

**TEACHER DIRECTIVE SPEECH ACTS IN ENGLISH TEACHING
LEARNING AT THE FOURTH GRADE OF SDN JETIS 02 BAKI
SUKOHARJO IN ACADEMIC YEAR 2022/2023**

THESIS

Submitted as A Partial Requirements

for the Undergraduate Degree in English Language Study Program



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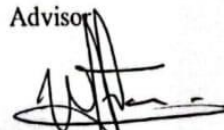
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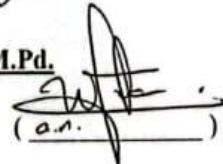
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DEDICATION

This thesis is dedicated to:

1. My beloved parents (Mr. Suyoto & Mrs. Ngatini)
2. My beloved Sister and Brother (Azizah Putri Nur Hidayah and Rifki Andika Nur Rohman)
3. My beloved Family
4. My beloved Friends
5. All my lecturers of UIN Raden Mas Said
6. All of my classmates “C” class
7. My almamater UIN Raden Mas Said

MOTTOS

“Learn from yesterday, live for today, hope for tomorrow. and the most important thing is not to stop asking questions.”

-Albert Einstein-

PRONOUNCEMENT

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I hereby sincerely state that the thesis " Teacher Directive Speech Acts in English Teaching Learning at The Fourth Grade of SDN Jetis 02 Baki Sukoharjo " is my real masterpiece. This things out of my masterpiece in this thesis are signed by citation an refered in the bibilography. If later proven that my thesis has discrepancies, I am willing to take the academic sanction in the form of repealing my thesis and academic degree.

Surakarta, 23rd June 2023

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

Surakarta, June 23rd 2023

The Researcher



Novia Nur Rahmawati

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ABSTRACT

Rahmawati Novia Nur, 2023, Teacher Speech Acts In English Teaching Learning at Fourth Grade Of SDN Jetis 02 Baki Sukoharjo In Academic Year 2022/2023

Advisor : Dr. Rochmat Budi Santoso, S.Pd., M.Pd.

Keyword : *Speech Act, Direct, Teacing*

The objective of this research were To Describe teacher directive speech acts in teaching English at fourth grade of SDN Jetis 02 Baki Sukoharjo. The teachers rarely use directive speech acts when teaching and learning in the classroom. This research is to describe teacher directive speech acts in teaching English at fourth grade of SDN Jetis 02 Baki Sukoharjo

This research is qualitative research to analyze the data. The subject of this research is the English teacher of SDN Jetis 02 Baki Sukoharjo, This research also applies a descriptive qualitative method,the researcher only collect,classifies, analyzes the data and than draw a conclusion.the data in the research is in the form of words and sentences,the findings of this research is also presented in the form of description which consist of two main points: the types of directive speech act used by teacher and the student responses to the directive speech act used by english teacher at The Fourth Grade of SDN Jetis 02 Baki Sukoharjo.

So it can be concluded that the result of the result of the research the request utterances serve the dominant frequency of all four types of directive speech acts. There were 61 data (72,61%) consists of 43 data (51,19%) in form of interrogative, 11 data (13,09%) in form of declarative and 7 data (8,33%) in form of modal auxiliaries, 8 data (9,52%) in form of forbidden. The lowest-rank frequency of directive speech acts are the suggestion with only 4 data (4,76%).The direct speech acts use by teacher in teaching english at fourth grade of SDN Jetis02 Baki Sukoharjo. In the analysis of 84 directive speech act of the teacher, it is found that there are four types of directive speech acts uttered in teaching English. They are request (interrogative, declarative, and modal auxiliaries), command, forbidden, and suggestion. Request directive speech act becomes the most dominant speech act which is uttered in 2nd meeting of teaching and learning process. Meanwhile, utterances which uttered in command get the second position with 11 data. Then the third position is suggestion which used to utter directive speech act with 4 data. The last, the form of forbidden is 8 data.

CHAPTER 1

INTRODUCTION

This chapter presents a brief description of the whole content of the research. The chapter comprises background of the study, identification of problem, limitation of the study, problem statements, objectives of the study, benefits of the study, and definition of key term.

A. Background of the study

As a social being that continues to coexist, people always want to relate to other human beings. They want to interact and know their surrounding environment. When people want to communicate each other, it means they need something to connect that is called as language. Language is used to express the idea and convey all messages. In the process expressing those, people do not only produce utterances containing some words with grammatical structure but also perform actions. The relationship can be seen through speech act. Speech act is utterance that occurs and act that refers to an action. That is the reason why people have to interpret the meaning of communication or language through speech act.

The first activity in scientific approach is observation. In this activity, the teacher gives students opportunity to do observation. The observation can be done through reading, listening, or seeing the object. The teacher facilitates the students to do observation and train the students to observe the important things from the object. For example, the teacher produce request utterance such teacher requires the students to observe the video which is showed in the projector. The second activity is question such ask, give feedback, express idea. For example, the teacher produce statement utterance such the teacher give occasion to the students to submit a question concerning with the material had been observed. The third activity is experiment/explore. It is an activity to critical thinking, discuss, doing experiment. For example, the teacher produces command

utterance such the teacher commands the students to discuss the material with their each group. The fourth activity is Association. It is the process of analyzing the information to find the relationship one information to other information and to find the patterns of inter-relationship of the information so that one can make conclusion from the patterns found. For example, the teacher produce request utterance such the teacher requires the students to describe the picture with their analysis or opinion. The last activity is communication. It is the ability to conclude the facts that have been observed and experimented. For example: the teacher produce request utterance such the teacher requires the student to give a suggestion or commentary to other student in different group.

From the explanation above, the researcher interested to analyze directive speech acts. The implementation of teaching English is realized in classroom. In teaching English, teacher will produce some utterances above in order to convey the materials. Teacher's effort is very important to guide the students to understand the material. Teacher use the language for variety of reasons such as request, command, order, informing, asking etc. Teacher should concern about the meaning of his/her utterances in delivering the material lessons to the students or in making a successful conversation in the classroom activities. The classroom speech acts determine the quality of verbal interaction in the classroom. The relationship of learning and language is the core of approaches to education.

Speech acts is utterance that serves a function in communication. In real life interaction, speech act can perform when offer a command, question, request, advice, etc. speakers commonly give the listeners to recognize the function or the communicative intention of the utterance they produce and to act accordingly. They are usually helped by the circumstance surrounding the utterance or the speech act event (Yule, 1996:47).

One type of speech acts that happen in daily conversation is directive speech acts. Directives are those kinds of speech acts that speakers use to get someone else to do something. They express what the speaker wants. It means that directive is one kind of the speech act classifications that concern the act of getting someone to do something by delivering a speech.

There some reasons why directive speech acts are always fresh to study. First, directive speech acts are often used by people in every communication activities. It is easy to use those directive speech acts. Second reason is, directives speech acts make the utterance little bit stronger and clear and may avoid an ambiguities. The last reason is that directives speech acts are used to get attention from the speaker in any communication activities.

In pre-research, the researcher observed student class 4 of SDN Jetis 02 Baki, it was found several utterances when the teacher performed directive speech acts. It happened before the teacher began to teach, the teacher checked the cleanliness of class. Example the utterance of teacher:

“The floor is dirty”

The situation above shows that the teacher use directive speech acts in form of order to students doing action. The students will do the activity that is ordered by the teacher. The teacher gives speech acts and students do work that is in accordance with the speech acts uttered by the teacher. Then students take a broom to clean the dirty floor, according to what the teacher wants.

The researcher also interviewed with Mrs. Ana as English teacher who teach at SDN Jetis 02 Baki. She says when he teaching in class, she uses directive speech acts. She also says that using of directive utterance is very important however it is related to simply something. Simple utterances can change the attitude of students to be better than before. It

can change the bad habit of students. The students' awareness about the comfortable class is very important to their teaching and learning process. Example:

“The whiteboard is dirty, students please erase the whiteboard!”

The situation above shows that the teacher use directive speech acts in form of order to students doing action. The students will do the activity that is ordered by the teacher. Mrs. Ana as the English teacher at the fourth grade often uses directive utterances in classroom.

Because of that, the researcher intends to analyze the utterance of teacher in class especially in Directive utterance. This research focuses analysis the form of directive speech acts such as request, command, forbidden and suggestion. The Researcher chooses SDN Jetis 02 Baki Sukoharjo as the subject of research. This school is one of elementary school around Sukoharjo. It is located in Baki, Sukoharjo, Central Java

The researcher takes a Fourth grade because they are can be understand well because they are used to the language used by the teacher. they can also develop language well. when teachers use language or commands then they will understand easily.

Based on the explanation above, the researcher intends to study a problem dealing with the teacher's utterance entitled **“TEACHER DIRECTIVE SPEECH ACTS IN ENGLISH TEACHING LEARNING AT THE FOURTH GRADE OF SDN JETIS 02 BAKI SUKOHARJO IN ACADEMIC YEAR 2022/2023”**

B. Identification of the Problems

Based on the background of the study, the researchers formulate two problems:

1. The teachers rarely use directive speech acts when teaching and learning in the classroom.

2. The student difficultly understanding or escertaining the teacher's uttered, especially when the teacher used directive speech acts.

C. Limitation of the Problems

This research only focused of directive teacher speech acts when opening section at the fourth grade of SDN Jetis 02 Baki Sukoharjo. The Direct speech acts are speech acts that are used in accordance with their proper usage, namely that interrogative sentences are used to ask something, news sentences are used to inform something and command sentences are used to express orders, invitations, or requests. The research did on 27 May 2023, taught about simple present tense. The second meeting, on 2 June 2023 taught about Transportation and Simple Present Tense. The third meeting, 3 June 2023 taught about transportation and exercise.

D. Formulation of the Problems

In line with the research focus, the research questions are formulated as follows:

1. What types of directive speech acts are used by teacher at SDN Jetis 02 Baki Sukoharjo ?

E. The Objective of The Research

According to the problem statements, the objectives of this study are following:

1. To Describe teacher directive speech acts in teaching English at fourth grade of SDN Jetis 02 Baki Sukoharjo

F. The Benefit of The Study

There are two kinds of the research benefit :

1. Theoretical Benefit

This research is conducted as the support of speech acts theory in the development of linguistic theories. In addition, hopefully this study will be beneficial for the other researchers for organizing a research in the term of pragmatics study especially in directive speech acts.

The result of this research can be useful as the references of those who want to conduct a resarch in Teacher Speech Acts.

2. Pratical benefit

a. For teachers :

This study may can help teachers to arrange learning material appropriate with the students' need. The researchers also hope that this study this research will be meaningful for the teacher especially English teacher to recognize their types of directive speech acts in the way they deliver to the students.

b. For researchers :

This study can enrich the existing bulk of studies about Teacher's Speech Acts in English teaching. Then, this study can help other researchers who want to investigate similar problems and hope that the findings ofthis study can be an additional reference for them.

G. DEFINITION OF KEY TERMS

1. Speech Acts

Based on Searle"s theory, speech acts are "the basic or the minimal units of linguistic communication" (1976:16). Austin adds that speech act refers to an utterance and the total situation in which the utterance is issued (1960:52). The more explanation about the speech act will be discussed in the next subchapter.

2. Directive Speech Act

According to Austin (1962: 87) argues that directive speech acts are speech acts which creates some effect through the actions of the

listener, for example order, beg, request, suggest, request and command. followdirective speech, namely the form of speech act intended by the speaker to influence so that the speech partner takes certain actions, for example just ordering (ordering), commanding (commanding), begging (requesting), advise (advising), recommending (recommending).

3. English Teaching

Thornbury (2006: 74), English is a foreign language for learners in whose community English is not the usual language of communication. They may be learning English as a school subject, or for travel, business, or academic purposes.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Teaching English as Foreign Language

According to Richard Freeman, 1990:242 Teaching is cognitive as well as a behavioral activity, and that teacher theories and beliefs about teaching, teachers and learners guide their practice of knowledge classroom actions. It means teacher must know about teaching activity and the behavior of students.

Teaching deals with guiding and facilitating learning, enabling the learner to learn, and setting the conditions for learning (Brown, 2000:7). Teaching is the activity of organizing student activities and providing good learning facilities so that the students can learn well. Teacher is a kind of professional job, like other jobs, a teacher has many duties and responsibilities. Many teachers said that being a teacher is close to the soul and hard to define. Otherwise, many people also said that a teacher is just like a gardener who plants seeds and watches them grow.

