everyday.

T : Itu betul atau salah ?

S : Salah.

T : tanda tanya nya nggak ada ya, jadi salah. Salah sedikitpun salah, karena kalo nggak ada tanya nya termasuk kalimat positif, tapi kalimat positif kok "do" nya di depan, salah ya. Model kalimat yang ketiga ya yang harus di pelajari. Pola kalimat yang ketiga, pertama tetap subject terus kata kerja yang ada tambahan nya "s/es" terus object terus keterangan. Kira kira kalimat negatifnya gimana ? Subject terus pakainya "does not" terus kata kerjanya kembali ke bentuk satu, jadi "s/es" nya di hilangkan. Kemudian object dan

adverb nya tetap sama. Okey yang perlu mikir itu ya. Kalo kalimat tanya nya gimana ? Yang depan sendiri siapa ? does setelah itu subject kemudian kata kerja nya tidak pake “s/es” karena apa does itu dari “do” di tambahi “es”.

S : (mendengarkan)

T : Terus subject nya siapa ? He, she , it. Sambil di perhatikan ya, nanti membuat dan merubah kalimat nya gampang ya. Besuk- besuk jangan lupa. Contoh nya, subject nya Andi boleh tidak ?

S : Boleh

T : Andi study bener nggak ?

S : Tidak, harus di tambahi “es”

T : Andi study “y” nya di ganti”i” kemudian di tambahi. “es” Andi studies English Everyday. Kalo negayif nya tadi gimana ?

S : Andi does not studies .

T : Betul atau salah kalo studies ?

S : Salah pak, benarnya balik bentuk asli

T : Iya kembali bentuk aslinya jadi Andi does not study English everyday. Kalimat tanya nya sama ya ? Does dulu kemudian subject andi keterangan nya sama ya. Ayo di tulis dulu, di tulis !

S : (Menulis)

T : Ayo di lihat ! Soal nya tadi yang positif ya. Jadi kalimat negative nya tinggal nambahi not sesudah tobe, yang lain nggak usah di ganti ya, semua tetap sama. Kalo kalimat tanya nya gimana ? Tobe nya taruh di mana ?

S : Depan

T : Tobe taruh di depan, jadi “is Rita my bestfriend ?”. Coba nomor dua

S : (Ada yang mencoba menjawab maju ke depan dan menulis di papan tulis)

T : Betul atau salah ?

S : Betul

T : I am your nephew. Nephew apa ?

S : Keponakan laki laki

T : Kalimat tanya nya “am I your nephew ?” kalimat negative nya tinggal nambahi not.

S : (menulis dan memperhatikan)

- T : Sudah, ada yang mau nanya ? Di ingat-ingat, Nanti di terusin di rumah yang belum selesai. It tadi pelajaran nya apa ?
- S : Simple present tense.
- T : Simple present tense di gunakan untuk mengatakan kejadian yang di ulang-ulang, misalnya selalu belajar atau juga menunjukkan fakta atau kebenaran umum. Okey di ingat ingat, modelnya ada berapa tadi ?
- S : Tiga
- T : Yang pertama pakai tobe, yang kedua pakai kata kerja asli tanpa “s/es” subject nya I, you, we, they dan yang ke tiga yang subject nya he,she, it kata kerja nya di tambahi “s/es”. Kalo pola ke tiga harus lebu hati hati dan di pikir perubahannya. Okey untuk pelajaran hari ini cukup ya, nanti di pelajari di rumah dan di buku-buku juga ada soal –soal yang bisa di pelajari di rumah. Oke, time is up! Thakyou for your attention. Assalamualaikum wr.wb
- S : Waalaikumsalam wr.wb

TRANSCRIPT OF TEACHING LEARNING PROCESS

Date : Tuesday/ May 23,2023/ 07.00 – 08.35

Place : VII D

Metting : 2

T : Mr. Sholeh S : Student

T : How are you ?

S : I am fine thank you, and you ?

T : I am fine too, thanks. Anyone absent ?

S : Haikal, Afif

T : How many ?

S : Two people.

T : Let's study English. Do you like english ? senang bahasa inggris?

S : Yes

T : Semua pelajaran itu kalo bisa disenangi ya. Yang paling di senangi apa ?

S : Olahraga

T : Kenapa ?

S : Sehat pak

T : Biasanya yang senang olahraga alasan nya bukan karena sehat ya, karena pelajaran nya nggak mikir.

S : (tertawa bersama)

T : Senang apapun boleh ya. Terutama pelajaran agama ya. Pelajaran agama harus ditekuni dan menjadikan pedoman hidup kita. Misalnya ada satu contoh ya. Ada seseorang yang menghadap ke seorang kyai menangis dan menceritakan permasalahan hidupnya. Oleh kyai di berikan air putih satu gelas di kasih garam satu genggam dan di aduk lalu orang tersebut di suruh minum. Kemudian orang tersebut di ajak ke belakang rumah kyai tersebut dan ada sungai kecil yang air nya mengalir terus. Dan membawa garam dua kilo dan di larutkan ke sungai tersebut. Setelah itu orang tersebut suruh minum air nya lagi. Dan di tanya rasanya, ternyata rasa air nya nggak asin. Kata kyai itulah kehidupan, semua orang punya permasalahan, kamu yang permasalahan nya sedikit karena ilmu nya juga sedikit makanya merasa permasalahan nya itu banyak benget. Intinya seseorang yang punya ilmu sedikit dan diberi masalah sedikit merasa permasalahnya sangat banyak

namun jika kamu punya banyak ilmu permasalahan sebanyak apapun akan menjadi nikmat. Makanya belajar itu sangat penting dan diwajibkan.

