DIRECTIVE SPEECH ACTS USED BY ENGLISH TEACHERS AT SMA SCIENCE PLUS BAITUL QUR'AN SRAGEN IN ACADEMIC YEAR 2021/2022

THESIS

Submitted as A Partial Requirements

for the degree of *Sarjana*

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Assalamu'alaikum Wr. Wb.

After reading thoroughly and giving necessary advices, herewith as the advisors, we state that the thesis of

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Thank you for your attention.

Wassalamu'alaikum Wr. Wb.

Sukoharjo, May 24th 2023

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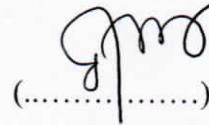NIP. 19900225 201701 2 126

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RATIFICATION

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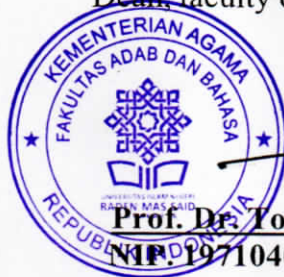
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DEDICATION

This thesis is dedicated to:

1. My beloved parents (Mr. Tukimin Aminudin and Mrs. Marsi)
2. My beloved brothers (Aldi and Rangga)
3. My lecturers in UIN Raden Mas Said Surakarta
4. My beloved friends in PBI C 2016
5. English Language Education 2016
6. English Language Education Study Program
7. My Almamater Raden Mas Said State Islamic University of Surakarta

MOTTO

"The result of Sabr (patience) is always beautiful. If Allah making us waits, then

maybe Allah wants grant us more than our expectations."

(Ayu)

"If Allah SWT is your reason to live, you will never have

a reason to quit"

(Ayu)

"Be impactful and useful for others"

(Ayu)

PRONOUNCEMENT

Name   : Ayu Purnamasari
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    I hereby sincerely state that the thesis titled "*Directive Speech Acts Used by English Teacher at SMA Science Plus Baitul Qur'an Sragen in Academic Year 2021/2022*" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

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

Sukoharjo, May 24th 2023

Stated by,

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ABSTRACT

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Advisor   : Fitri Ana Ika Dewi, M. Hum.
Keywords : *Pragmatics, Context, Speech Acts, Directive Speech Acts.*

The aims of this study are 1) to identify the types of directive speech acts used by the teacher in an English class at SMA Science Plus Baitul Qur'an Sragen, 2) to analyze the students' response to the teacher's directive speech acts in an English class at SMA Science Plus Baitul Qur'an Sragen.

Descriptive-qualitative method was used to collect data. The data of this research were the utterances used by the two English teachers, which included the types and the response of students. The instruments of this research are the researcher herself and tools (smartphone, internet, laptop, and datasheet). The techniques for collecting the data are observation, recording, and transcription. This research used Searle's (1969) theory in order to know the types of directive speech acts, and then used Levinson's (1983) theory in order to know the types of students' responses utterance of directive speech acts.

The researcher found 246 data of two English teacher directive speech acts utterances. The data were identified; 86 data for commands/orders (34.95%), 133 data for requests (54.06%), 2 data for invitations (0.81%), 17 data for suggestions (6.91%), 8 data for forbidding (3.25%). The researcher also found 246 data types of students responses to the teacher utterance directive speech acts. The data were identified; 239 data as preference (97.15%) and 7 data as dispreference (2.84%). Request was dominant. She has concluded that the two English teachers are using their authority as teacher to request the students. She concludes that preference was the dominant types of students' responses to the utterances of directive speech acts used by two English teachers.

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CHAPTER I

INTRODUCTION

A.   Background of the Study

Pragmatics is the study of how to use language in a communication. Pragmatics is also one of the fields in linguistics that studies about a meaning. The meaning studied in pragmatics is influenced by a context. According to Brown and Yule (1983:2) pragmatics is the discussion of linguistics that involves the consideration of context. In the other words it can be said that in pragmatics, the meaning of particular expression is various depending on the context.