According to Thornbury (2006: 74), English is a foreign language for learners in whose community English is not the usual language of communication. They may be learning English as a school subject, or for travel, business, or academic purposes. The instruction of English as a foreign language may occur in any country, whether English speaking or not. In most countries, English as a foreign language is part of the educational curriculum, particularly in state schools. Harmer (2001: 68) states in Uthat English language teaching has been influenced by a whole range of theories ranging from scientific studies to opinioned conjecture, from descriptions of what 'seems to work' to philosophical beliefs.

Sometimes the connections between such theories and particular teaching methods are easy to perceive, but at other times they are less clear.

In Indonesia, English has become one of the compulsory subjects taught in Junior and Senior High Schools. English is considered as one important foreign language that should be acquired by Indonesians for many reasons, such as for education and economic development. In the school, the participant in classroom is the students and the teacher.

2. Key Classroom Teaching Quality

An analysis of teaching qualities by the Organization for Economic Co-operation a Development (OECD, 1994) in Kyriacou (2009: 78) focused on five key dimensions:

- a. Knowledge or substantive curriculum content.
- b. Pedagogic skills involved in the ability to use a repertoire of teaching strategies.
- c. Reflection on one's own teaching and the ability to be self-critical.
- d. Emphaty in acknowledging the dignity of others.
- e. Managerial competence within and outside the classroom.

Furthermore, the aspects of effective classroom teaching, there are appear to be 10 qualities that have been consistently referred to by Ofsted (1995) in Kyriacou (2009):

- a. The teacher has good subject knowledge.
- b. The teacher has high expectations for pupil's work.
- c. The work is challenging for pupils.
- d. The teacher has established good relations with pupils.
- e. The teacher manages the class well.
- f. The lesson is well planned.
- g. The teacher adopts a variety of teaching methods, including ICT.
- h. The needs of the different ability groups within the class are catered for.

- i. The teacher makes good use of a variety of questioning techniques.
- j. Classroom dialogues are used to extend pupils' thinking.

From the explanation above, teacher is one of key success classroom in teaching English. Teacher's ability is influence the teaching and learning process. Qualities of teacher's ability such they have comprehensive skill, they must fluent in speak English, they must understand all material, they must have good pedagogical skill, they must implement good strategy in teaching English, etc.

3. Classroom Interaction

According to Richards and Schmitd (2002: 74) define classroom interaction as the patterns of verbal and non-verbal communication and the types of social relationships which occur within classrooms. Tsui (1995: 6) says that classroom interaction is cooperative effort among participants in which each participant contributes in determining the direction and outcome of the interaction. In other word, when the teacher acts an action, so the students are also expected to react the teachers' action. Teacher and students should be active to give the contribution in classroom interaction.

From the explanation above, classroom interaction is different in form and function from language used in other situations because of the particular social roles students and teachers have in classrooms and the kinds of activities the usually carry out there. Education related with the activities of teaching and learning process involves interaction between teacher and students as channels of realizing its objectives. Interaction occur everyone in teaching and learning process. It is managed by everyone, not only by the teacher in the classroom but also the students. The interaction is usually used to express their ideas together.

4. Teacher's Talk

a) Definition

The kind of language used by the teacher for instruction in the classroom is known as teacher talk (TT). For this term, Longman Dictionary of Language Teaching and Applied Linguistics defines it as *“that variety of language sometimes used by teachers when they are in the process of teaching. In trying to communicate with learners, teachers often simplify their speech, giving it many of the characteristics of foreigner talk and other simplified styles of speech addressed to language learners”* (Richards and Schmidt, 2002: 543). As Nunan (1991) points out: *“Teacher talk is of crucial importance, not only for the organization of the classroom but also for the processes of acquisition. It is important for the organization and management of the classroom because it is through language that teachers either succeed or fail in implementing their teaching plans. In terms of acquisition, teacher talk is important because it is probably the major source of comprehensible target language input the learner is likely to receive.”* Studying the instructor's classroom speech has been in the focus of attention for several reasons.

Firstly, teacher talk is the major source of comprehensible target language input in the instructed language learning environment, thus it plays an integral role not only in the organization of the classroom but also in the processes of acquisition (Nunan, 1991: 189). Allwright & Szentoi (2010) Secondly, empirical data obtained in EFL settings suggest that teachers dominate classroom speech; on average teacher talk accounts for between one half and three quarters of the talking done in foreign language classrooms. In the major part of the language lesson teachers dominate classroom speech by using the I-R-F framework (teacher's initiation – student's reply – teacher's feedback/follow-up) which results in twice as many teacher utterances

as students'. In addition, according to Flanders (1960) in Simpson (2011: 274), Flanders' Interaction Analysis Categories (FIAC) classifies classroom talk into teacher talk and student talk. Teacher talk is further categorized according to whether the teacher is exerting direct or indirect influence on students' behavior, whereas student talk is further categorized into predictable and unpredictable responses.

b) Type

Type of teacher talk only divided in two categories, According to Kryspin & Feldhusen in Aniwijayanti (2016: 15) explain that teacher's talk has two branches of type, they are:

a. Direct Teacher's Talk

As Flanders cited in Kryspin, direct teacher is the use of straight forward, explicit teaching techniques and it represent and the teacher's direct talk can be categorized into three, as follows:

a) Lecturing

Lecturing is giving facts or opinion about content or procedure with his-own ideas, asking rhetorical question.

b) Giving direction

Directions, commands, or orders to which a student is expected to comply

b. Indirect Teacher's Talk

Flanders cited in Kryspin, the indirect teacher talk is divided into four categories, the four categories represent the teacher's indirect influence, as follows:

a) Accepts Feeling

Accepts and clarifies the feeling tone of the students in a non-threatening manner. Feeling may be positive or negative. Predicting or recalling feeling is included.

b) Praises Encourages

Praises or encourage student actions or behavior. Jokes that release tension, not at expense of another individual, nodding head or saying “um hum?” or “go on” are included.

c) Ask Question

Ask a question about content or procedure with the intent that a student answers.

5. The Role of Teacher in Teaching English

According to Bolton (55:66) say there are The Seven Principles in Action,

a) **The Controller**

The teacher is in complete charge of the class, what students do, what they say and how they say it. The teacher assumes this role when a new language is being introduced and accurate reproduction and drilling techniques are needed.

b) **The Promter**

The teacher encourages students to participate and makes suggestions about how students may proceed in an activity. The teacher should be helping students only when necessary. When learners are literally ‘lost for words’, the prompter can encourage by discreetly nudging students. Students can sometimes lose the thread or become unsure how to proceed; the prompter in this regard can prompt but always in a supportive way.

c) **The Resource**

The teacher is a kind of walking resource center ready to offer help if needed, or provide learners with whatever language they lack when performing communicative activities. The teacher must make her/himself available so that learners can consult her/him when (and only when) it is absolutely necessary. As a resource the teacher can guide learners to use available resources such as the internet, for themselves, it certainly isn’t necessary to

spoon-feed learners, as this might have the downside of making learners reliant on the teacher.

d) The Assessor

The teacher assumes this role to see how well students are performing or how well they performed. Feedback and correction are organized and carried out. There are a variety of ways we can grade learners, the role of an assessor gives teachers an opportunity to correct learners. However, if it is not communicated with sensitivity and support it could prove counter-productive to a student's self-esteem and confidence in learning the target language.

e) The Organizer

Perhaps the most difficult and important role the teacher has to play. The success of many activities depends on good organization and on the students knowing exactly what they are to do next. Giving instructions is vital in this role as well as setting up activities. The organizer can also serve as a demonstrator, this role also allows a teacher to get involved and engaged with learners. The teacher also serves to open and neatly close activities and also give content feedback.

f) The Participant

This role improves the atmosphere in the class when the teacher takes part in an activity. However, the teacher takes a risk of dominating the activity when performing it. Here the teacher can enliven a class; if a teacher is able to stand back and not become the center of attention, it can be a great way to interact with learners without being too overpowering.

g) The Tutor

The teacher acts as a coach when students are involved in project work or self-study. The teacher provides advice and guidance and helps students clarify ideas and limit tasks. This role can be a great way to pay individual attention to a student. It can

also allow a teacher to tailor make a course to fit specific student needs. However, it can also lead to a student becoming too dependent or even too comfortable with one teacher and one method or style of teaching.

6. Speech Acts

Speech act is a part of pragmatics study. The speech act is the basic unit of language used to express meaning, an utterance that expresses an intention. Normally, the speech act is a sentence, but it can be a word or phrase as long as it follows the rules necessary to accomplish the intention. (Searle,1969:153).

In addition, Parker (1986: 14), defines speech acts as every utterance of speech act constitutes some sort of fact. In the communication, the speaker expresses a certain attitude that has the relationship with the performance of a particular type of speech acts. The success of speech acts in its rule at the act of communication occurred when the audience or the hearer is able to identify the expression of the speaker's attitude when he/she intends to communicate something. Speech acts are one of the five main topics in the study of pragmatics. The concept of speech acts is firstly developed by a philosopher, John L. Austin in his book *How to Do Things with Words* (1962). Austin defines speech acts simply as the action performed by saying something. By means of utterances, ones are able to get others to do something. In other words, speech acts are actions which are performed via utterances (Yule, 1996: 48; Cutting, 2002: 16).

Speech acts are utterances that are made as part of social interaction. According to Leoni (in Sumarsono, and Paina Partama, 2010:329-330) speech acts are part of speech events, and Speech event is part of the speech situation. Each speech event is limited on activities, or aspects of activities that are directly governed by the rule or norms for speakers.

Thus, action is a characteristic of deep speech communication. It is assumed that in realizing speech or discourse, someone does something, namely the performance of the action. Speech in the form The

performance of this action is called performative utterances, namely utterances that intended to perform an action.

a. Locutionary

Locutionary speech act is roughly equivalent to uttering certain utterance with certain sense and reference, which again is roughly equivalent to meaning in traditional sense (Austin, 1962: 108). In line with this, Cutting (2002: 16) states that locutionary is what is said. also proposed by Yule (1996) who states that locutionary act is the act of producing meaningful utterances.

The example of the locutionary speech act can be seen in the following sentences:

- 1.) *It's so dark in this room.*
- 2.) *The box is heavy.*

The above two sentences represent the actual condition. The first sentence refers to the lighting of the room and the second sentence refers to the weight of the box.

b. Illocutionary

The illocutionary act is performed via the communicative force of an utterance, such as promising, apologizing, offering (Yule, 1996:48). This act is also called the act of doing something in saying something. The most significant level of action in a speech act is the illocutionary act because the force, which has been desired by the speakers, determines this act. Illocutionary act can be the real description of interaction condition. For example:

- 1.) *It's so dark in this room.*
- 2.) *The box is heavy.*

Based on the examples above, the first sentence shows a request to switch the light on and the second sentence shows a request to lift up the box.

c. Perlocutionary

According to Hufford and Heasley (1983:250) states that perlocutionary act is the act that is carried out by a speaker when making an utterance causes in certain effect on the hearer and others. Perlocutionary act is also the act offering someone. Perlocutionary act refers to the effect the utterance has on the thoughts or actions of the other person. A perlocutionary act is specific to the circumstances of issuance, and is therefore not conventionally achieved just by uttering that particular utterance, and includes all those effects, intended or unintended, often indeterminate, that some particular utterance in a particular situation cause.

7. 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 instance, if there is any speaker says "*Close the door!*" to someone, pragmatically viewed the structure that is used by speaker is using imperative sentence and the function is to order someone to close the door. Thus, from that sentence we know that there is any direct relationship between the structure and the function that is called direct speech act.

Therefore, direct speech act is where the utterance said appropriate with the function of the sentence such as a declarative sentences is to informing something. For example an utterance "*read the text!*" this utterance said by a speaker to hearer to read the text. It is clear and appropriate that the speaker gives command to the hearer.