S : (mendengarkan)

T : Let's continue our lesson. Kita lanjutkan lagi pelajaran kita. Yesterday we have studied about ?

S : Pola kalimat simple present tense.

T : Gampang ya ? mungkin yang agak sulit yang model pola kalimat yang bentuk ketiga, kalo itu agak hati hati. Okey di dalam simple present tense itu salah satu cara penggunaannya di gunakan untuk pengulangan atau keterangan pengulangan. Misalnya : selalu, kadang-kadang. Adverb of frequency apa aja ?

S : Selalu, kadang-kadang, biasanya, pernah, tidak pernah, jarang

T : Please open your book. Di buka halaman 156. 156 bahasa inggris nya apa?

S : One hundred and fifty six

T : Adverb of frequency ya, keterangan pengulangan to describe activities that happen again and again. We often used adverb to show the frequency of the activities. Adverb of frequency yang sering di gunakan: always, usually, often, sometimes, rarely, never. Yuk di artikan, always apa ?

S : Selalu

T : Usually ?

S : Biasanya

T : Often?

S : Sering

T : Sometimes?

S : Kadang- kadang

T : Rarely?

S : Jarang

T : Never?

S : Tidak pernah

T : Apa hanya da enam itu aja ? tidak ya, itu yang hanya sering di gunakan saja. Kalau always itu berapa persen ?

S : 100%

- T : Misalnya apa ? Saya selalu mandi sebelum berangkat sekolah. Kalo usually itu kata lain nya generally, artinya sama. Hey, jangan minum dan makan di kelas ! Jadi meskipun ada kata generally itu sama kaya usually ya. Biasanya itu berapa persen ? 80% ya.
- S : (mendengarkan)
- T : Kemudian “sering” ya. Sering dan biasanya banyak mana? Contohnya : Saya sering sholat jamaah di masjid. Saya biasanya sholat jamaah di masjid. Banyak mana ?
- S : Biasanya
- T : Kemudian often, itu di bawahnya sedikit ya, 60%. Setelah itu kadang-kadang, itu pertengahan ya 50%. Terus di bawahnya lagi apa ?
- S : Rarely
- T : Rarely itu kata lain nya seldom ya. Artinya jarang ya. Kira kira 30-40%. Kemudian ada never, never itu 0%. Di atas nya never itu ada ever sekitar 10-20% artinya pernah. Sama di tulis ya artinya biar nggak lupa.
- S : Iya pak
- T : Menulis nya jangan lama – lama, 5 menit selesai .
- S : (diam dan menulis dengan terburu-buru)
- T : Sudah ya nukis nya. Di bahasa indonesiakan. Saya baca kamu artikan. Always?
- S : Selalu
- T : Usually?
- S : Biasanya
- T : Sometimes?
- S : Kadang- kadang
- T : Rarely?
- S : Jarang
- T : Ever?
- S : Pernah
- T : Never?
- S : Tidak pernah

- T : Yuk activity 17. Answer the following question with the given clues. Itu dialog dua orang ya. Yuk dilihat ! Do you ever play tennis? Artinya apakah kamu pernah bermain tennis ? Firman menjawab, yes often.
- S : Ya sering.
- T : Jawabanya di buat menjadi kalimat baru. Jadi Firman often plays tennis.Sampai bawah bisa ? Do you get up early, kemudian jawabanya ?
- S : Firman always gets up early.
- T : Yuk di tulis dulu
- S : (menulis dan mengerjakan tugas)
- T : Ayo maju di coba ! di jawab seperti contoh !
- S : (maju ke depan menjawab)
- T : Ayo di lihat, ada yang salah tidak ?
- S : Ada yang salah pak
- T : Ada yang di hilangkan tidak ? Masa harus di hilangkan
- S : (memperhatikan papan tulis)
- T : Masa tidak ada yang benar ?
- S : Ada pak
- T : Coba di lihat di contohnya lagi.Di ulangi dulu. Itu yang berubah mana ? Do you ever play tennis ? Yes often. Kemudian di ganti Firman often plays tennis.Kalo tadi play nya tidak ada “s” nya sekarang harus di tambahi “s” karena subject nya he.
- S : (no response)
- T :Nomor 3. Do you late for school? Ada kata kerja nya tidak itu ?
- S : Tidak
- T : Kalo tidak ada kata kerja nya berarti di kasih apa ? tobe. Tobe nya firman apa ?
- S : Is
- T : Jadi Firman is never late for school. Nomor 4. Firman sometimes gets angry. Jangan lupa tambahi “s”
- S : (no response)
- T : Okey. Time is up. Tadi mempelajari apa ?
- S : Adverb of Frequency

T : Adverb of frequency atau kata keterangan pengulangan. Biasanya, sering, jarang. Nanti di rumah di ulangi lagi mudah mudahan nanti bisa dapet menguasai lagi. Thanks you for your attention. Assalamualaikum wr.wb

S : Waalaikumsalam wr.wb

TRANSCRIPT OF TEACHING LEARNING PROCESS

Date : Tuesday/ May 23,2023/ 10.15-11.40

Place : VII E

Meeting : 1

T : Mr. Sholeh S : Student

T : How are you ?

S : I am fine thank you, and you ?

T : I am fine too. Okey sebelum pelajaran ya. Before we study English, before we continue our lesson. Pelajaran bahasa inggris penting tidak ?