Context is important part in pragmatics. Because pragmatics is the study of how context and situation affect meaning of speaker. According to Fromkin, Rodman, and Hyams (2007), pragmatics is the study of how context and situation can affect the meaning. Context is as the situation or circumstance around which influences of the conversation between speaker and listener. According to David Nunan (1993:7), context refers to the situation giving rise to the discourse within the discourse is embedded. In addition, context is not all factors are relevant in any particular. According to Holmes (1992:12), not all factors are relevant in any particular context but they can be grouped in ways which are helpful. In any situation, linguistic choices will generally reflect the influence of following components, there are: 1) The participant: who is speaking and who are they speaking to?, 2) The setting or social context of the interaction: where are they speaking?, 3) The topic: what is being talked about?, 4) The function: why are

they speaking?, refers to the purpose of the conversation between speaker and listener, such as informing, commanding, inviting, suggesting, promising, greeting, congratulating, and thanking.

The pragmatics area have many of various things, one of them is speech acts. According to McCarthy (1991), in pragmatics area has the language function that is studied in the speech act. Speech act is an action of speaker performed by utterance. According to Austin (1962), speech act as the action performed in saying something. And similar statement with Yule (1996:47), he states that speech act is an action performed by utterances. Utterance is a smallest unit of speech act, it do not exist in written language, their representation do but also it can be represented in written language in many ways. An utterance is a piece of speech act in the beginning and ending with clear pause.

Concept of speech acts in every utterance has three elements there are locution, illocution, and perlocution. Locution is what the speaker says, illocution is the purpose of what the speaker says, and perlocution is the effect of what the speaker says (Cutting, 2002). The classification of illocution there are assertive, directive, commisive, expressive, and declarative that uttering words in sentences certain of context, condition, and intention. According to Wijana (1996:17), the forms of illocution are assertive, directive, commisive, expressive, and declarative.

Directive is one of form of speech acts. Directive speech acts is used when the speaker wants the hearer or listener to do something and also these acts express what the speaker wants by hearer or listener. According to Yule (1996),

directive speech acts are those kinds of speech acts that the speaker uses to get someone to do something. And the same statement by Searle (in Levinson, 1983:243) he gives the notion of directive speech acts as the utterance which is used by a speaker to get the hearer to do something.

The directive speech acts includes actions there are requesting, inviting, commanding, forbidding, and suggesting. According to Searle (2005), directive speech acts includes some actions such as requesting, inviting, commanding, forbidding, and suggesting. In this research the researcher will research about directive speech acts in one of English class. In other words it because the directive speech acts is studies about meaning as communicated by the speaker or teacher and interpreted by the listener or students depend on context situation.

The teacher and students they have communicated with each other to get information, to control student's activity, and to know about the function of directive speech acts in the teaching and learning class. The one of the places of communication of directive speech act is in the class. In the teaching and learning class, many types of directive speech acts had been used especially in English class. Types of directive speech acts have the function in every interaction of teaching and learning process. In that situation, the teacher can uses directive speech acts interchangeably according to the function and context situation of utterance. The researcher observed in one of the English class that is English class in eleventh grade of SMA Science Plus Baitul Qur'an Sragen.

The researcher found the directive speech acts used by the teacher utterance in English class. For example, when the researcher observed in learning class. The

utterance presented in below:

Teacher: *"Can you open your book page 3, please?"*

Student: *"Yes, Us"*

The teacher said *"Can you open your book page 3, please?"*. That is as directive speech acts categories requesting, because the teacher request to her students to open their book immediately. The context of this situation occurred on January 17th, 2022 in the morning during the teaching and learning English class. The teacher requested to her students to read the book of English materials. By an initiating some request, the speaker or teacher believes that the hearer or student is able to perform an action. In this case, learners practice the English language by responding to what the teacher say.

Several previous researchers have already conducted a study on directive speech acts. The first study entitled "Teacher Talk's Analysis on Directive Speech Act in Classroom at Lab. School SMP UNISMUH Makassar" (2019). The aims of this study are to figure out the type directive speech act that used in the process of teaching and learning English language in the classroom and to find out the function of directive speech acts based on the responds of the students in the classroom. The second study entitled "A Pragmatic Analysis of Classroom Speech Acts in the English Teaching and Learning Process at SMA N 1 Purworejo" (2015). The aims of this study are carried out to know the kinds of directive speech act by teacher's utterances of SMA Assalafi and their reasons of those utterances. The teacher's reasons of producing them are to introduce context directly, to better students' appreciation in learning and to get request. The last

study entitled "An Analysis of Directive Speech Acts used on Friday Sermon at Al-Fitrah Mosque of Walisongo State Islamic University Semarang"(2017). The aims of study are to find out classifications and to describe functions of directive speech acts in Friday sermon at Al-Fitrah Mosque of Walisongo State Islamic University Semarang. In this study means that the speaker gives suggestion to the hearers to do something in the straight ways so that the hearers can be good moslems.