According to Austin (1962: 87) argues that directive speech acts are speech acts which creates some effect through the actions of the listener, for example order, beg, request, suggest, request and command. follow directive speech, namely the form of speech act intended by the speaker to influence so that the speech partner takes certain actions, for

example just ordering (ordering), commanding (commanding), begging (requesting), advise (advising), recommending (recommending).

a. Request

Request is an expression of what the speaker wants the addressee to do or refrain from doing. A request does not assume the speaker's control over the person addressed (Kreidler, 1998: 190). Asking, praying, pleading, entreating and inviting are similar to requesting, although they are slightly different from each other. The following are the types of request that usually used:

1) The Interrogative Sentence-type

Requests can be marked by using interrogative sentence types (Sadock in Kreidler, 1998: 190). In the same line, Leech (1983) stated interrogative sentence has the meaning of questioning in request. They are either Yes/No questions or WH-questions. Yes/No interrogatives are questions that can be answered with a yes or no response and Wh-interrogatives sentences begin with a wh-word and call for an open-ended answer. A yes or no answer is not appropriate for these questions. The following examples are:

- a. Have you a car? (yes/no question).
- b. Do you have an extra piece of paper? (yes/no question).
- c. Do you have some money? (yes/no question)

Several examples show that utterance (a) has a question force; utterance (b) requesting a piece of paper; utterance (c) needs a request for some money; whereas utterance (d) has the illocutionary force of requesting for cooking for dinner (Leech, 1983).

2) **The Declarative Sentence-style**

Request can be marked by using declarative sentence-types (Leech, 1983). In addition, Palmer (1986) mentions that declarative include type statements that command. It means the term “command” used to refer request. The following examples are:

- a) I am hungry. (A request for some food)
- b) This soup needs some salt. (A request for some salt)

In utterance (b) the tag-question has been used to confirm what is said in the first part of the utterance and its function is to make the request more tactful (Leech, 1983).

3) **Modal Auxiliary**

Austin (1962) says that modal auxiliaries can be used for expressing the speech act of requesting. The following examples tell different realizations of this type of politeness in request:

- a) Could you help me to move this table?
- b) Can you pour the tea into a cup?
- c) Will you get me a pillow?
- d) May I borrow your pen?
- e) Would you help me?
- f) Wouldn't you take me to the airport?

When the speaker used the modal auxiliary verb “can” means that the speaker is asking whether he is able to do the action or not. Can is used to make basic requests from a friend or co-worker. It is often used for small things. Can you is often used informally. It usually sounds less polite than could you or would you. May is used in request that little more formal than could. In addition, using the past tense form “would” or

“could” means the speaker makes his request more tactful and polite. In a polite request, could have a present or future meaning, not a past meaning. The meaning of “would you” and “will you” in a polite request is the same. Would you is more common and is often considered more polite.

b. Command

Command is the speaker’s utterance to give an authoritative or peremptory order. The utterances said by the speaker are the requirement for the hearer to do the action. Example:

- *Open the door!*
- *Sweep the floor!*

c. Forbidden

Forbidden is utterance that account as an attempt by the speaker toward the hearer not to do certain action. Example:

- *Don’t come late in the class.*
- *Don’t be lazy.*

Usually begun with Don’t or No.

d. Suggestion

Suggestion is the utterance to suggest means the utterances said by the speaker to bring an idea to the hearer mind so that the hearer would do an action based on the idea. Suggestion is the utterance we make to other persons to give our opinions as to what they should or should not do. Example:

- *I advise you to be prompt; I warn you not to be late.*
- *We suggest you should pay more attention to what you’re doing.*

To sum up, from the all explanation we know that directive speech act is the utterances produced by the speaker to the hearer to get something to do. Directive speech act has 4 types there are request, command, forbidden and suggestion.

8. Strategies of Speech Act

According to Wijana (2009:126), delivering purpose in communicating according to theory of speech act can be divided at least 4; those are direct speech act, indirect speech act, literal speech act, and non-literal speech act. When those four strategies are combined, there will be other four strategies of speech acts they are direct literal, direct non-literal, indirect literal, and indirect non-literal.

a. Direct and Indirect Speech Act

Formally, based on the mode, the sentence is divided into declarative sentences, interrogative sentence and imperative sentences. Conventionally declarative sentences are used to give the news or something (information), interrogative sentence are used to ask something, and imperative sentences are used to declare, invitation, request, or petition. If the news sentence conventionally is functioned to say something, interrogative sentence to ask, and imperative sentence to declare, invitation, and petition, then speech acts that form is a direct speech act. Besides, to speak politely, imperative sentence can be uttered with declarative sentences or interrogative sentences. It is in order to command people without realizing they are governed. If this occurs, then the speech act is formed as indirect speech acts. Examples of direct speech act:

"Rico has five cats."

Sentence in the text above is uttered by someone giving or expressing information that Rico has five cats. The speech above is direct speech act because declarative sentences express something.

These are examples of indirect speech acts:

Iska : "The weather is very hot."

Pare : "should I turn on the fan?"

Iska : "thanks Pare, that's what I mean."

The spontaneous response in the speech above because he knows that the speech expressed by opponents speaker is not only to inform something, but also to order people whom they are talking to. Indirect speech expressed usually cannot answer directly, but must implement intention implied in it.

b. Literal and Non-Literal Speech Act

Literal speech act is a speech act which has the same meaning with the words contained in that sentence, while the non-literal speech act is speech act which has different meaning or opposite to the meaning of the words from that sentence. The examples can be found in the following sentences.

a. *The singer has nice voice.*

b. *Your voice is nice, (but you are better if you are silent).*

The meaning of sentence (a) is expressed only to show the admiration of the singer's voice which is melodious and nice to hear, it is called as a literal speech act, while the meaning of sentence (b) is different, because the speaker said that the voice is bad by saying "*but you are better if you are silent*", it is called as a non-literal speech act.

c. Intersection of Different Strategies of Speech Acts

1) Direct Literal Speech Act

This utterance is said directly and the saying is real meaning. In literal speech act, this utterance that is said by speaker has no hidden meaning. The speaker says real meaning to the hearer. Example:

She is so smart.

The sentence above is direct literal speech act since we refers that the person which we talk about is smart.

2) **Direct and Non-Literal Speech Act**

Direct non-literal speech act is speech act expressed by speech mode that suits the purpose of speech in addition, the words that composed them are not appropriate with the purpose of speakers. Examples:

“If you eat, make it look polite, just open your mouth!”

With direct non-literal speech act, the speaker in the sentence above ordered the speech opponent (who may in this case his friend or her brother) to close the mouth while eating to look polite.

3) **Indirect and Literal Speech Act**

This utterance was appropriate meaning with the fact but have an indirect illocutionary act. Indirect literal speech act is speech act expressed by speech mode that not suits the purpose of speech in addition, the words that composed them are appropriate with the purpose of speakers. Examples:

“Dad's car is dirty.”

The context of the sentence above is a father talking to his son. In that speech, not only consist of information, but also the purpose of the imperative which expressed indirectly through declarative sentences. It means that the meaning of the composing words has the same purpose with the speaker.

4) **Indirect and Non-Literal Speech Act**

This utterance has different meaning with the speaker saying and the utterance is said indirectly from the speaker to the listener. The words that said by speaker have inexactly meaning and also have indirect illocutionary act. For example an employee said to his *servant* *“this floor is*

very clean". This utterance not exactly with the fact, because the floor is dirty in fact. Then, it has indirect illocution act, because the words said asking the servant to clean the floor (Parker, 1986: 20).

From the explanation above, strategies of speech acts are the ways to deliver the utterance's aim from the speaker to the hearer. In this research, the strategies of speech acts divided into 4 ways, they are direct literal speech act, direct and non-literal speech act, indirect literal speech act, and indirect non-literal speech act. The strategies are called direct if the utterances produced directly by the speaker, and it is called indirect if the utterances produced indirectly by the speaker.

B. Previous Study

In conducting the study, the researcher found some previous studies for guidelines to improve her research. The First study conducted by Umi Safiah "*An Analysis Of Directive Speech Acts Of Teacher's Utterance In Teaching English At Theseventh Grade Of Mts Ntinawas Nogosari In Academicyear 2016/2017*" This research was conducted to describe the speech acts used by the teacher to utter the directive speech act and the strategies to utter directive speech act used by teacher in teaching English. This research was descriptive qualitative research with pragmatic approach. The subject of this research was an English teacher who taught seventh grade of MTs N Tinawas. The researcher did observation and interview to collect the data. The researcher did some step proposed by Miles and Huberman (1994) to analyze the data, namely; data reduction, data display, conclusion drawing and verification. The researcher used Searle's directive speech acts theory, namely; command, request, suggestion, and forbidden. The researcher also used Parker's speech act strategies theory, namely; direct literal speech act,

direct non-literal speech act, indirect literal speech act, and indirect non-literal speech act.

The result of this research showed that from 159 teacher's utterances, 20 data of them was identified as command, 140 data as request (98 data as interrogative, 37 data as declarative, and 5 data as modal auxiliaries), 10 data as suggestion, and 2 data as forbidden. It meant 12.57% command, 88.044% request, 6.28% suggestion, and 1.25% forbidden. Request was dominant since the teacher often used imperative to get his students to do something. All of those utterances used directness and literalness strategies. The researcher found 3 strategies used by the teacher. It showed 95 data (59.74%) as direct literal speech act, 65 data (40.88%) as indirect non-literal speech act, and 4 data (2.51%) as indirect non literal speech act. The direct literal was dominant strategy used by the teacher to utter the directive speech act. Based on analysis directive speech act and speech act strategies used by the teacher, the researcher expected that the teacher should use English as much as possible during teaching and learning process.

The second is Devi Aprilia Kumala Putri "*An Analysis of Speech Acts in Teaching English through WhatsApp Group Class Chat at SMAN 3 Ponorogo*" The purposes of this research were to find out the types of speech acts performed by the English teacher in WhatsApp Group class chat at SMAN 3 Ponorogo and to describe the implementation of speech act presented by the English teacher in WhatsApp Group class chat at SMAN 3 Ponorogo. This research applied qualitative approach with descriptive qualitative design. It was conducted to the tenth grade students of SMAN 3 Ponorogo academic year 2020/2021. The data were collected by observation, interview, and documentation. The researcher used documentation to find out the types of speech acts performed by the English teacher. While to describe the implementation of speech acts presented by the teacher, the researcher did online observation by joining the WhatsApp Group as a non-participant observer also did interview. The data were analyzed using three steps of data analysis technique namely data reduction, data display, and conclusion and verification.

The result of this research showed that the types of speech acts that performed by the English teacher in WhatsApp Group were representatives, directives, commissives, and expressives. Declarations was not found in this research. While the process of teaching and learning using WhatsApp Group was divided into three stages those were pre-teaching, whilst-teaching, and post-teaching. The implementation of speech acts presented in pre-teaching were greeting, inviting, asking, complimenting, ordering, advising, congratulating, commanding, apologizing, requesting, and thanking. In whilst-teaching the implementation of speech acts were in asking, informing, commanding, complimenting, committing, asserting, informing, stating, apologizing, and ordering. Then speech acts implemented in post-teaching were informing, asking, thanking, praying, leave-taking, commanding, complimenting, ordering, and reminding.

The third is Ike Nur Safitri “*An Analysis of Speech Act used by English Teacher at SMAN 5 BARR*” This research studies about an analysis of speech act and illocutionary acts used by the teacher. The objective of this research is to identify the types of illocutionary acts used by English teacher during teaching and learning process.

The research method is descriptive qualitative method with data analysis technique. The data of this research are taken from utterances in dialogs by the teacher during teaching and learning process. The instrument of this research are observation and recorded, after that the researcher make transcription and the researcher herself who collects, analyze, and present the data findings of this research.

The findings show that there were four kinds of illocutionary acts performed by the teacher, namely directive, representative, expressive, and commissives. The teacher used 51 utterances of types of illocutionary acts. From 51 utterances, directives were used 24 times (47,05%), representative used 17 times (33,33%), expressive were used 8 times (15,69), and commissives used 3 times (5,88%). The directive is mostly performed by the teacher during the teaching and learning process. It is because directive can be

applied in the teaching and learning process to manage and control the activities and the students during the teaching and learning process. The teacher used asking allowed the students to participate more actively in the lesson.

The fourth is Yunita Sari “*An Analysis of Speech Acts Used by English Teachers in English Learning Process at SMP IT Darul Fikri Bawen*”The research aims to answer the following research questions: (1) What are the types of speech act used by English teacher in English teaching learning process at SMP IT Darul Fikri Bawen? (2) What are the dominants of speech act used by English teacher in English teaching learning process at SMP IT Darul Fikri Bawen?. The objectives of this research are to find out the types and the dominants of speech act in English Language class.

This research used qualitative methodology and adopted descriptive analysis. The writer analysed the data from conducting research. The techniques of collecting data were observation and documents. First, the writer recorded the English teachers in the English teaching and learning process used a video recorder. Next, the writer made transcripts of the dialogues. Third, the witer classified the transcribed dialogues in the data sheet. Last, the data were classified according to Searle’s theory of speech act and Austin’s theory of speech act.