S : Penting pak

T : Yang penting harus belajar yang sungguh – sungguh ya. Semua di pelajari. Okey ya yang jelas jika orang itu bisa menguasai ilmu ya, ilmu apapun ya. Itu nanti jika di dalam kehidupan bisa menghadapi masalah dengan baik dan dapat memecahkan masalahnya. Berbeda dengan orang yang tidak memiliki ilmu.

S : (mendengarkan)

T : Ada satu cerita ya, orang yang punya masalah itu suatu saat dia lari kepada seorang kyai, kira kira benar atau tidak ? Mengadukan permasalahannya.

S : Benar

T : Dia mengadukan permasalahannya kepada seorang kyai. “pak kyai saya itu punya permasalahan yang sangat berat”. Permasalahannya apa ? “anak saya bandel banget, di kasih tau tidak bisa. Saya minta tolong di beri saran agar permasalahan saya menjadi ringan”. Tapi di kasih pak kyai gelas kecil yang di beri garam dan menyuruh untuk meminumnya. Kemudian dia bertanya untuk apa dan pak kyai pun hanya menyuruh meminumnya. Orang tersebut mengatakan jika garamnya sangat asin. Dan kemudian pak kyai mengatakan lagi jika di belakang rumahnya ada sungai kecil yang mengalir dan orang tersebut di ajak kesana. Kemudian mereka membawa 2 kg garam dan sesampainya di kolam garam tersebut di masukkan ke sungai yang mengalir. Kemudian pak kyai menyuruh orang tersebut mengambil air dari sungai tersebut dan di suruh meminumnya lagi. Dan pak kyai bertanya bagaimana rasanya. Orang tersebut menjawab jika airnya berasa sangat segar padahal sudah di masuki garam 2 kg. Kemudian pak kyai menjelaskan maksudnya. Jika itu maksudnya adalah seperti belajar, jika mempunyai ilmu yang banyak kita bisa menyelesaikan masalah yang ada tidak seperti orang yang tidak berilmu, mereka akan bingung untuk menyelesaikan masalahnya.

- S : (mendengarkan)
- T : Okey, let continue our lesson. Let's study English! Open page 156. Bahasa Inggris nya apa ?
- S : One hundred and fifty six
- T : Dulu sudah pernah mempelajari simple present ya. Simple present yang punya positif, negative dan tanda Tanya. Masih ingat ya ? Kalimat present itu untuk apa ?
- S : Untuk menyatakan perasaan
- T : Kalimat present itu di gunakan untuk menyatakan informasi tentang fakta atau kebenaran umum. Contoh kebenaran umum itu seperti "gula itu manis".
- S : (Mendengarkan)
- T : Okey sekarang kita lanjutkan. Yang nggak bisa diaem selahkan menunggu di luar !
- S : (Diam dan mendengarkan)
- T : Mempelajari tentang adverb of frequency. Jadi keterangan pengulangan, itu juga termasuk dari bagian simple present tense.
- S : Pak, izin ke kamar mandi.
- T : Ya, cepat.
- S : No response
- S : Pak usually artinya apa pak ?
- T : Selalu
- S : (menulis di buku)
- T : Okey adverb of frequency, keterangan pengulangan. To describe activity, itu di gunakan untuk mendiskripsikan, menggambarkan kegiatan that happen yang terjadi again and again yang terjadi lagi dan lagi. Jadi di ulang – ulang , atau pengulangan kejadian. We often used, kita sering menggunakan adverb kata keterangan ini untuk pengulangan kegiatan-kegiatan tadi. Adverb of frequency often used ; always, usually, often, sometimes, rarely and never. Letaknya sebelum verb. Apa itu verb ? kata kerja.
- S : (memperhatikan)
- T : Nanti di artikan yang sering di gunakan. Adverb frequency tadi ada berapa yang sering di gunakan ?
- S : Ada 6
- T : Apa hanya itu saja yang sering di gunakan ?

S : Tidak

T : Tapi itu yang sering di gunakan 6 tadi, tergantung juga orang yang ngomong. Always apa artinga ?

S : Selalu.

T : Usually?

S : Biasanya

T : Terus often?

S : Sering

T : Sometimes?

S : Kadang- kadang

T : Rarely?

S : Jarang

T : Terus yang terakhir never?

S : Tidak pernah

T : Kalo always itu berapa persen ?

S : 100%

T : Usually, usually tadi apa ?

S : Biasanya

T : Ada usually ada generally. Orang kadang ngomong kadang pakai generally kadang pakai usually itu artinya biasanya. Barapa persen ?

S : 90%

T : 80%-90% . Biasanya itu 80-90. Kemudian often. Often berapa persen ? 70-80%. Terus sometimes 50%. Setelah kadang – kadang apa ? Rarely . Rarely itu kadang orang ngomong pakai seldom. Itu berapa persen ?30-40%. Terus ever 10-20%. Kalo never tidak pernah berarti 0%.

S : (mendengarkan)

T : Ayo diartikan lagi ! Saya yang bahasa inggris nya kalian yang mengartikan bareng. Always ?

S : Selalu

T : Usually?

S : Biasanya

T : Generally ?