Based on three previous of studies above the researcher find out the similarity between the study above and the researcher are on the case which focused on directive speech act, used descriptive qualitative method and also used triangulation to test the credibility of data. The difference of this study from previous study above is the focus and object of the study. In this study above these study focus on analyzing directive speech act and reason of utterance. In this study, researcher will focuses on analyzing the type of directive speech act used by the teacher utterance at English class of Eleventh Grade SMA Baitul Qur'an Sragen in Academic Year 2021/2022.

The researcher chooses the analysis of directive speech acts at English class of eleventh Grade SMA Baitul Qur'an. The reasons researcher want to research this research because the researcher found; first, directive speech act is often used by the English teacher in daily conversation. Second, students get late response about what teacher's utterance. Third, students get difficulty to understand about what teacher's meant in the teaching and learning class. Fourth, students get misunderstanding about what teacher's meant sometimes. The researcher wants to

know what kinds of directive speech acts in English teaching learning process and what is response of students when it is used in the conversation in English teaching learning process.

Based on the phenomenon above the researcher will analyze about types of directive speech acts used by the teacher utterance and analyze the response of students found by the teacher utterance at English class of Eleventh Grade SMA Science Plus Baitul Qur'an Sragen in the academic year 2021/2022. Finally, the researcher takes a title of her study is "DIRECTIVE SPEECH ACT USED BY ENGLISH TEACHERS AT SMA SCIENCE PLUS BAITUL QUR'AN SRAGEN IN ACADEMIC YEAR 2021/2022".

B.   **Identification of the study**

Several problems can be identified as follows:

1. Students get late response about what teacher's utterance.

2. Students get difficulty to understand about what teacher's meant in the teaching and learning class.

3. Students get misunderstanding about what teacher's meant sometimes.

C.   **Problems Statement**

The problem statements from the topic, discussed are:

1. What are the types of directive speech acts used by the teacher in English class at SMA Science Plus Baitul Qur'an Sragen in the academic year 2021/2022?

2. What are the students' responses to the teacher's directive speech acts in an English class at SMA Science Plus Baitul Qur'an Sragen in the

academic year 2021/2022?

D.   Objectives of the Study

According to the problem statement, the objectives of the study are:

1. To identify the types of directive speech acts used by the teacher in an English class at SMA Science Plus Baitul Qur'an Sragen in the academic year 2021/2022.

2. To analyzed the students' response to the teacher's directive speech acts in an English class at SMA Science Plus Baitul Qur'an Sragen in the academic year 2021/2022.

E.   The Limitation of the Study

In this study, researcher analyzed directive speech acts. The researcher limits on identify the types of directive speech acts and analyzed the response of students in directive speech acts using the theory of speech acts proposed by Searle. The data were obtained by the teachers' utterances in English class at SMA Science Plus Baitul Qur'an Sragen. In this XI MIPA class, researcher observed. The teacher teached on English class there are two teachers who are teaching in this class. The data have to display were directive speech acts and context of situation occur in utterance. The researcher identified the context of the situation occur in the utterance based on the observation.

F.   The Significant of the Study

The researcher expects this study would give some benefits for the readers, especially for Indonesian student and lecturers to use directive

speech acts in their daily communication and also for researcher herself. The result of this study is expected would give two kinds of benefits. The benefits of this study are as follow:

1. Theoretical Benefits

    Theoretically, in this study researcher gives the additional knowledge about speech act theory. This study would help the students of English language department to improve the knowledge about speech acts theory, especially for directive speech acts in English language teaching analysis. It is also hoped to be helpful for the readers in giving understand about directive speech acts and response of students in directive speech acts.

2. Practical Benefits

    Practically the result of this study would be as an additional reference and information for those readers or researchers who are interested in analyzing about directive speech acts in English language teaching analysis.