The result of the research show that there are three types of speech act performed by the English teachers in classroom communication. They are locutionary, illocutionary, and perlocutionary. The interrogatives of locutionaryact is the most dominant act (40 from 106 data). Next, there are five types of illocutionary; declarative, representative, expressive, directive, and comissive. The directive is the most frequent acts (73 from106 data). In addition, the perlocutionary of to get the hearer to do something is the most frequent act (51 from 106 data). In conclusion, the dominant use of directive acts implies that the teachers dominate the conversation in the English language classroom.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The researcher used descriptive qualitative research because the objective of the research was to describe and identify the existence of linguistic element within sentences and without counting them the statistic. In this research, descriptive method was used in gathering the data. While the qualitative approach was used for identifying the types of directive speech act and the student responses to the directive speech act performed by the English teacher in teaching learning process at The Fourth Grade of SDN Jetis 02 Baki Sukoharjo.

This research also applies a descriptive qualitative method, the researcher only collect, classifies, analyzes the data and then draw a conclusion. The data in the research is in the form of words and sentences, the findings of this research is also presented in the form of description which consist of two main points: the types of directive speech act used by teacher and the student responses to the directive speech act used by English teacher at The Fourth Grade of SDN Jetis 02 Baki Sukoharjo. According to Bogdan and Taylor in Moleong (2004: 3) state that in descriptive qualitative study, the data investigated by the researcher are in the form of oral or written words. It is qualitative since it is concerned with non-numerical data and it is descriptive since it aims at describing the facts of the analysis systematically based on actually they are. Furthermore, according to Creswell in Sugiono (2016:16) qualitative research is a means for exploring and understanding the meaning individuals or groups assigned to a social or human problem.

According to Flick (2009 : 21) says a qualitative research is oriented toward analyzing concrete cases in their temporal and local particularity and starting from people's expressions and activities in their local contexts. The researcher use qualitative method because this research is a case study where the research only use linguistics information as data ,

particularly in utterance of directive speech act used by teacher in teaching English.

B. Research Setting

1. Research Place

This research conducted in SDN Jetis 02 Baki Sukoharjo. It is located in Kemas RT 02/RW09 Jetis, Baki, Sukoharjo. The official website sdnjetis02baki@gmail.com. In this Research took at the fourth grade class at class 4 of SDN Jetis 02 Baki Sukoharjo.

2. Time of Research

The duration of teaching learning process was 70 minutes. The observation had done in 3 meetings. The first had done on Saturday, May 27th 2023. The second meeting had done on Friday, June 2nd 2023. The third meeting had done on Saturday, June 3rd 2023.

The table of Research Schedule of Observation at The Fourth Grade of SDN Jetis 02 Baki Sukoharjo

Table Scedhule of the Research

Activities/year/Month	2020	2021	2022	2023				
	1-12	1-12	1-12	1-4	5	6	7	9
Research Topic								
Case Study								
Literature Review								
Make a research plan								
Consultation								
Preminary observation								
Writing the research proposal								

Proposal								
Developing research instrument								
Giving treatment and collecting data								
Discussing the data analysis and writing the research report								
Munaqosah								
Yudisium								
Graduation								

C. Subject of the research

In this research, the main subject of this research was one teacher. She is Mrs. Ana Ratnasari as English teacher of SDN Jetis 02 Baki Sukoharjo. The researcher took one class. That is 4 class at SDN Jetis 02 Baki Sukoharjo. The materials of fourth grade are simple present tense, kinds of transportation, and exercise.

D. Technique of Collecting data

1. Observation

Qualitative observations are those in which the researcher takes field notes on the behavior and activities of individuals at the research site. In these field notes, the researcher records, in an unstructured or semi-structured way (using some prior questions that the inquirer wants to know), activities at the research site. Qualitative observers may also engage in roles varying from a non-participant to a complete participant (Cresswell, 2009:181). Marshall (1995) in Sugiyono (2014: 226) says that through observation, the researcher learns about behavior and the meaning attached to those behavior. Sugiyono (2014:145) divides observation into 2 kinds there are

participant observation and non-participant observation.

In this research, the researcher used non-participant observation, because the researcher joined in class just to record the utterances of the teacher. This method is considered as the effective way to collect the data about the use of directive speech acts by the English teacher at the fourth grade of SDN Jetis 02 Baki Sukoharjo.

2. Interview

In qualitative interviews, the researcher conducted face-to-face interviews with participants. Interviews participants by telephone, or engages in focus group interviews, with six to eight interviewers in each group. These interviews involve unstructured and generally open ended questions that are few in number and intended to elicit view and opinions from the participants (Cresswell, 2009: 181). The researcher interviewed the English teacher who taught fourth grade students to enrich the data. The English teacher was interviewed through personal interview to support the data related with directive speech acts. The researcher wanted to know that the teacher used directive speech act in classroom.

E. The Research Instrument

This research involved the researcher herself as the main instrument. Sugiyono (2014: 223) says that the researcher is the key instrument. The researcher acts as the planner, data collector, analysis, the data interpreter and the reporter of the research findings (Moleong, 2001: 121). In this research, a hand-phone was used to aid the researcher in recording the data. The steps were as follows:

- a. Recorded the data from the teaching English process in classroom;
- b. Listened to the recording and trying to understand the utterances performed by the teacher;
- c. Transcribed the data into the written form;
- d. Listened to record again to check the accuracy of the data;
- e. Selected the data from the recording which are in accordance with the objectives of the study;
- f. Wrote the data into the data sheets;
- g. Classified the data.

F. Technique of Analyzing Data

This study adopted the framework developed by Miles and Huberman (1994: 10) to describe the procedures of data analysis. The data analysis consists of three streams of activity as follows:

1. Data Reduction

In this research, the process of teaching English in classroom was recorded. From the recorded data, the researcher then conducted the next step which was called as data reduction. Data reduction referred to the process of selecting, focusing, simplifying, reducing, and transforming the data that appeared in written-up field notes or transcription. To make easier the classification and the analysis of the data, the researcher marked the data by codes. (Rossman & Rallis, 1998)

in Cresswell (2009: 186) define coding is the process of organizing the material into chunks or segments of text before bringing meaning to information. The aim of used data coding was to help the researcher in organizing and classifying the data. The process of coding as follows:

- a. After transcribed the data, it were carefully read;
- b. The data related to the objectives of the study were identified and selected; and
- c. Each datum was assigned a code.

The coding of the data in this research is as follows:

01/Meet-01/Req-I

Note:

- a. 01 : Number of Data
- b. Meet-01 : Number of Meeting/Observation
- c. The types of directive speech acts used by the teacher
 - Request
 1. Interrogative sentence is abbreviated into Req-I.
 2. Declarative sentence is abbreviated into Req-D.
 3. Modal Auxiliaries are abbreviated into Req-MA.
 - Command is abbreviated into Com.
 - Forbidden is abbreviated into For.
 - Suggestion is abbreviated into Sug.

2. Data Display

Data display deals with providing an organized, compressed, assembly of information that allows conclusion drawing. Data display used to display the qualitative data from data reduction in order to know the pattern of data so that it is easy to understand. It can be in the form of texts, graphs, diagrams, charts, matrices, or other graphical formats. In this study, the data will present in the form of table and descriptions.

3. Conclusion Drawing and Verification

After the data displayed in the form of table, then the researcher would able to interpret it and reaches conclusions and verifications. The result was gained from interview and observation.

G. Trustworthiness of Data

Trustworthiness of a research can be gained by conducting credibility, dependability, transferability, and conformability. 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.

In this research, the researcher used investigator triangulation to check the validity of the data. The researcher did validation data with an expert to check the validity of the data. The validator on this research is M. Calvin Aksanakallah, S.Pd. the english teacher Surakarta who expert in linguistics. After the data was valid, the researcher compared it with the theory to describe the directive speech act and strategies of speech act used by the teacher in teaching English.

CHAPTER IV

FINDING AND DISCUSSION

A. Research Finding

Research finding presents to answer the formulation of problem. The researcher carried out the type of directive speech acts used by the teacher in speech act to utter the directive speech act in teaching English at the Fourth Grade of SDN Jetis 02 Baki Sukoharjo.

In the beginning of the meeting, the teacher always gives greetings and asks about student attendance. The teacher uses a guidebook in teaching in the classroom. The teacher explains the material listed in the book according to the teaching module. Before the lesson is over, the teacher gives assignments that must be completed by students for the next meeting.

The research took in three meetings. On Saturday May 27th 2023, the material about what is simple present tense and transportation. In the beginning of the class, the teacher ordered the students to read and translate the vocabulary according to the picture about transportation. During the the class, the teacher explained to the students about what is the kinds of transportation and gave example about simple present tense. In the end of the class, the teacher gave task to the student.

On Friday June 2nd 2023, the material about Transportation and simple present tense. In the beginning of the class, the teacher asked about the task that previously assigned task. The student who have done their work submit their books to the teacher. The teacher asked back about the material given earlier to the students. The teacher gave them another example to practicing making sentence with simple present tense. The teacher ordered the students to did exercise in the book. In the end of the class, the teacher asked the students to work on the tasks in the book.

On Saturday June 3rd 2023, the material about transportation and evaluation exercise. In the beginning of the class, the teacher asked about the teacher about the materials. The teacher guide students to work on the

evaluation questions in the book. In the end of the class, the teacher gave them motivation to support them before final semesters exam.

1. Types of Directive Speech Acts are Used by Teacher in Teaching Learning English at Fourth Grade of SDN Jetis 02 Baki Sukoharjo

Based on the research, there were 5 types of directive speech acts performed by the teacher in teaching English at fourth grade of SDN Jetis 02 Baki, Sukoharjo. There are 25 students and one teacher. From the pre-research, the researcher did observation and interview. The researcher got the real data in classroom, for example “*Turn on the fan, please!*”, “*Open the book please!*”, “*Look at the picture!*”. Then the result of interview, the researcher known that using directive speech act was important in class. The teacher always used directive speech act in teaching and learning process. Furthermore, the researcher did research by 3 observations. The researcher found directive speech act during teaching and learning process was on going.

a. First Observation/Meeting

Day : Saturday, 27 May 2023

Class : 4

Topic : Transportation & Simple Present Tense

In the first observation, the researcher found 24 utterances of directive speech act and 4 Types of directive speech acts produced by the teacher .There were 20 utterances of request (15 utterances of interrogative, 3utterances of declarative and 2 utterances of modal auxiliaries), 2 utterances of command, 1 utterance of forbidden and 1 utterances of suggestion. In this meeting, the interrogative request was used dominantly by the teacher.

1) Request

a) The Interogative Sentence-types

Code: 02/Meet-1/Req-I

T : “How are you today”

Ss : “I am fine, thankyou. And you?”

T : “ I am fine too, thankyou.”

The situation above showed that the teacher asked about thestudent condition. The teacher uttered “How are you today?”. The students answered “I am Fine, thank you. And you?”. The bold sentence identified as Interogative. Because, the teacher used question words “How”.

Code : 10/Meet-1/Req-I

T : “Dari yang darat dulu. Land transportation. What is car?”

Ss : “Mobil.”

The situation above showed that the teacher asked the condition of his students in the opening activity. The teacher

uttered “How are you?” “What is car?”, it was classified as interrogative because the teacher used question words “How” and “What”.

Code:09/Meet1/Req-I/

T : “Kinds of transportation itu jenis – jenis transportasi. Di buku ada itu kalian lihat. **How many kinds of transportation?**”

Ss : “banyak, bu.”

The situation above showed that the teacher asked about kinds of transportation. The bold sentence identified as interrogative because the teacher used question words “How”

Code:12/Meet-1/Req-I

T : “ Next, **what is pedicab?**”

Ss : “Becak.”

The Situation above showed that the teacher asked about the translated of the materials. The bold sentence identified as interrogative because the teacher used question words “What”.

Code:13/Meet-1/Req-I

T : “pedicab has three wheels. Then, **What is ship?**”

Ss : “kapal.”

The Situation above showed that the teacher asked about the translated of the materials. The bold sentence identified as interrogative because the teacher used question words “What”.

Code:14/Meet-1/Req-I

T : “**What is Sailing boat?**”

Ss : “kapal juga bu.”