S : Biasanya
T : Often ?
S : Sering
T : Sometimes ?
S : Kadang- kadang
T : Rarely ?
S : Jarang
T : Seldom ?
S : Jarang
T : Ever ?
S : Pernah
T : Never ?
S : Tidak pernah
T : Okey, sekarang saya bahasa Indonesia nya kalian bahasa inggris nya!Yuk di tirukan dulu ! Selalu ?
S : Always
T : Biasanya ?
S : Usually
T : Biasanya lagi ?
S : Generally
T : Sering ?
S : Often
T : Kadang-kadang
S : Sometimes
T : Jarang
S : Rarely
T : Jarang yang kedua ?
S : Seldom
T : Pernah ?
S : Ever

- T : Tidak Pernah ?
- S : Never
- T : Kalo di dalam kalimat, gampang ya. Ayo kepala nya di angkat !
- S : (memperhatikan)
- T : Adverb frequency di example perhatikan. Siti always goes to school by bus. Kenapa go nya pake “es” ? Karena subject nya she jadi di tambah “es”
- S :(No response)
- T : Ayo nomor dua ! We usually wash our bag on Sunday. Kanapa wash nya tidak di tambah “s atau es” ? Karena subject nya ?
- S : We
- T : Jadi kalo subject nya we, nggak di tambah es di kata kerja nya. Ayo nomor 3! Agung never has cereal for breakfast. Artinya Agung tidak pernah makan seral untuk makan.
- S : (memperhatikan)
- T : Ayo nomor 4 ! Norma is always late for school. Norma selalu terlambat ke sekolah. Kenapa pake is ? Kenapa pakai tobe ? Karna pakai tobe tidak ada kata kerjanya.
- S : (No response)
- T : Reyhan is usually happy boy. Reyhan adalah anak laki-laki yang sellau bahagia.
- S : (memperhatikan)
- T : Terus activity 17 . Diperhatikan dan nanti di kerjakan sendiri.
- S : (no response)
- T : Yang laki- laki namanya siapa ?
- S : Firman
- T : Yang perempuan nggk di kasih nama ya .Okey nomor 1 buat contoh. Do you ever play tennis ? Artinya apa ? Apakah kamu pernah bermain tennis ? Kemudian Firman menjawab nya ?
- S : Yes, often.
- T : Kemudian di rubah menjadi kalimat. Firman often plays tennis. Bisa ? Bisa meneruskan nomor 2 ? Beda nya play yang soal sama jawaban kenapa pakai “s” ? Masih ingat kalo he, she, it kata kerja tambah “s atau es”
- S : (no response)

- T : Ayo nomor dua. Do you get up early ? Apakah kamu bangun tidur pagi – pagi ? Firman jawab “yes always” ya selalu. Di buat kalimat gimana ?
- S : (mengerjakan perintah guru dan mengerjakan soal)
- T : Ayo di dengarkan keburu bel sholat ! Nomor 2 “Firman always get up early” benar apa salah ?
- S : salah
- T : Yang benar get nya di tambahin “s” yak karena mengikuti subject.
- S : Ya pak.
- T : Firman never late for school, benar apa salah ? Kurang apa ? Ada kata kerja nya nggak ?
- S : Tidak
- T : Late bukan kata kerja ya, kalo nggak ada kata kerja nya di tambahi tobe. Jadinya Firman is never late for school.
- S : (memperhatikan)
- T : Sudah waktunya sudah habis ya. Time is up ! Thank you for your attention. Please study it at home, di pelajari lagi di rumah. Assalamualaikum wr.wb
- S : Ya pak, waalaikumsalam wr.wb.

TRANSCRIPT OF TEACHING LEARNING PROCESS

Date : Thursday / May 25,2023 / 07.55-09.15

Place : VII E

Metting : 2

T : Mr. Sholeh S : Student

T : Assalamualaikum wr.wb

S : Waalaikumsalam wr.wb

T : Good morning students

S : Good morning teacher

T : How are you ?

S : I am fine thank you, and you ?

T : I am fine too thanks. Have you breakfast ?

S : No

T : Yesterday we had studied about ?

S : Adverb of frequency

T : Ada PR ya ? sudah di kerjakan ?

S : Tidak ada PR pak

T : Before we continue our lesson, kita seperi biasa ya. Penyemangat dulu ya, di dengarkan. Kata Rasulullah SAW bersabda ada dose yang langsung di wujudkan siksaan nya di dunia ini. Tidak hanya di akhirat tapi di duniapun juga di segerakan siksaannya. Kira – kira apa dosa yang di segerakan hukuman nya di dunia ?

S : Belum pernah dengar.

T : Yang dari Surat Al Muayyad belum pernah dengar ?

S : Sudah

T : Apa ? ayo hadap depan !

S : (no response)

T : Dosa yang hukuman nya di segerakan itu berani kepad aorang tua. Jadi dengan orang tua itu harus baik ya. Mungkin ada orang tua yang kadang-

kadang membuat kamu tidak nyaman tapi harus tetap kamu hormati ya. Orang tua itu ada tiga, siapa ?

S : Bapak, Ibu sama guru.

T : Di hadist itu di sebutkan orang tua itu ada 3. Yang pertama kedua orang tua kandung. Yang kedua adalah guru. Yang ketiga adalah mertua. Jadi yang harus di hormati itu tadi ya, kalo tidak hormat orang tua itu nanti hukumannya tidak hanya di akhirat tapi juga di segerakan di dunia. Di sekolah, orang tua adalah guru, jadi harus di hormati. Jadi kalo misalnya ada seorang murid yang berani pada gurunya dan tidak hormat pada gurunya, tidak menghargai. Misalnya anak tersebut pandai, ilmu nya tidak akan barokah.

S : (mendengarkan)

T : Next continue our lesson, di lanjutkan pelajarannya yang kemarin. We have study about adverb of frequency. Adverb of frequency kemarin ada berapa di buku ini ?