G. Key Terms

1. Pragmatics

    According to Brown and Yule (1983:2) they said that pragmatics is the discussion of linguistics that involves the consideration of context. In the other words it can be said that in pragmatics, the meaning of particular expression is various depending on the context.

2. Speech Acts

   Speech acts are "the basic or the minimal units of linguistic communication" (1976:16) it's based on Searle's theory. And Austin adds that speech acts refers to utterance and the total situation in which the utterance is issued (1960:52).

3. Directive Speech Acts

   Directive speech acts is a common kind of speech acts that the speaker tries to get the hearer to do something.

4. English Teacher

   The subjects of this study are two teacher of SMA Science Plus Baitul Qur'an Sragen who teach students in English language class in the academic year of 2021/2022.

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CHAPTER II

LITERATURE REVIEW

A.   Theoretical Background

1. Pragmatics

Basically, the language is a tool to communicate with people. To know the nature of the language used must be understood in communicating. Therefore, the language was not used as a means of communication but there is a process. The process here refers to how people employ language as a means to achieve their goals. This phenomenon is studied under the study of pragmatics.

Pragmatics is a study of language meaning related to the users of language and the context. According to Yule (1996:3), pragmatics is concerned with the study of meaning as communicated by a speaker interpreted by listener or hearer. In addition, Yule (2006:112), pragmatics is the study of speaker meaning, clearly, in communication the listener or hearer does not only recognizing the meaning of the word but also recognizing what the speaker mean by the utterance.

Pragmatics is study about the speaker meaning based on the context. According to Yule as quoted in Murcia, et.al(1989:20), the area of pragmatics deal with the speaker's meaning and contextual meaning. In this case, speaker meaning is concerned with the analysis of what people mean by their utterances rather that what words and phrases in

those utterances of themselves. According to Yule (1996: 3) believes that pragmatics is concerned with four main areas. Firstly, pragmatics is concerned with the study of meanings of utterances as communicated by the speaker and the listener. Secondly, pragmatics has to do with the context that influences how the speaker communicates their message to listener. Thirdly, pragmatics is the study of how more gets communicated than is said which explores how the hearer arrives to the speaker's intended meaning. Finally, pragmatics deals with the notion of distance between the speaker and the listener that determines the choice between the said and the unsaid.

Pragmatics allows us to understand the meaning not only based on the meaning of sentences but also based on the context of situation. And also pragmatics is the general study of how context influence the way sentences to convey the information of speaker. In otherwise, we can conclude that pragmatics is a study of relationship between the meaning and the context in a conversation.

2. **Scope of Pragmatics**

According to Levinson, pragmatics is the systematics study of meaning by dependent or virtue of on the use of language. The central topics of inquiry pragmatics include deixis, cooperative principle, implicature, presupposition and speech acts.

a.) Deixis

According to Levinson (1983: 54), deixis is essentially

concerns the way in which languages encode or grammatical features of the context of utterance. According to Yule (1996:9-14) divides deixis into three categories; person deixis, spatial deixis, and temporal deixis.

b.) Cooperative Principle

Principle is guide people in a conversation as the basis for cooperative and helpful communication. Grice as cited in Cutting (2002: 34-35) elaborates cooperative principle into four maxims; maxim of quantity, maxim of quality, maxim of relation and maxim of manner.

c.) Implicature

The utterance means more than just what being said; hence there is an additional conveyed meaning called an implicature (Yule, 1996: 35). Grice in Levinson (1983: 103-128) divides implicature into two categories. There are conventional implicature and conversational implicature

d.) Presupposition

According to Griffiths (2006: 143), people use the shared background assumptions about what the interlocutor assumes in interpreting utterances. Yule (1996: 27), demonstrates the six categories of presuppositions. They are: Existensial Presuppositions, Factive Presuppositions, Non-factive Presuppositions, Lexical Presuppositions, Structural, and Counter-Factual Presupposotions.