The Situation above showed that the teacher asked about the translated of the materials. The bold sentence identified as interrogative because the teacher used question words “What”.

Code:15/Meet-1/Req-I

T : “betul, **what is the different?** Bedane apa? Bedane opo karo sing sijine ndekmau?”

Ss : “luwih cilik, bu.”

The situation above showed that the teacher asked about the different of the word. The bold sentence identified as interrogative because the teacher used question words “what”

Code:18/Meett-1/Req-I

T : “**Is that a motorcycle?** Apakah itu motor? (dengan menunjuk objek motor yang ada di luar.”

Ss : “Ya.”

The situation above showed that the teacher asked about the truth of the noun that her appointed. Then, the respond of the students, they answer yes. The bold sentence was identified as interrogative.

Code:19/Meet-1/Req-I

T : “Is this a pen? Apakah ini pulpen?”

Ss : “Ya.”

The situation above showed that the teacher asked about the truth of the noun that her appointed. Then, the respond of the students, they answer yes. The bold sentence was identified as interrogative.

b) The Declarative Sentence-types

Code:01/Meet-1/Req-D/

T : “Good morning student?”

Ss : “Good Morning Mrs”

The situation above showed that the teacher invited the students to answer the greeting from the teacher with said “Good Morning, Mrs.” In opening activity.

Code: 03/Meet-1/Req-D/

T : “Before we start our lesson today, let say Basmallah together”

Ss : “Bismillahirrahmanirrahim”

The situation above showed that the teacher invited the students to begin the meeting with said “*basmallah*” in opening activity. The teacher uttered “*Before we start our lesson, let say basmallah together*”. It was classified as declarative because the sentence was used making a statement.

c) Modal Auxiliary

Code: 04/Meet-1/Req-MA/

T :”You should prepare your English book before.”

Ss :”Ya, Mrs”

The situation shows that the teacher asks students to prepare their English books. The teacher uttered “You should prepare your english book before”. It was classified in modal auxiliaries because in the bold sentence, the teacher used modal auxiliaries “should”. It was indicated as request.

Code:20/Meet-1/Req-MA/

T : “**Can you say it loudly?** Masa yang jawab Cuma berapa orang tok, gek alon – alon. Ra krungu.”

Ss : “Nggih , Mrs.”

The situation above shows that the teacher asked students to answer her loudly. The teacher uttered “Can you say it loudly?”. It was identified in modal auxiliaries because in the bold sentence, the teacher used modal auxiliaries “Can”. It was indicated as request

2) Command

Code: 05/Meet-1/Com/

T : “ Open your book page 36!”

Ss: (open their books)

The teacher uttered “open your book page 36!”. The teacher ordered the students to open their books. The respond of the students, they open their books. In bold sentence it was clear that the teacher produced command utterance.

Code: 06/Meet-1/Com/

T : “In english, please! Kamu kan pelajarane bahasa inggris.”

S : “Car, Bus, Bicycle, pedicab.”

The teacher uttered “In English, Please!”. The teacher ordered the student to mention the words in English. The respond of the students, they read the vocabulary in English. In bold sentence identified as command.

Code: 16/Meet-1/Com/

T : “Now notice the table! This and That. What is This and That? Opo kui?”

Ss : (silent)

The teacher uttered “Now Notice the table!”. The teacher ordered the students to notice the table on their books. The respond of the students, they silent and looked their books.

3) Forbidden

Code:07/Meet-1/For/

T :”**Don’t be noisy!** Jangan gaduh anak – anak. Kalau masih rame nanti nggak tak lanjutke.”

Ss : (silent)

The bold sentence identified as forbidden, because the teacher prohibit the student to noise.

Code:11/Meet-1/For/

T : “Good, **don't be afraid** if you don't read it correctly. Baca saja yang keras ya anak – anak.”

Ss : “ya, bu.”

The bold sentence identified as forbidden, because the teacher prohibit the student to read the words loudly.

4) Suggestion

Code: 11/Meet-1/Sug/LD

T :”Di bawah bias kalian tulis artinya sesuai dengan gambar alat transportasinya. “

Ss :” Nang kene, bu ?”

T :” Iya, itu dilihat ada gambar kereta. Apa bahasa inggrisnya kereta?”

Ss :”Train”

T : “Good, **don't be afraid if you don't read it correctly.** Baca saja yang keras ya anak – anak.”

Ss : “ya, bu.”

The teacher uttered “don’t be afraid if you do’t read it correctly.” The teacher ordered the student to read loudly. The respond of the student, they are read the word loudly. The bold sentence identified as suggestion

Table 4.1 Data Findings of Directive Speech Acts Used The Teacher Dominantly in Teaching Learning English in first observation

No.	Directive Speech Acts	Frequency	Precentage (%)
1.	Request	20	(83,33%)
	a. Interogative	15 (62,5%)	
	b. Declarative	3 (12,5%)	
	c. Modal Auxilaries	2 (8,33%)	
2.	Command	2	(8,33%)
3.	Forbidden	1	(4,16%)
4.	Suggestion	1	(4,16%)
TOTAL			100%

The finding of the research in first observation are, the teacher dominantly uttered request ther were 20 utteranceces 83,33% , interrogative 15 (62,5%), declarative 3 (12,5%), modal auxiliaries 2 (8,33%), 2 uttered of command (8.33%), 1 uttered of forbidden (4,16%), and 1 uttered of suggestion (4,16%).

b. Second Observation/Meeting

Day : Tuesday, 30 May 2023

Class : 4

Topic : Transportation & Simple Present Tense

The researcher found 32 utterances of directive speech act and 4 Types of directive speech acts produced by the teacher .There were 19 utterances of request (12 utterances of interrogative, 4 utterances of declarative and 3 utterances of modal auxiliaries),6 utterances of command, 5 utterance of forbidden and 2 utterances of suggestion. In this meeting, the interrogative request was used dominantly by the teacher.

1) Request

a) The Interogative Sentence-type

Code:22/Meet-2/Req-I/

T : “How are you today?”

Ss :“ I am fine, thank you and you?”

The situation above showed that the teacher asked about the students condition. The teacher uttered “How are you today?”. The respond of the students, they are answered “I am fine, thank you. And you?”. The bold sentence identified as Interogative because the teacher used questions words “How”

Code: 24/Meet-2/Req-I/

T : “Who is absent today?”

Ss : “Rofik gak masuk bu.”

The situation above showed that the teacher asked the student about who was absent in this lessons. The teacher uttered “Who is absent today?”. The student respond, they mentioned who

was absent. The bold sentence classified as interrogative because the teacher used question words “Who”.

Code: 25/Meet-2/Req-I/

T :”ya, anak anak. Kemarin kita sudah mempelajari tentang berbagai macam alat transportasi, sekarang bu guru Tanya. **How many kind of transportation?”**

Ss :(silent)

T : “Ada berapa jenis alat transportasi, anak – anak ?”

Ss :”three, tiga”

T :”good.”

The situation above showed that the teacher began to explain the material in yesterday. Then the teacher uttered “How many kind of transportation?”. “How” is indicated as interrogative because it is a question word. The teacher ask students about what they know about the kind of transportation, but the student just silent at first time, then their answered. As the resultis classified in Interrogative directive speech acts.

Code:26/Meet-2/Req-I/

T : “**What are they?** Apa saja? Don’t be noisy! Ayo jawab bu guru!”

Ss :”water, air, land.”

The situation above showed that the teacher asked the student the materials. The teacher uttered “what are they?”. The student respond, they mention about the materials. The bold sentence classified as Interogative. Because the teacher used question words “What”.

Code:28/Meet-2/Req-I/

T : **“What are water transportation example?** Contohnya apa saja transportasi air?

Ss : “Ship, Boat, Sailing Ship.”

The situation above showed that the teacher asked the student about kinds of water transportation. The teacher uttered “what are water transportation example?”. The students respond, they mentioned kinds of water transportation. The bold sentence classified as Interogative. Because, the teacher used question words “what”.

Code:36/Meet-2/Req-I/

T : **“Have you finish?** Sudah ya. Perhatikan bu guru.”

The situation above showed that the teacher asked the student what are they finished to write. The bold sentence identified as Interogative.

b) The Declarative Sentence-type

Code: 21/Meet-2/Req-D/

T : “Good morning student?

Ss : “Good morning, Mrs”

The situation above showed that the teacher invited the students to answer the greeting from the teacher with said “Good Morning, Mrs.” In opening activity.

Code:32/Meet-2/Req-D/

T :”Baik, anak – anak ini ada sedikit catatan. **Please, write in your own book!**”

Ss : (write)

The teacher uttered “Please write in your own book!”. In this context is requesting the student to do something. The

teacher gift them notes, then the students' response are write in their own books.

c) Modal Auxilary

Code: 35/Meet-2/Req-MA/IL

T : "Can I erase it? Boleh bu guru hapus? Sudah selesai menulis apa belum"

Ss : "Bu belum selesai menulis."

The situation above shown the activity happened in the main activity. When the teacher will continued the material, the whiteboard is full, so the teacher uttered "Can I erase It?." The teacher used modal auxiliaries "can" to request permission because the students maybe still written the material. As the result, the bold sentence is classified request in modal auxiliaries.

2) Command

Code:27/Meet-2/Com/

T : "Mosok begitu tok. **Repeat!** Don't shout! Jangan teriak teriak!"

Ss : "Water transportation, Air transportation, land transportation."

The teacher uttered "Repeat!". The teacher order the student to repeat the materials. The bold sentence identified as command.

Code : 37/Meet-2/Com/

T :"**Repeat after me!** That is a plane."

Ss : "That is a plane."

The teacher uttered "Repeat after me!". The teacher order the student to repeat the sentence and they are say "That is a plane." The bold sentence classified as command.

3) Forbidden

Code:26/Meet-2/For/

T : “What are they? Apa saja? **Don’t be noisy!** Ayo jawab bu guru!”

Ss :”water, air, land.”

The teacher uttered “don’t be noisy!” because the student didn’t notice her. The bold sentence identified as forbidden

Code: 33/Meet-2/For/

T: “Anak – anak, dengarkan Mrs. Ana dulu. Bu guru mau menjelaskan perbedaan antara This and That. Ada yang tahu apa itu This and That?”

Ss : (they didn’t notice)

T :” **Don’t be noisy!** Listen to Mrs. Ana, Please! Bu guru mau menjelaskan tentang This and That tapi kalau kalian masih tidak bisa tenang nanti suara bu guru tidak kedengaran jadi tolong diam dulu dan perhatikan bu guru. Simak buku kalian yang ada di dalam kotak itu ada ulisan This and That.”

Ss :”Nggih bu.”

The teacher uttered “Don’t be noisy!” when the students aren’t notice her when the teacher is explaining the materials. Then the students are silent after the teacher prohibit them. The bold sentence found “Don’t” that indicated forbidden.

Code:40/Meet-2/For/

T : “Iya, tinggal di ganti bahasa inggrisnya becak apa, gitu tok.
Don’t cheating! Dilarang mencontek.”

S : “ ya, bu.”

The teacher uttered “Don’t Cheating!” when a student asked to her about the question of the materials. The bold sentence found “Don’t” that classified forbidden

4) Suggestion

Code: 38/Meet-2/Sug/IL

T : “anak – anak, kalau sudah tidak ada yang ditanyakan. Kalian lanjutkan sentence yang Mrs. Ana tulis di papan tulis.”

Ss :”dikerjakan di buku tulis, bu?”

T :” Ya, dikerjakan di buku tulis. **You should do it by yourself!** yang mau bertanya nanti silahkan maju kedepan.”

Ss :” Ya, Bu.”

The teacher uttered “You should do it by yourself!”, it was classified in suggestion because the utterance of the teacher before it, she gave the student guggestion to do something by theirself. So, the bold sentence classified suggestion

Table 4.2 Data Findings of Directive Speech Acts Used The Teacher Dominantly in Teaching Learning English in second observation

No.	Directive Speech Acts	Frequency	Percentage (%)
1.	Request	19	53,125%
	a. Interogative	12 (31,25%)	
	b. Declarative	4 (12,5%)	
	c. Modal Auxilaries	3 (9,375%)	
2.	Command	6	(18,75%)
3.	Forbidden	5	(15,625%)
4.	Suggestion	2	(6,25%)
TOTAL			100%

c. Third Observation/Meeting

Day : Saturday, 3rd June 2023

Class : 4

Topic : Transportation & exercise

The researcher found 28 utterances of directive speech act and 4 Types of directive speech acts produced by the teacher .There were 22 utterances of request (16 utterances of interrogative, 4utterances of declarative and 2 utterances of modal auxiliaries), 3 utterances of command, 2 utterance of forbidden and 1 utterances of suggestion. In this meeting, the interrogative request was used dominantly by the teacher.