S : Ada 6

T : Yang di tulis di papan tulis kemarin ada berapa ? Ada 9 ya, di hafalin semua ya ! Ayo di ulang dari atas ya

S : Always, usually, generally, often, sometimes, rarely, seldom, ever, never.

T : Okey activity 18. Nomor 1 dan 2 nanti kemudian di teruskan. Bagus is an excellent student. He goes to class. Jawabannya apa ? Always ya. Di sini kenapa bisa milih selalu ya karna dia excellent orang yang sangat rajin, pandai, Makanya dia selalu masuk kelas.

S : (no response)

T : Ayo nomor 2. I hate vegetable. Saya membenci sayur- sayuran. I never eat latetuce. Ayo di teruskan dulu no 3-10 !

S : (memperhatikan dan mulai mengerjakan)

T : Apa yang tidak mengerti rtinya yang mana ? biar cepat. Nomor 3. Laura only goes to the cinema two or three times a year. Apa yang nggk ngerti artinya?

S : (no response)

T : Laura tidak mengerti ? only : hanya, cinema : gedung bioskop, three times: tiga kali, a year : dalam satu tahun . Dia titik titik pergi ke bioskop, selalu, biasanya, jarang, tidak pernah.

S : Jawabannya apa ?

T : Nanti di cari sendiri, No 4 Heruel never leaves collage on Friday. Never collage itu apa ? tidak pernah meninggalkan kuliah ya. He titik-titik eat in the canteen. Eat apa ?

- S : Makan
- T : No 5. Dinda is always in the good mood. Always apa ?
- S : Selalu
- T : In a good mood apa ? mood nya bagus. She is titik-titik sad. No 6 yuk. Anita is not a plesant person. Anita itu, not : bukan , plesant person. Person apa ? orang. Plesant : orang yang selalu senang. She is titik-titik in a bad mood. Bad mood itu pikiran nya selalu jelek ya.
- S : (memperhatikan)
- T : No 7 my sister usually drive to work with a friend. Sister siapa ?
- S : Saudara perempuan
- T : Saudara perempuan saya, usually : biasanya , drive to work :berkendara ke kerja, with a friend : dengan seorang teman. She titik-titik drive alone. Drive alone : berkendara sendiri.
- S : (focus mengerjakan)
- T : No 8. I never lend money to Kevin. Never apa ?
- S : Tidak pernah
- T : Saya tidak pernah, lend money : meminjamkan uang. He titik-titik pays back. Dia itu titik-titik , pays back apa ? mengembalikan.
- S : (menulis)
- T : No 9. Tina goes to the beach. Goes apa ?
- S : Pergi
- T : Tina goes to the beach. Tina pergi ke pantai. Whenever she can, kapanpun dia dapat. Maksudnya ada kesempatanada waktu menganggur dia ke pantai. She titik-titik miss a chance. Miss a chance : melewatkan kesempatan. Yang terakhir, almost apa : hampir, rain : hujan, the sun : matahari, shine there : bersinar disana. Ayo di isi! ada yang selalu, kadang-kadang, biasanya.
- S : (mengerjakan)
- T : Sudah selesai ?
- S : Sudah
- T : Ayo nomor 3. Laura is goes to the cinema two or three times a year. She ? She rarely go to the cinema. Jadi Laura hanya nonton film di gedung bioskop dua atau tiga kali setahun. Berarti dia hanya jarang sekali pergi ke gedung film. Oke no 4 Heruel never leaves collage on Friday, Heruel tidak pernah meninggalkan kuliah di hari Jum'at. He ? isinya apa ? always eat at the

canteen. Jadi dia selalu makannya di kantin. Okey number 5. Dinda is always in the good mood. She is ? Apa isi nya?

S : Never

T : She is never sad. Dia nggak pernah sedih ya, dia selalu good mood. Number 6 Anita is not a pleasant person She is ?

S : Always

T : Always in a bad mood. Jadi selaludalam mood yang tidak baik. My sister usually drive to work with a friend. She ? Apa isinya? Saudara perempuan saya itu biasanya pergi bekerja dengan seorang teman. She ? Berarti dia jarang pergi sendirian. Ayo nomor 8. I never lend money to Kevin. He ?

S : Never

T : He never pays back. Dia tidak pernah mengembalikan, makanya tidak pernah di pinjami lagi. No 9. Tina goes to the beach whenever she can. She ? Isinya apa ?

S : Never

T : She never miss the chance to go to the beach. Dia tidak pernah melewatkan kesempatan untuk pergi ke pantai. Ayo nomor 10. it almost always rain in Seattle. Hampir selalu turun hujan di Seattle. The sun ...? Isinya apa ? seldom. The sun seldom shine there. Jarang sekali matahari itu bersinar disana.

S : (focus mendengarkan dan menulis)

T : Ayo sama di hafalin ya ! ayo di ulangi ya. Always tadi apa ?

S : Selalu

T : Sometimes

S : Kadang- kadang

T : Usually

S : Biasanya

T : Often ?

S : Sering

T : Ayo semuanya . Always ?

S : Selalu

T : Usually ?