3. Speech Acts

a.) Definition of Speech Acts

People do not merely create a set of grammatically correct utterances when they speak but they also perform some functions by those utterances. This is the basic idea of speech acts in which people use language to perform actions. As defined by Yule (2006:83), speech acts is an action performed by language. According to Yule (2006:108), speech acts is type of "action" performed by a speaker with the utterance. Speech acts performs within a situation that provides contextual elements that help interpret the speaker's intention. In addition, Murcia, et.al (1989:24) speech acts is social action performed by utterance. As states by Adolphs (2008:23), speech acts theory assumes that utterances in language use perform certain actions and that those utterances can be understand by means of reference to the context in which they occur. According to Cruse (2000:331), speech acts is we perform in particular kinds of action such as stating, promising, warning, and so on.

Through speech acts, people can perform a single utterance with more than one act. People can perform requests, commands, apologies, promises and so on. Similar to Yule's definition, Aitchison (2003:106) defines speech acts as a sequence of words that behave somewhat like actions. By performing speech acts, the speaker is often trying to achieve some effect with those words, an

effect which might in some cases have been accomplished by an alternative action. For example: "please repeat again". The utterance above can be regarded as a request to repeat again about her presentation because the lecturer didn't hear clearly. If the hearer recognizes the speaker's intention, she will definitely repeat again about her speak. The utterance is obviously influenced by the context or the situation where the interaction takes place. This circumstance is called speech event, according to Yule (2006:84). This is the nature of speech event in which it will determine the interpretation of an utterance as performing a particular speech acts. In conclusion, speech acts are those utterances used to accomplish such actions.

b.) Classification of Speech Acts

1) Austin's Classification of Speech Acts

Speakers do not merely use language to say things, but to do things and thus utterances could be regarded as speech act, it is basis of Austin's theory (1962). Based on this notion, he proposed three dimensions that usually consist in speech acts, namely locutionary act, illocutionary act and perlocutionary acts.

a. Locutionary Acts

Locutionary acts is the basic act of utterance. It simply means the actual words that the speaker uses.

b. Illocutionary Acts

Illocutionary act is performed via the communicative force of an utterance which is generally known as illocutionary force (Yule, 1996: 48). Particular aspect of speech acts is regarded as illocutionary acts; what the speakers are doing with their words (Cutting, 2002: 16).

c. Perlocutionary Acts

Perlocutionary acts are the effects that the utterances have on the hearer.

2) Searle's Classification of Speech Acts

Searle as cited in Mey (1993: 117) argues that Austin's taxonomy does not maintain clear distinction between illocutionary verbs and acts. Thus, Searle established his own classification of speech acts which includes representatives, directives, commissives, expressive and declarations (Mey,1993: 131).

a. Representatives

Representatives are those kinds of speech acts used to represent a state of affairs, which have a word-to word fit. Statements of fact, assertions, and descriptions are such forms of representatives in which people represent the world as they believe it is (Yule, 1996: 53). Cutting (2002: 17) adds that

these acts can be used to perform some functions such as describing, claiming, hypothesizing, insisting, and predicting.

Representative is very subjective as it is based on speaker's belief. Thus, the belief may have different degrees of force. For example, in the utterance "The earth orbits the sun', the speaker believes that it is the earth that orbit the sun and not the opposite. In using a representative, the speaker attempts to make words fit the world.

b. Directives

Directives deal with the acts that speakers use in the attempt of getting someone else doing something. These types of speech acts express the speaker's wish in which the future act is carried out by the hearer. The direction of fit of directives is world-to-word. According to Cutting, the illocutionary forces of these acts encompass commanding, ordering, requesting, suggesting, inviting, forbidding, and so on. In addition, Yule (1996: 54) proposes that directives can be perceived negative and positive. The examples below are such kinds of directives:

a. Could you open the presentation, please?

b. Pass me the salt.

c. Sit down!

c. Commissives

Commisives are those kinds of speech acts used by speakers to commit themselves to some course of future actions. In performing commisives, an intention in expressed by the speaker and the proposition in term of future acts will be done by the speaker. Cutting (2002: 17) adds the promising, threatening, refusing, and pledging, offering, vowing volunteering are some examples of illocutionary forces that fall under the category of commisives. These following utterances illustrate the use of commisive:

a. I promise I will always be there for you.

b. I'll be back in five minutes.

c. I'm going to visit you next week.