1) Request

a) Interogative Sentence-types

Code: 44/Meet-3/Req-I/LD

T : “istirahatnya sudah selesai. **Why are you guys still eating?**
Makanannya disimpan dahulu, nanti dimakan lagi kalau istirahat lagi.”

Ss : “sebentar bu, masih sedikit.”

T : “hayo, bagaimana adabnya kalau bu guru sudah dikelas? Ayo, cepat dimasukkan!”

Ss : (silent)

The teacher asked to the student about the activity “why are you guys still eating?” and the situation is time to teaching learning. The bold sentence is classified interrogative.

Code:42/Meet-3/Req-I/

T : “How are you today?”

Ss :“ I am fine, thank you and you?”

The situation above showed that the teacher asked about the students condition. The teacher uttered “How are you today?”. The respond of the students, they are answered “I am fine, thank you. And you?”. The bold sentence identified as Interogative because the teacher used questions words “How”

Code: 45/Meet-3/Req-I/

T : “Who is absent today? Kayaknya banyak yang tidak masuk.”

Ss : “Rehan, Naufal, Rosit, Marsya,bu.”

The situation above showed that the teacher asked the student about who was absent in this lessons. The teacher uttered “Who is absent today?”. The student respond, they mentioned who was absent. The bold sentence classified as interrogative because the teacher used question words “Who”.

Code:46/Meet-3/Req-I

T : “ OK, **do you remember what we learn before?**”

Ss : “This & That. Transportation, bu.”

The situation above showed that the teacher asked the student, are they still remembered about the material last meeting. The teacher uttered “Do you remember what we learn before?”. The student respond, they still remember. The bold sentence classified as Interogative

Code:47/Meet-3/Req-I

T : “**What are the kinds of transportation?**”

Ss : “Land transportation, water transportation, air transportation.”

The situation above showed that the teacher asked the students about the materials. The students mentioned the materials. The bold sentence classified as Interogative.

b) The Declarative Sentence-types

Code:42/Meet-3/Req-D/

T : “Good Morning student?”

Ss : “Good morning Mrs.”

The situation above showed that the teacher greeting students in the opening section. The teacher uttered “Good morning, Student?”. The students respond, they answered “good morning, Mrs.” The bold sentence identified as declarative.

Code: 48/Meet-3/Req-D/

T :”**The weather is hot.** Hawane panas ya, nak. Can you turn on the fan, please?”

Ss : (someone turn-on the fan)

When the teacher began the lesson, she feels that the weather is hot. So, she uttered “The weather is hot.” The response is the student turn-on the fan. The bold sentence is classified declarative.

d) Modal Auxiliary

Code: 51/Meet-3/Req-MA/IL

T : “**Can I help you?** Apa ada yang belum bisa? Yang belum bisa nomer berapa? Maju kedepan, ojo takok kancane ndak bingung.”

Ss : “Bu nomer 2 jawabane apa?”

The situation above shown the activity happened in the main activity. When the teacher will continued the material, the whiteboard is full, so the teacher uttered “Can I help you?.” The teacher used modal auxiliaries “can” to request permission because the students maybe students may found it difficult to work through the questions in the book.. As the result, the bold sentence is classified request in modal auxiliaries.

2) Command

Code: 49/Meet-3/Com/

T : “Thank you, mbak Icha sudah menyalakan kipas angin. **Open your book page 40!** Kerjakan Formative 4 rum I dan II!”

The teacher uttered “Open your book page 40!”. The teacher order the student to open their books. And the students respond, they open the books page 40. The bold sentence identified as command

Code : 52/Meet-3/Com/

T :”**Look the picture!** Perhatikan itu gambar apa? Untuk menjawab titik – titik yang ada di sampingnya kamu sesuaikan itu gambar apa. Dadi nek kui gambare bis, berarti bis kui mandek ningdi, bahasa inggrise opo.”

Ss :”Bus station. Jawabe bus station bu?”

The teacher uttered “Look the picture!”. The teacher order the student to repeat the sentence and they are say “Bus station.” The bold sentence classified as command.

3) Forbidden

Code:50/Meet-3/For/

T : “iya, **Don’t cheating!** Kalau tidak bisa tanya ke bu guru. Any question?”

S : “Boleh lihat buku, bu?”

The teacher uttered “Don’t Cheating!” to prohibit the student cheating answer. The students respond, they ask about how if open the book. The bold sentence found “Don’t” that identified forbidden

Code: 53/Meet-3/For/

T : “**Don’t leave the class!** Hey! Mas! Ada bu guru kok masih keluar kelas.”

S : “membuang sampah bu.”

T : “harus izin terlebih dahulu!”

The teacher uttered “Don’t leave the class!” when the student left the class to took the trash but he’s not asked to the teacher before. The bold sentence found “Don’t” that indicated forbidden.

4) Suggestion

Code: 57/Meet-3/Sug/IL

T :” Anak – anak, besok hari Senin sudah Asesmen Sumatif Akhir Tahun. Don’t forget to study at your home. Jangan main terus. **You must study!**. Belajar, ben isoh garap.

Ss :”Jadwale nopo bu?”

T : (write the schedule)

The teacher uttered “You must study!”, it was classified in suggestion because the utterance of the teacher before it, she gave the student guggestion to do something by theirself. So, the bold sentence classified suggestion

Table 4.3 Data Findings of Directive Speech Acts Used The Teacher Dominantly in Teaching Learning English in third observation

No.	Directive Speech Acts	Frequency	Precentage (%)
1.	Request	22	84,6%
	a. Interogative	16 (61,53%)	
	b. Declarative	4 (15,38%)	
	c. Modal Auxilaries	2 (7,69%)	
2.	Command	3	(11,53%)
3.	Forbidden	2	(7,69%)
4.	Suggestion	1	(3,84%)
TOTAL			100%

Table 4.4 :Total Data Findings of Directive Speech Acts Used The Teacher Dominantly in Teaching Learning English

No.	Directive Speech Acts	Frequency	Percentage (%)
1.	Request		72,61%
	a. Interogative	43 (51,19%)	
	b. Declarative	11 (13,09%)	
	c. Modal Auxilaries	7 (8,33%)	
2.	Command	11	13,09%
3.	Forbidden	8	9,52%
4.	Suggestion	4	4,76%
TOTAL		84	100%

The request utterances serve the dominant frequency of all four types of directive speech acts. There were 61 data (72,61%) consists of 43 data (51,19%) in form of interogative, 11 data (13,09%) in form of declarative and 7 data (8,33%) in form of modal auxiliaries, 8 data (9,52%) in form of forbidden. The lowest-rank frequency of directive speech acts are the suggestion with only 4 data (4,76%).

B. Discussion

Teaching learning process is one of situation which have many speech acts phenomenon. The teacher often use speech acts in teaching learning process. Based on the data analysis, the phenomenon of speech acts by the teacher in English teaching learning represent that there are 5

types of directive speech acts : request, question, command, forbidden, and suggestion

The first type of directive is request. The term request means the speaker wants the hearer to do some actions that benefit to speaker. A request does not assume the speaker's control over the person addressed (Kreidler, 1998: 190-191).

The fact situation in class related with the theory of kreidler. The teacher almost use request everytime to ask, to require with the polite utterances. In teaching English, the teacher often used request utterances because the teacher wants the students to speak actively in classroom. Because of that, the interaction in class happened clearly between the teacher and the students.

The second type of directive is command. It is the utterance to direct a person or people with the right to be obeyed, to do something what speaker wants. The realfact, it found several utterances such as "*Notice the picture!*", "*Open your book!*", "*Repeat after me!*".

Comparing the theory with the fact, the context of situation happens in the classroom related with the theory of command utterance, the teacher use imperative to get the students' action. Thus the teacher also used command to do the teacher's instruction.

The third type of directive is forbidden or prohibition. The theory of Cutting (2002), forbidden is utterance that account as an attempt by the speaker toward the hearer not to do certain action. The realfact, it found utterance such "*Don't be Noisy!*, *Don't Leave the class!*".

Comparing the theory of forbidden and the realfact in classroom, the teacher use utterance to prohibit students from doing things that are not in accordance with the learning in class.

The last type of directive in this discussion is suggestion. Kreidler (1998) says that suggestion is the speaker's utterances to give opinions about what the addressee should or should not do. Suggestions are often wise ways of giving command. The realfact, it found utterance of suggestion such "you should do it by yourself! ".

Comparing the theory of suggestion with the realfact in class, there are a lot of utterances used by the teacher to suggest or give advice to the students in class. Besides that, by uttering suggestion, the teacher tries to guide the students to avoid the mistakes.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

In this research researcher used descriptive qualitative method to describe the research, pragmatic directive speech act by Cutting theory to analyzing and identifying english teacher in SDN Jetis 02 Baki Sukoharjo. Based on problem limitation and problem statement of the research, researcher can be conclude the research as follow:

The directive speech acts use by teacher in teaching english at fourth grade of SDN Jetis02 Baki Sukoharjo. In the analysis of 84 directive speech act of the teacher, it is found that there are four types of directive speech acts uttered in teaching English. They are request (interrogative, declarative, and modal auxiliaries), command, forbidden, and suggestion. Request directive speech act becomes the most dominant speech act which is uttered in 2nd meeting of teaching and learning process. Meanwhile, utterances which uttered in command get the second position with 11 data. Then the third position is suggestion which used to utter directive speech act with 4 data. The last, the form of forbidden is 8 data.

B. SUGGESTION

Based on the result of this research, the researcher give suggestions

1. For the Reader

The researcher hopes the readers would not be confused about what people means when they make conversation with others. It is because sometimes people have implied intentions in their speech.

2. For the Researcher

For the further researcher who are interested in doing research on related topic. It can help the researcher in studying about speech act. In studying about speech act the researcher hopes that there will be other researchers who will conduct the same topic to complete this research although in different field

3. For Learning Process

The researcher hopes by studying speech act may help students to reduce misunderstanding of the meaning or intention that may appear in the process of learning at the class.

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APPENDIX

APENDIX
TRANSCRIPT OF OBSERVATION

Meeting : First Observation

Day: Saturday / May 27th 2023

Class : 4

Topic : Transportation & Simple Present Tense

Note :

T : Teacher

Ss : Students

S : One Student

The Data Transcription

T : “Assalamualaikum warahmatullahi wabarakatuh”

Ss : “Waalaiikumsalam warahmatullahi wabarakatuh”

T : “Good morning student?”

Ss : “Good Morning Mrs”

T : “How are you today?”

T : “How are you today”

Ss : “I am fine, thankyou. And you?”

T : “ I am fine too, thankyou.”

T : “Before we start our lesson today, let say Basmallah together”

Ss : “Bismillahirrahmanirrahim”

T :”You should prepare your English book before.”

Ss :”Ya, Mrs”

T : “ Open your book page 43!”

Ss: (open their books)

T : “perhatikan yang ada di dalam tabel ada berbagai macam gambar alat transportasi. What is transportation? Apa itu transportasi? Ada yang tahu nggak?”

Ss : “mobil, sepeda, becak.”

T : “In english, please! Kamu kan pelajarane bahasa inggris.”

S : “Car, Bus, Bicycle, pedicab.”

T : “Semene akehe bocah kok sing muni gur mbak Nuha. Yang lain bareng bareng ayo baca yang keras.”

Ss :

T : “Don’t be noisy! Jangan gaduh anak – anak. Nanti kalau masih rame nggak tak lanjutke.”

Ss : (silent)

T : “Anak – anak lihat,itu ada banyak gambar alat transportasi. There are three kinds of transportation. What are the kinds of transportation?”

S : “apa bu ?”

T : “Kinds of transportation itu jenis – jenis transportasi. Di buku ada itu kalian lihat. How many kinds of transportation?”

Ss : “banyak, bu.”

T : “kan itu di kelompokkan menjadi tiga kan anak – anak. Transportasi darat,”

Ss ; “ Laut, dan udara, bu.”

T : “Laut itu apa termasuknya ?”

S : “Sungai.”

T : “ No. Laut itu termasuk alat transportasi air ya.”

Ss : “oalah ngono to bu.”

T : “ yuk, di baca bersama”

Ss :yang apa bu?”