S : Biasanya

T : Sometimes

- S : Kadang- kadang
- T : Generally ?
- S : Biasanya
- T : Rarely?
- S : Jarang
- T : Ever?
- S : Pernah
- T : Seldom ?
- S : Jarang
- T : Never ?
- S : Tidak pernah
- T : Yuk di tambahi di bawah nya ya. You should know. Kamu harus tau. Ada kata Tanya dalam bahasa inggris . Kata Tanya dalam bahasa inggris (question word). Diantaranya : Where to ask information about activities. Untuk menanyakan informasi tentang kegiatan, used question word, where when and how often. Where apa ?
- S : Dimana
- T : When ? When apa ?
- S : Kapan
- T : Where menanyakan tempat. Ada when, menanyakan waktu. How often : seberapa sering, menanyaan apa ? menanyakan seberapa sering pengulangan. Okey contoh nya. Where do you study ? Berarti yang di tanyakan tempatnya. When, menanyakan waktunya. When do you usually have breakfast ? . How often, how often do you take a bath ? seberapa sering kamu mandi .
- S : (mendengarkan)
- T : Okey di lihat contoh yang pertama. Pakai nya “do you” kalo subject nya pakai “you” to be nya pakai “do”. Subject nya “she”to be nya “does”. Dikerjakan activity 21!
- S : (membuka buku)
- T : Change the yes no question in to WH question using where or when. Ayo kalimat “ Do you eat lunch at twelve ?” apakah kamu makan siang jam dua belas ? Kalo di rubah menjadi question word. Jadi When you eat your lunch?
- S : (no response)
- T : Kalo menanyakan tempat pakai where, kalo waktu pakainya when.

S : (mengerjakan)

T : Okey, time is up nanti di pelajari lagi ya adverb of frequency saam question word. Thank you for your attention. Assalamualaikum wr.wb

S : Waalaikumsalam wr.wb

APPENDIX 2

The Finding of Type Directive Speech Acts and Students Response Used by Teacher at Seventh Grade of MTsN 3 Sukoharjo

Com : Command
 Ord : Order
 Req : Request
 Sug : Suggestion

22.05.2023 : Date of data collection
 VII D : Class of
 M1 : Number of meeting
 D0 : Number of data

Pre : Preference
 Dis : Dispreference

CODE	DATA	CONTEXT	TYPE DIRECTIVE SPEECH BY YULE				TYPE OF RESPONSE BY LEVINSON	
			COM	ORD	REQ	SUG	PREFERENCE	DISPREFERENCE
22.05.2023/VIID/M1/D1/SUG/DIS	If sick ask permission, don't go to school it's okey.	The teacher told to the students if felt unwell they could not going to school.				1		1
22.05.2023/VIID/M1/D2/REQ/DIS	Okey, before we study or before we continue our lesson, I want to tell you of one ayat from Al Quran.	The teacher starts the lesson with give motivation by read ayat of quran.			1			1
22.05.2023/VIID/M1/D3/REQ/DIS	Those who have memorized it may be able to ask me for a prize of one hundred thousand!	The teacher command the students for give attention the question in teaching and learning process.			1			1

22.05.2023/VIID/M1/D4/REQ/DIS	If you don't remember it at first? Later try to memorize it a little bit, if you can memorize the Al-Quran!	The teacher request the students later try to memorize the ayat of Quran.			1			1
22.05.2023/VIID/M1/D5/SUG/DIS	Unlike the people of the prophet Muhammad, we are still given the opportunity to be aware of being better, we are told to istighfar..	The teacher suggest the students to still given the opportunity to be aware of being better and always say istighfar in everytime..				1		1
22.05.2023/VIID/M1/D6/ORD/PRE	OK, let's continue our lesson or repeat yesterday? We'll do it again.	The teacher will start the lesson with reminded students the material before in the last meeting.		1			1	
22.05.2023/VIID/M1/D7/REQ/PRE	What if the formula uses a negative to be? added notes after ?	The teacher asks students about one of the patterns for constructing present tense sentence patterns.			1		1	
22.05.2023/VIID/M1/D8/REQ/PRE	If an interrogative sentence pattern, what is the front one?	The teacher asks students about the pattern of interrogative sentences to make sure students understand.			1		1	

22.05.2023/VIID/M1/D9/SUG/PRE	Just remember that! If you write wrong, you have to know where the wrong pattern.	The teacher reminds students that if they write a wrong sentence pattern, they must understand where the mistake is.				1	1	
22.05.2023/VIID/M1/D10/SUG/PRE	What is the question sentence? See the patterns? don't be afraid to answer.	The teacher suggest the students to don't be afraid to answer the question in the book.				1	1	
22.05.2023/VIID/M1/D11/COM/PRE	Come on write!	The teacher asked to the students wrote something about English lesson.	1				1	
22.05.2023/VIID/M1/D12/COM/PRE	Come on see !	The teacher command the students for give attention the question in teaching and learning process.	1				1	
22.05.2023/VIID/M1/D13/ORD/PRE	So the only negative sentence is adding notes after the to be, you don't need to change the others! everything stays the same.	The teacher order the students to see the whiteboard and give attention about the material		1			1	

22.05.2023/VIID/M1/D14/COM/PRE	Remember that! Later it will be continued in an unfinished house.	The teacher command the students remember the material in teaching and learning process	1				1	
22.05.2023/VIID/M1/D15/COM/PRE	OK, remember! how many models were there?	The teacher checks the students' understanding if they know how many sentence patterns for the present tense.	1				1	
22.05.2023/VIID/M1/D16/SUG/PRE	For the third pattern, you have to be more careful and think about the changes.	The teacher suggest the students for pay attention for the third pattern about the material and they have to be more careful and think about the changes.				1	1	
22.05.2023/VIID/M1/D17/ORD/PRE	Okay, that's enough for today's lesson, I'll study it at home later.	The teacher ordered the students to close the book.		1			1	
Total Meeting 1 Of VII D			4	3	5	5	12	5
23.05.2023/VIID/M2/D18/COM/PRE	Let's study English!	The teacher command students to study English for teaching and learning process.	1				1	
23.05.2023/VIID/M2/D19/ORD/PRE	Please, liked by all subjects study.	The tteachers order students to like all types		1			1	