d. Expressives

Expressive are those words and expressions that state that the speaker feels. A wide range of psychological states can be expressed and the proposition ascribes an act to the speaker or the hearer. In addition, Leech (1983: 56) the illocutionary force of these acts can be in the forms of apologizing, condoling, praising, congratulating, thanking and the like. For example, the utterance 'The dress looks nice on you' can be regarded as the act of complimenting. In this case, the speaker may use compliment to express his or her admiration and praise toward

the hearer's appearance. The speaker may also want to show his or her approval of the hearer's taste of the dress.

e. Declarations

Declarations are those kinds of words and expressions that change the world via their utterances such as betting, naming, baptizing, marrying and so on. A special institutional role in a specific context is required in order to perform a declaration appropriately. If the speaker doesn't have that role, her or his utterance will be infelicitous or inappropriate. The example below illustrates the act of declaration:

I now pronounce you husband and wife (Cutting, 2002: 16). The utterance above can only be appropriate and successfully performed if it is said by priest. Thus, the utterance has an effect in which it turns two singles into a married coup

4. **Classification Directive Speech Acts by Searle**

The Searle's theory (1986) classified the types of directive speech acts into some categories, such as commanding, requesting, inviting, forbidding, and suggesting. The kinds of types can be explained as follow:

a.) Commanding

A command is an order, a compelling task given to an inferior or a machine. The command can be meant as a kind of directive speech acts that has a purpose to make someone do something.

Commad or order is the action done by the speaker who has the right or duty to give command to the hearer. The speaker has a full control on the act of the hearer.

The examples are "Speak loudly!, Do your test!"

b.) Requesting

The Searle's theory (1969) states that request a kind of directive speech acts whose illocutionary purpose is to get the listener to do something. The speaker believes that the target will perform an action. Request is a kind of directives speech act whose illocutionary purpose is to get the hearer to do something in circumstances in which it is not obvious that he/she will perform the action in the normal course of event (Searle,1996) by initiating a request, the speaker believes that the hearer is able to perform an action.

For example, "Would you like to bring my pen?" It is a request to the hearer to bring the pen.

c.) Inviting

Inviting can be defined as an attempt to get the target to attend or participate in a given event or carry out an action, which is supposed beneficial to him or her. It kind of the expression of a request, asolicitation, or an attempt to get another person to join the speaker at a specific event such as to attend to a party, visit a beach house, or witness a marriage. An invitation can be delivered as a verbal request, a beautifully engraved card.

For example, "Can you come to my birthday party tonight?" The

speaker uses that utterance to invite the listener to attend an event.

d.) Forbidding/Warning

Forbidding/Warning is giving an order to someone not to do something. It functions to forbid or prevent someone from doing something. Warning is telling some one about a possible danger or difficulty. Warning is usually stated by using positives imperatives which give positive treatment or effect. Example: No smoking!

While prohibition is giving order to someone not to do something. Prohibition function to forbid or prevent someone from doing something. Prohibition is usually stated by using negative imperatives without giving threat to the hearer. Furthermore, it is usually stated by using negative imperative such as "Don't touch this!"

e.) Suggesting

A suggestion is a process by which one thought leads to another through the association of ideas. In addition, the suggestion is related to something that should be done by the listener. The utterance is tactfully conveyed to the listener; therefore, the utterance will be acceptable to the listener. The utterance is transferred to the hearer in tactful way, so that the will not make the hearer being offended. For example, "You should wash your face".

5. **Preference and Dispreference Responses**

Response is an action or feeling that is produced in response to a

stimulus. According to Bhrenasy (2020) states that a response is an act or act of responding (as with an answer), an action or feeling that is responsive or appropriate, or an act of responding to a motivating force or situation. The student responses are student actions during the interaction process in the classroom. In this study, the student's responses mean the student's actions towards the teaching and learning process of English in the classroom. What is meant by response in communication is a communication activity that is expected to bring results or consequences. From this communication, then people get a response or response. With the response or responses from several people, communication in the classroom runs smoothly. According to Schegloff (2007: 58) responses are divided into two, Preference and dispreference responses:

a.) Preference and dispreference responses cannot be separated from the sequence of conversations or closeness pairs because the conversation sequence is a means of completing an activity. Responses are categorized into two types. The first type is known as a plus response and the second type is called a minus response. Furthermore, the plus response is also called the preferred response because it shows a positive response which also means listener approval while the minus response is usually called a dispreferred or negative or disagreement response. Therefore, the preferred responses are in the form of acceptance, giving, agreement, etc.,

while the unwelcome responses are in the form of rejection, disagreement, etc. However, liking and disliking responses focused on social or interaction features of the sequence and orientation to them. Here is a table of the preference and dispreference of responses put forward by Levinson (1983):

Table 2.1 Classification Responses by Levinson Theory

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

b.) Non-vocal activity of preferend response (Liked) and dispreferred response (disliked).