T : “Dari yang darat dulu. Land transportation. What is car?

Ss : “Mobil.”

T :”Di bawah bias kalian tulis artinya sesuai dengan gambar alat transportasinya. “

Ss :” Nang kene, bu ?”

T :” Iya, itu dilihat ada gambar kereta. Apa bahasa inggrisnya kereta?”

Ss :”Train”

T : “Good, don't be afraid if you don't read it correctly. Baca saja yang keras ya anak – anak.”

Ss : “ya, bu.”

T : “ Next, what is pedicab?”

Ss : “Becak.”

T : “pedicab has three wheels. Then, What is ship?”

Ss : “kapal.”

T : “What is Sailing boat?”

Ss : “kapal juga bu.”

T : “betul, what is the different? Bedane apa? Bedane opo karo sing sijine ndekmau?”

Ss : “luwih cilik, bu.”

T :”No, itu lihat. Sailing boat itu memakai layar yang besar, jadi kalau diartikan itu perahu layar.”

Ss : “bedane bentuke, bu?”

T : “iya. Sudah paham semuanya ya? Sudah ada di gambar tinggal ditulis artinya dibawah gambarnya.”

Ss : “nggih, bu.”

T : “Now notice the table! This and That. What is This and That? Opo kui?”

Ss : (silent)

T : “This artinya ini, that artinya itu.”

Ss : “ Ya, bu.”

T : “What is the different? Bedane opo?”

Ss : “nggak tau, bu.

T : “This for singular nouns that are close, jadi untuk yang dekat. That for singular nouns that are far, untuk benda yang jauh.”

T : “Is that a motorcycle? Apakah itu motor? (dengan menunjuk objek motor yang ada di luar.”

Ss : “Ya.”

T : “Is this a pen? Apakah ini pulpen?”

Ss : “Ya.”

T : “Can you say it loudly? Masa yang jawab Cuma berapa orang tok, gek alon – alon. Ra krungu.”

Ss : “Nggih , Mrs.”

T : “Good! Ngono lak banter.”

T : “Ok, habis ini dikerjakan halaman 37. Halaman 38 buat pr.”

S : “PR nya semua bu?”

T : “iya, nanti kalau sudah bel boleh istirahat.”

S : “Boleh jajan bu?”

T : “Nanti, tunggu bel dulu. Sudah ya, Wassalamualaikum warahmatullahi wabarakatuh.”

Ss : “Wa’alaikumsalam warahmatullahi wabarakatuh.”

Meeting : Second Observation

Day: Tuesday/ 30 May 2023

Class : 4

Topic : Transportation & Simple Present Tense

Note :

T : Teacher

Ss : Students

S : One Student

The Data Transcription

T : “Assalamualaikum Warahmatullahi wabarakatuh.”

Ss : “Walaikum salam Warahmatullahi wabarakatuh.”

T : “Good morning student?”

Ss : “Good morning, Mrs.”

T : “How are you today?”

Ss : “I am fine, thank you and you?”

T : “I am fine too, thank you. Before we start our lesson today let say basmallah.”

Ss : “Bismillahirrahmannirrahim.”

T : “Who is absent today?”

Ss : “Rofik gak masuk bu.”

T : “Rofik dan siapa ?”

S : “Sama Alifia, Nada juga nggak masuk bu.”

T : “Kenapa nggak masuk?”

S : “Nggak tahu bu.”

T :”ya, anak anak. Kemarin kita sudah mempelajari tentang berbagai macam alat transportasi, sekarang bu guru Tanya. How many kind of transportation?”

Ss :(silent)

T : “Ada berapa jenis alat transportasi, anak – anak ?”

Ss :”three, tiga”

T : “What are they? Apa saja? Don’t be noisy! Ayo jawab bu guru!”

Ss :”water, air, land.”

T : “Mosok begitu tok. Repeat! Don’t shout! Jangan teriak teriak!”

Ss : “Water transportation, Air transportation, land transportation.”

T : “What are water transportation example? Contohnya apa saja transportasi air?”

Ss : “Ship, Boat, Sailing Ship.”

T : “Air transportation?”

Ss : “Plane, helicopter”

T : “Then, land transportation?”

Ss : “bus, train, car, bicycle, motorcycle.”

T : “Good! You should remember it.”

T :”Baik, anak – anak ini ada sedikit catatan. Please, write in your own book! Don’t play when study!.”

Ss : (write)

T : “Anak – anak, dengarkan Mrs. Ana dulu. Bu guru mau menjelaskan perbedaan antara This and That. Ada yang tahu apa itu This and That?”

Ss : (they didn’t notice)

T :” Don’t be noisy! Listen to Mrs. Ana, Please! Bu guru mau menjelaskan tentang This and That tapi kalau kalian masih tidak bisa tenang nanti suara bu guru tidak kedengaran jadi tolong diam dulu dan perhatikan bu guru. Simak buku kalian yang ada di dalam kotak itu ada ulisan This and That.”

Ss :”Nggih bu.”

T : “Sudah dijelaskan lagi lho, harus bisa sendiri. I’ll give you question.

T : “Can I erase it? Boleh bu guru hapus? Sudah selesai menulis apa belum”

Ss : “Bu belum selesai menulis.”

T : “Kalau sudah selesai nanti kita baca bersama – sama.”

Ss : (silent)

T : “Have you finish? Sudah ya. Perhatikan bu guru.”

T :”Repeat after me! That is a plane.”

Ss :”That is a plane.”

T : “This is a bicycle.”

Ss : “This is a bicycyle.”

T : “nah sekarang yang nomor selanjutnya dikerjakan sendiri.”

T : “anak – anak, kalau sudah tidak ada yang ditanyakan. Kalian lanjutkan sentence yang Mrs. Ana tulis di papan tulis.”

Ss :”dikerjakan di buku tulis, bu?”

T :” Ya, dikerjakan di buku tulis. You should do it by yourself! yang mau bertanya nanti silahkan maju kedepan.”

Ss :” Ya, Bu.”

T : “Any question?”

S : “Bu, ini sama kaya contohnya?”

T : “Iya, tinggal di ganti bahasa inggrisnya becak apa, gitu tok. Don’t cheating! Dilarang mencontek.”

S : “ ya, bu.”

T : “Finish? Sudah ?

Ss : “ Belum, bu.”

T : “ Yang sudah boleh di kumpulkan kedepan.”

Ss : (collecting assignment)

T : “Ya, anak – anak karena sudah bel istirahat, jadi yang belum selesai nanti dikumpulkan ke kantor ya. Akhirussalam wassalamualaikum warahmatullahi wabarakatuh”

Ss : “Walaikumsalam warahmatullahi wabarakatuh.”

Meeting : Third Observation

Day: Saturday / June 3rd 2023

Class : 4

Topic : Transportation & exercise

Note :

T : Teacher

Ss : Students

S : One Student

The Data Transcription

T : "Assalamualaikum warahmatullahi wabarakatuh."

Ss : "Walaikumsalam warahmatullahi wabarakatuh."

T : "Good Morning student?"

Ss : "Good morning Mrs."

T : "How are you today?"

Ss : "I am fine thank you. And you?"

T : "I am fine too, thank you."

T : "Istirahatnya sudah selesai. **Why are you guys still eating?** Makanannya disimpan dahulu, nanti dimakan lagi kalau istirahat lagi."

Ss : "sebentar bu, masih sedikit."

T : "hayo, bagaimana adabnya kalau bu guru sudah dikelas? Ayo, cepat dimasukkan!"

Ss : (silent)

T : "Who is absent today? Kayaknya banyak yang tidak masuk."

Ss : "Rehan, Naufal, Rosit, Marsya, bu."

T : “Lha ini kok kosong di depan. Mana orangnya?”

S : “Di kamar mandi bu.”

T : “ OK, do you remember what we learn before?”

Ss : “This & That. Transportation, bu.”

T : “What are the kinds of transportation?”

Ss : “Land transportation, water transportation, air transportation.”

T :”**The weather is hot.** Hawane panas ya, nak. Can you turn on the fan, please?”

Ss : (someone turn-on the fan)

T : “Thank you, mbak Icha sudah menyalakan kipas angin. Open your book page 40! Kerjakan Formative 4 rum I dan II!”

S : “Dikerjakan bu?”

T : “iya, Don’t cheating! Kalau tidak bisa tanya ke bu guru.Any question?”

S : “Boleh lihat buku, bu?”

T : “Boleh, yang tidak boleh mencontek temannya.”

10 minutes

T : “**Can I help you?** Apa ada yang belum bisa? Yang belum bisa nomer berapa? Maju kedepan, ojo takok kancane ndak bingung.”

S : “Bu nomer 2 jawabane apa?”

T :”**Lool the picture!** Perhatikan itu gambar apa? Untuk menjawab titik – titik yang ada di sampingnya kamu sesuaikan itu gambar apa. Dadi nek kui gambare kereta, bahasa inggrise opo.”

Ss :”Train? Ho o bu?”

T : “Betul.”

T : **“Don’t leave the class! Hey! Mas! Ada bu guru kok masih keluar kelas.”**

S : “membuang sampah bu.”

T : “harus izin terlebih dahulu!”

S : “Ya, bu. Maaf, izin membuang sampah.”

T : “Ya”

T : “ any question again? Nomer berapa yang belum?”

S : “Nomer 8 bu.”

T : “How does the writer go to school? Bagaimana caranya penulis pergi ke sekolah? Penulis teks nya tadi siapa? Who is the writer of the text?”

S : “Puspasari.”

T : “Nah, Puspasari itu naik apa kalau ke sekolah.”

S : “Nomer 9 bu.”

T : “Where does the writer’s sister study? Dimana saudara perempuannya sekolah atau belajar ?”

S : “oohh yaa, terimakasih bu.”

T :” Anak – anak, besok hari Senin sudah Asesmen Sumatif Akhir Tahun.
Don’t forget to study at your home. Jangan main terus. **You must study!**
Belajar, ben isoh garap.

Ss :”Jadwale nopo bu?”

T : (write the schedule)

T : “Hari Senin besok Pendidikan agama dan Bahasa Jawa. Jadwal bahasa inggrisnya hari Kamis.”

Ss : “Nggih, bu.”

T : “Sudah bel anak anak, boleh istirahat. Jangan lupa belajar.
Wassalamualaikum warahmautillahi wabarakatuh.

Ss : “ Waalaikumsalam warahmatullahi wabarakatuh.”

APPENDIX
TRANSCRIPT INTERVIEW

R : Assalamu'alaikum bu ana

T : Wa'alaikumsalam mbak novi. Gimana kabarnya?

R : Alhamdulillah baik pak? Kalau Bu Ana sendiri bagaimana kabarnya?

T : Alhamdulillah baik juga.

R : Sebelumnya mohon maaf mengganggu waktunya sebentar, nggih bu.

T : Iya tidak apa-apa, santai saja.

R : Nggih bu, semalam saya sudah WA ke jenengan mengabari bahwa saya akan ke SD hari ini. Begini bu, kedatangan saya ke sini yang pertama mohon izin untuk interview ke Ibu dan juga mau melakukan observasi ?

T : Iya ndak apa-apa mbak, sekarang interview dulu saja ya

R : Nggih bu Baik, kita mulai nggih ?.

T : Iya silakan.

R : Apakah proses belajar mengajar selama ini lancar ? Seperti komunikasi antara guru dan murid di dalam kelas.

T : Ya, kalau dibilang lancar ya saya kira lancar mbak novi. Ada beberapa siswa cenderung diam ada juga siswa yang aktif bertanya. Tapi dari keseluruhan proses belajar dikelas, siswa cenderung aktif bertanya jika mereka masih bingung atau belum faham dengan materinya.

R : Bagaimana dengan kelas yang cenderung diam bu?

T : Meskipun mereka diam, saya akan berusaha memancing mereka untuk bicara dan berani menjawab pertanyaan. Saya akan sering memberi pertanyaan untuk mendapat respon dari siswa, jadi mereka akan berpikirjuga dan berani berpendapat.

R : Berarti komunikasi lancar nggih bu. Kemudian, apakah dalam mengajar, jenengan menggunakan tindak tutur direktif seperti command, prohibition, request dan sebagainya?