		of lessons at school because all lessons will be useful for students.						
23.05.2023/VIID/M2/D20/SUG/PRE	Religious lessons must be occupied and become a guideline for your life.	. The teacher suggest to the students religious lessons must be occupied and become a guideline for your life.				1	1	
23.05.2023/VIID/M2/D21/COM/PRE	Let's continue our lesson!	The teacher command students to continue our lesson for teaching and learning process.	1				1	
23.05.2023/VIID/M2/D22/ORD/PRE	Please, open your book! Open page 156.	The teacher ordered the students to open book page 156.		1			1	
23.05.2023/VIID/M2/D23/COM/DIS	Don't take too long to write! 5 minutes done!	The teacher commands the students if they write their notes not to take long because they will soon continue the lesson.	1					1
23.05.2023/VIID/M2/D24/COM/PRE	Let's activity 17 !	The teacher commands the	1				1	

		students to try working on activity 17.						
23.05.2023/VIID/M2/D25/ORD/PRE	Answer the following question with the given clues.	The teacher said to students to try to answer on an exercise in the book with the clue.		1			1	
23.05.2023/VIID/M2/D26/COM/PRE	It's a dialogue between two people. Let's see!	The teacher commands the students to look at the question in the book and reminds them about the problem.	1				1	
23.05.2023/VIID/M2/D27/COM/PRE	Let's write!	The teacher command students to write the answer.	1				1	
23.05.2023/VIID/M2/D28/COM/PRE	Come on, try it! answer as an example!	The teacher commands students to try to answer the question in front of the class	1				1	
23.05.2023/VIID/M2/D29/REQ/PRE	Let's see! is there something wrong?	The teacher request the students to see the sentence and is there something wrong.			1		1	

23.05.2023/VIID/M2/D30/ORD//PRE	Take a look at the example again.	The teacher order the students to look at the example question in the book again so that the answer would not be wrong.		1			1	
23.05.2023/VIID/M2/D31/REQ/DIS	Please repeat! Where's that changed?	The teacher ordered the students to repeat sentence for example.			1			1
23.05.2023/VIID/M2/D32/ORD//PRE	Please, see number 3!	The teacher ordered the students to see number 3.		1			1	
23.05.2023/VIID/M2/D33/ORD/DIS	Please, see number 4!	The teacher orders students to look at question number 4 in the book.		1				1
23.05.2023/VIID/M2/D34/COM/PRE	Don't forget to add an "s"!	The teacher command students to don't forget to add an "s" for teaching and learning process.	1				1	
23.05.2023/VIID/M2/D35/SUG/PRE	Later at home, you will repeat it again, hopefully later you can master it again.	The teacher suggest the students ater at home, I will repeat it				1	1	

		again, hopefully later I can master it again.						
Total Meeting 2 Of VII D			8	6	2	2	15	3
23.05.2023/VIII/M1/D36/REQ/PRE	Before we study English, before we continue our lessons! English lesson is important or not?	The teacher request the students to think whether English lessons are important to learn.			1		1	
23.05.2023/VIII/M1/D37/SUG/PRE	If people can master various kinds of knowledge, it will be useful for life when facing various problem while and being able to solve these problems. It will be different again with people who are not able knowledgeable.	The teacher suggest the students that the important thing is to study hard.				1	1	
23.05.2023/VIII/M1/D38/COM/PRE	Okey, let continue our lesson. Let's study English! Open page 156 !	The teacher command students to immediately open the book page 156 so that the lesson can begin	1				1	
23.05.2023/VIII/M1/D39/COM/PRE	Ok, now let's continue !	The teacher command the continue for teaching and learning process.	1				1	

23.05.2023/VIII/M1/D40/COM/PRE	Those who can't stay still just wait outside!	The teacher commands students to leave the class if they cannot be quiet and continue to make noise.	1				1	
23.05.2023/VIII/M1/D41/COM/DIS	Yes, hurry up !	The teacher command to the student to back after went to bathroom.	1					1
23.05.2023/VIII/M1/D42/REQ/PRE	You interpret the adverb that is often used. Mention how many adverb of frequency are used frequently ?	The teacher request to students to interpret the meaning of adverb that is often used and how many adverb frequencies are used frequently.			1		1	
23.05.2023/VIII/M1/D43/COM/PRE	Let's interpret again!	The teacher command to the students to interpret the meaning of what the teacher said.	1				1	
23.05.2023/VIII/M1/D44/ORD/PRE	I speak English, you translate together!	The teacher orders the students to		1			1	

		translate the word that the teacher wants to say.						
23.05.2023/VIII/M1/D45/ORD/PRE	Okay, now I speak Indonesian, you speak English! Come on, imitate it.	The teacher orders the students to translate the word from Indonesian to English together that the teacher wants to say.		1			1	
23.05.2023/VIII/M1/D46/COM/PRE	Come on, keep your head up!	The teacher commands students to raise their heads and forbids sleeping during class.	1				1	
23.05.2023/VIII/M1/D47/ORD/DIS	Let's pay attention!	The teacher ordered the students to pay attention the lesson.		1				1
23.05.2023/VIII/M1/D48/ORD/PRE	Come on number 3!	Teacher orders students to answer question number 3		1			1	
23.05.2023/VIII/M1/D49/ORD/PRE	Come on number 4!	Teacher orders students to answer question number 4		1			1	
23.05.2023/VIII/M1/D50/ORD/PRE	Continue activity 17! Pay attention and later do it yourself!	The teacher ordered the students to continue activity 17.		1			1	

23.05.2023/VIII/M1/D51/REQ/PRE	How to make that sentences ?	The teacher request to students to explain how the sentence made			1		1	
23.05.2023/VIII/M1/D52/COM/PRE	Come on, listen to the prayer bell! Come on number 2!	The teacher ordered the students to continue on number 2.	1				1	
23.05.2023/VIII/M1/D53/ORD/PRE	Time is up! Thank you for your attention. Please study it at home!	The teacher orders students to study again at home about what lessons have been learned at school.		1			1	
Total Meeting 1 Of VII E			9	5	2	1	14	2
25.05.2023/VIII/M2/D54/ORD/DIS	First of all, please listen.	The teacher orders the students to listen to the advice that will be conveyed by the teacher		1				1
25.05.2023/VIII/M2/D55/COM/DIS	What? let's face forward!	The teacher request to students to face forward	1					1
25.05.2023/VIII/M2/D56/SUG/PRE	So with parents it should be good.	The teacher suggest the students be kind with parents.				1	1	

25.05.2023/VIII/M2/D57/SUG/PRE	Maybe there are parents who sometimes make you uncomfortable but you still have to respect them!	The teacher suggestion the students the to respect parents who sometimes make you uncomfortable but you still have to respect				1	1	
25.05.2023/VIII/M2/D58/SUG/PRE	So what needs to be respected, right? If you don't respect your parents, you will be punished not only in the afterlife but also in this world!	The teacher suggest students to always respect their parents because if they don't the punishment they get is not only in the afterlife but also now in the world.				1	1	
25.05.2023/VIII/M2/D59/SUG/PRE	At school, parents are teachers, so they must be respected!	Teachers suggest students to always respect teachers, because teachers are parents when they are at school.				1	1	
25.05.2023/VIII/M2/D60/COM/PRE	Memorized all yes! Let's repeat from above!	The teacher command students to remember all of adverb of frequency.	1				1	

25.05.2023/VIII/M2/D61/ORD/DIS	Numbers 1 and 2 will then be continued!	The teacher ordered the students continue number 1 and 2.		1				1
25.05.2023/VIII/M2/D62/ORD/PRE	Then looking for by yourself!	The teacher orders students to find their own answers		1			1	
25.05.2023/VIII/M2/D63/COM/PRE	Come on number 3!	The teacher command the students to continue on number 3 in the teaching and learning process.	1				1	
25.05.2023/VIII/M2/D64/COM/PRE	Come on number 4!	The teacher command the students to continue on number 4 in the teaching and learning process.	1				1	
25.05.2023/VIII/M2/D65/COM/PRE	Come on number 5!	The teacher command the students to continue on number 5 in the teaching and learning process.	1				1	
25.05.2023/VIII/M2/D66/COM/PRE	Come on number 6!	The teacher command the students to continue on number 6 in the teaching and learning process.	1				1	

25.05.2023/VIII/M2/D67/COM/PRE	Come on number 7!	The teacher command the students to continue on number 7 in the teaching and learning process.	1				1	
25.05.2023/VIII/M2/D68/COM/PRE	Come on number 8!	The teacher command the students to continue on number 8 in the teaching and learning process.	1				1	
25.05.2023/VIII/M2/D69/COM/PRE	Come on number 9!	. The teacher command the students to continue on number 9 in the teaching and learning process.	1				1	
25.05.2023/VIII/M2/D70/COM/DIS	Come on number 10!	The teacher command the students to continue on number 10 in the teaching and learning process.	1					1
25.05.2023/VIII/M2/D71/COM/PRE	Come on, add it bellow!	The teacher order to students to add the adverb in the question word.	1				1	
25.05.2023/VIII/M2/D72/ORD/PRE	Okey, look at the first example !	The teacher order to students to look at the first example.		1			1	

25.05.2023/VIII/M2/D73/COM/PRE	Do activity 21!	The teacher command students to do activity 21 in the teaching and learning process.	1				1	
25.05.2023/VIII/M2/D74/ORD/PRE	Change the yes no question into WH question using where or when.	The teacher orders the students to change the sentence pattern of yes/no question into WH question like the example in the book		1			1	
25.05.2023/VIII/M2/D75/REQ/PRE	Okay, time is up, you will study it again, adverb of frequency, and question word. Thank you for your attention!	The teacher requests the students to learn more about today's lesson which is done at school.			1		1	
Total Meeting 2 Of VII E			10	5	1	4	18	4
TOTAL			31	19	10	12	61	14

APPENDIX 3: Picture of Teaching Learning Process

1. First Meeting at VII D



2. Second Meeting at VII D



3. First Meeting at VII E



4. Second Meeting at VII E



APPENDIX 4: Peer Debriefing Sheet

PEER DEBRIEFING

The thesis data title “DIRECTIVE SPEECH ACTS USED BY TEACHER AT SEVENTH GRADE OF MTS N3 SUKOHARJO IN ACADEMIC YEAR 2022/2023” had been checked and validated by M. Calvin Aksanallah, S.Pd, Tiara Febriana S.Pd, and Rista Rachmawati S.Pd.

Sukoharjo, June 17th, 2023

Peer Debriefing



M. Calvin Aksanallah, S.Pd



Tiara Febriana S.Pd



Rista Rachmawati S.Pd.