T : Ya, pasti. Saya menggunakannya setiap waktu ketika saya mengajar di kelas, untuk contoh seperti ketika saya datang ke kelas, yang pertama jika papan tulis masih kotor dengan berbagai tulisan, saya menyuruh siswa untuk menghapus papan tulis seperti “The whiteboard is dirty, students please erase the whiteboard!”. Atau mungkin jika lantainya kotor, maka saya akan menyuruh siswa untuk membersihkannya seperti “Sweep the floor please!”. Contoh yang lain misalkan “Open the door!” and “Close the door!”, “Listen to me!”, “Look at the board!”, “Look at me!”, “Don’t make a noisy!” dan lain-lain banyak.

R : Ya, jadi sering menggunakannya ya bu?

T : Ya, misalkan saya terapkan kepada siswa pada awal pelajaran. Bahasa Inggris akan lebih mudah jika melalui praktek setiap waktu, hanya dengansedikit atau sesuatu yang simpel seperti statement dengan “I’m sorry”, asking, command, prohibition, ya kita harus memparaktekannya.

R: Menurut ibu, apa yang susah untuk menggunakan tindak tutur di dalam kelas? Dan bagaimana cara mengatasinya?

T : Tentu saja karena kita masih di taraf sekolah dasar ya mbak. Jadi anak – anak belum terbiasa dengan bahasa inggris. Lebih tepatnya nggak tahu artinya, tapi saya tetap mendorong mereka untuk memahami apa yang saya katakana ketika di dalam kelas. Contohnya ketika saya meminta tolong untuk menutup pintu “close the door, please!.” Biasanya saya juga menunjuk pintu yang terbuka, jadi biar siswa paham ooh ternyata bu guru minta tolong untuk menutupkan pintu. Begitu mbak.

R : Apakah menurut jenengan, menggunakan tindak tutur sangat penting?

T : Ya menurut saya itu sangat penting. Jika kita mempraktekannya setiap hari, kita akan merasa bahwa Bahasa Inggris itu sangat mudah dan tidak susah. Tetapi jika tidak pernah praktek, maka akan terasa susah. Seperti

contoh diatas tadi, “Don’t play in the class!”, “Look at me!”, “Keep the class clean!”, “Keep the class calm!” and so on. Intinya kalau saya kebiasaan yang terkait dengan statement yang simpel-simpel itu, berawaldari situ. Kalau itu tidak bisa, jangan berharap bisa Bahasa Inggris lebih.

R : Berarti sangat penting nggih bu

T : iya mbak, tau sendiri nek kita di SD Negeri bukan swasta yang mengharuskan lancar bahasa inggris. Tapi ya sedikit – sedikit harus mengajarkan ke anak – anak to mbak, istilahe memberi contoh mengucapkan kata bahasa inggris.

R : Nggih, bu benarsekali. Baiklah bu, terima kasih untuk waktunya bu nanti kalau saya butuh

T : iya sama-sama.

R : Wassalamu’alaikum warohmatullahi wabarokatuh

T : Wa’alaikumsalam warohmatullahi wabarokatuh

APENDIX

Table Analysis of Types Directive Speech Acts used by Teacher in Teaching English at the Fourth Grade of SDN Jetis 02 Baki Sukoharjo in Academic Year 2022/2023

Meeting : First Observation

Day : Saturday / May 27th 2023

Class : 4

Topic : Transportation & Simple Present Tense

No	UTTERANCE	TYPES OF DIRECTIVE SPEECH ACTS					T	
		REQ			C	F		S
		I	D	M				
0	T : “Good morning student” Ss : “Good Morning Mrs”		✓					T
0	T : “How are you today?” Ss : “I am fine, thankyou. And you?”	✓						T
0	T : “Before we start our lesson today, let say Basmallah together” Ss : “Bismillahirrahmanirrahim”		✓					T
0	T : “You should prepare your English book before.”			✓				

0	T : “ Open your book page 43! ” Ss: (open their books)				✓			T
0	T : “ In english, please! Kamu kan pelajarane bahasa inggris.”				✓			
0	T : “ Don’t be noisy! Jangan gaduh anak – anak. Nanti kalau masih rame nggak tak lanjutke.”					✓		T
0	T : “Anak – anak lihat,itu ada banyak gambar alat transportasi. There are three kinds of transportation.(A)What are the kinds of transportation? (B) ”	✓	✓	((T
0	T : “Kinds of transportation itu jenis – jenis transportasi. Di buku ada itu kalian lihat. How many kinds of transportation? ” Ss : “banyak, bu.”	✓						T
1	T : “Dari yang darat dulu. Land transportation. What is car? ” Ss : “Mobil.”	✓						T
1	T : “Good, don't be afraid if you don't read it correctly. Baca saja yang keras ya anak – anak.” Ss : “ya, bu.”					✓		
1	T : “Next, what is pedicab? ” Ss : “Becak.”	✓						T

1	T : “pedicab has three wheels (A). Then, What is ship?(B)” Ss : “kapal.”	✓ (✓ (T
1	T : “What is Sailing boat?” Ss : “kapal juga bu.”	✓						T
1	T : “betul, what is the different? Bedane apa? Bedane opo karo sing sijine ndekmau?” Ss : “luwih cilik, bu.”	✓						T
1	T : “Now notice the table! A This and That. What is This and That?B Opo kui?” Ss : (silent)	✓ B			✓ A			T
1	T : “What is the different? Bedane opo?”	✓						T
1	T : “Is that a motorcycle? Apakah itu motor? (dengan menunjuk objek motor yang ada di luar.” Ss : “Ya.”	✓						T
1	T : “Is this a pen? Apakah ini pulpen?” Ss : “Ya.”	✓						T
2	T : “Can you say it loudly? Masa yang jawab Cuma berapa orang tok, gek alon – alon. Ra krungu.” Ss : “Nggih , Mrs.”			✓				T

APPENDIX

Table Analysis of Types Directive Speech Acts used by Teacher in Teaching English at the Fourth Grade of SDN Jetis 02 Baki Sukoharjo in Academic Year 2022/2023

Meeting : Second Observation

Day : Tuesday/ 30 May 2023

Class : 4

Topic : Transportation & Simple Present Tense

N	UTTERANCE	Types of Directive Speech Acts					T/F	
		req			C	F		S
		I	II	N				
21	T : "Good morning student Ss : Good morning, Mrs."		✓					T
22	T : "How are you today? Ss : " I am fine, thank you and you?"	✓						T
23	T : "I am fine too, thank you. Before we start our lesson today let say basmallah." Ss : "Bismillahirrahmannirrahim ."		✓					T
24	T : "Who is absent today? Ss : "Rofik gak masuk bu."	✓						T
25	T : "ya, anak anak. Kemarin kita sudah mempelajari tentang berbagai macam alat	✓						T

	<p>transportasi, sekarang bu guru Tanya. How many kind of transportation?”</p> <p>Ss :(silent)</p>							
26	<p>T : “What are they? (A) Apa saja? Don’t be noisy!(B) Ayo jawab bu guru!”</p> <p>Ss :”water, air, land.”</p>	✓	(✓	(T
27	<p>T : “Mosok begitu tok. Repeat!(A)Don’t shout!(B)Jangan teriak teriak!”</p> <p>Ss : “Water transportation, Air transportation, land transportation.”</p>		✓	(✓	(T
28	<p>T : “What are water transportation example? Contohnya apa saja transportasi air?”</p> <p>Ss : “Ship, Boat, Sailing Ship.”</p>	✓						T
29	<p>T : “Air transportation?”</p> <p>Ss : “Plane, helicopter”</p>	✓						T
30	<p>T : “Then, land transportation?”</p> <p>Ss : “bus, train, car, bicycle, motorcycle.”</p>	✓						T

31	T : “Good! You should remember it. ”			✓			
32	T :”Baik, anak – anak ini ada sedikit catatan. Please, write in your own book!(A)Don’t play when study!.(B) ”		✓ (✓ (T
33	T :” Don’t be noisy!(A) Listen to Mrs. Ana, Please!(B) Bu guru mau menjelaskan tentang This and That tapi kalau kalian masih tidak bisa tenang nanti suara bu guru tidak kedengaran jadi tolong diam dulu dan perhatikan bu guru. Simak buku kalian yang ada di dalam kotak itu ada ulisan This and That.” Ss :”Nggih bu.”			✓ (B	✓ (T
34	T : “Sudah dijelaskan lagi lho, harus bisa sendiri. I’ll give you question.			✓			
35	T : “ Can I erase it? Boleh bu guru hapus? Sudah selesai menulis apa belum” Ss : “Bu belum selesai menulis.”			✓			T
36	T : “ Have you finish? Sudah ya. Perhatikan bu guru.”	✓					T
37	T :” Repeat after me! That is a			✓			T

	plane.” Ss :”That is a plane.”							
38	T :” Ya, dikerjakan di buku tulis. You should do it by yourself! yang mau bertanya nanti silahkan maju kedepan.” Ss :” Ya, Bu.”						√	T
39	T : “ Any question? ” S : “Bu, ini sama kaya contohnya?”	√						T
40	T : “Iya, tinggal di ganti bahasa inggrisnya becak apa, gitu tok. Don’t cheating! Dilarang mencontek.” S : “ ya, bu.”					√		T
41	T : “ Finish? Sudah ?	√						T

APPENDIX

Table Analysis of Types Directive Speech Acts used by Teacher in Teaching English at the Fourth Grade of SDN Jetis 02 Baki Sukoharjo in Academic Year 2022/2023

Meeting : Third Obsevation

Day : Saturday / June 3nd 2023

Class : 4

Topic : Transportation & exercise

N	UTTERANCE	Types of Directive Speech Acts					T	
		req			C	F		S
		I	I	N				
42	T : "Good Morning student" Ss : "Good morning Mrs."		√					T
43	T : "How are you today?" Ss : "I am fine thank you. And you?"	√						T
44	T : "istirahatnya sudah selesai. Why are you guys still eating? Makanannya disimpan dahulu, nanti dimakan lagi kalau istirahat lagi."	√						T
45	T : " Who is absent today? Kayaknya banyak yang tidak masuk." Ss : "Rehan, Naufal, Rosit,	√						T

	Marsya, bu.”							
46	T : “ OK, do you remember what we learn before?” Ss : “This & That. Transportation, bu.”	✓						T
47	T : “ What are the kinds of transportation?” Ss : “Land transportation, water transportation, air transportation.”	✓						T
48	T : “ The weather is hot. Hawane panas ya, nak. Can you turn on the fan, please?” Ss : (someone turn-on the fan)		✓					T
49	T : “Thank you, mbak Icha sudah menyalakan kipas angin. Open your book page 40! Kerjakan Formative 4 rum I dan II!”				✓			T
50	T : “iya, Don’t cheating!(A) Kalau tidak bisa tanya ke bu guru. Any question?”(B) S : “Boleh lihat buku, bu?”	✓	(✓	(T
51	T : “ Can I help you? Apa ada yang belum bisa? Yang belum bisa nomer berapa? Maju kedepan, ojo takok kancane ndak bingung.” S : “Bu nomer 2 jawabane			✓				T

	apa?"							
52	T : "Look the picture! Perhatikan itu gambar apa? Untuk menjawab titik – titik yang ada di sampingnya kamu sesuaikan itu gambar apa. Dadi nek kui gambare kereta, bahasa inggrise opo."				✓			T
53	T : "Don't leave the class! Hey! Mas! Ada bu guru kok masih keluar kelas."					✓		T
54	T : " any question again? Nomer berapa yang belum?"	✓						T
55	T : "How does the writer go to school? Bagaimana caranya penulis pergi ke sekolah? Penulis teks nya tadi siapa? Who is the writer of the text?" S : "Puspasari."	✓						T
56	T : "Where does the writer's sister study? Dimana saudari perempuannya sekolah atau belajar ?" S : "oohh yaa, terimakasih bu."	✓						T
57	T : " Anak – anak, besok hari						✓	

	Senin sudah Asesmen Sumatif Akhir Tahun. Don't forget to study at your home. Jangan main terus. You must study! . Belajar, ben isoh garap.							
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APPENDIX
NAME OF STUDENT

No	Nama
1.	Anis
2.	Arsya
3.	Aska
4.	Berlian
5.	Raka
6.	Rama
7.	Alifia
8.	Ana
9.	Gigih
10.	Bintang
11.	Icha
12.	Mariska
13.	Marsha
14.	Rofik
15.	Rosyid
16.	Nada
17.	Nadifka
18.	Ifal
19.	Naufal galih
20.	Nuha
21.	Rehan
22.	Dimas
23.	Yashinta
24.	Alif
25.	Karin