Preferred response and dispreferred response can not only be checked through the vocal feature due to the fact that people use

their gestures in conversation. Schegloff (2007) states that people also use body language or non-vocal activities to respond to other people's speech. In addition, Yule (1996) says that conversational analytic studies or conversational analysis can be defined as studies that focus on casual conversation, so this first fold consists of studies that define basic observations of conversational analysis, for example non-lexical speech (such as "mmm" , "hmm", etc.) and non-vocal activities (such as nodding your head as a preferred response, and shaking your head as an unwanted response). It is commonly used to analyze narrative conversations and films because the writer provides an explanation of gestures or how the characters act in response to what others say.

In addition, non-vocal activity cannot be separated from likes and dislikes because whenever people convey a response, they usually use non-vocal activities to show their expressions and to emphasize their responses, also to make their responses more different.Therefore, through non-vocal activity, the likes and dislikes responses can be seen clearly and easily.

6. **Context**

Context factors are important point in studies of speech acts, as mentions in the previous part above. Context is as the circumstance or situation around which influences of the conversation between speaker and listener. According to Cutting (2002), context is important point in

studies of speech act particularly in relation with discourse in study of pragmatics. According to David Nunan (1993: 7) "context refers to the situation giving rise to the discourse and within which the discourse is embedded".

In addition, according Holmes (1992:12), not all factors are relevant in any particular context but they can be grouped in ways which are helpful. In any situation, linguistic choices will generally reflects the influence of one or more of the following components, there are:

a.) The participant (Who and Whom)

Who is speaking and who are they speaking to?, refers to the participants of the conversation between speaker and listener.

b.) The setting or social context (Where)

Where are they speaking?, refers to the settings physical or psychological context of interaction around the conversation. The physical aspects include the location, season, time, and year. Meanwhile, the psychological aspects include the feeling of the speaker.

c.) The topic (What)

What is being talked about?, refers to the topic being discussed in the conversational exchange. The understanding of the topic by the participant is necessary to maintain the conversation between speaker and listener. Consequently, the same background knowledge and assumption is a must for both of us.

d.) The function (Why)

Why are they speaking?, refers to the purpose of the conversation, such as informing, inviting, commanding, suggesting, promising, greeting, congratulating, and thanking.

Context refers to any relevant features of the dynamic setting or environment in which linguistics unit is systematically used, comprising three notions, according to Huang (2007). They are physical context, linguistics context, and general knowledge context. Physical context is the physical setting of utterance. Linguistics context refers to the surrounding utterance in the same discourse. And general knowledge context is the information about the real world knowledge.

From the definitions of context above, the researcher concludes that context is background knowledge about the physical or social setting in which the utterance is said and the general information behind the utterance, which shared by the speaker and the listener to achieve a successful information in a conversation.

From those explanations, we can conclude that the teachers' utterance in the English class, especially in the Eleventh grade has important function, its serves as a valuable.

7. **Theory of Teaching and Learning**

Teaching and learning are two inseparable facets. They are in nature are complex and challenging activities both for the teacher and the students. To create such an effective teaching and learning process,

teachers need to know some principles about teaching. For a better understanding, it is important to understand the concept of teaching and learning itself.

a.) Teory of Learning

According to Brown (2000: 7), a search in contemporary dictionaries reveals that learning deals with "acquiring or obtaining knowledge of a subject or a skill by study, experience, or instruction". He, then, breaks down the definition of learning into more specific ways:

a. Learning is acquisition or getting.

b. Learning is retention of information or skill.

c. Retention implies storage systems, memory, and cognitive organization.

d. Learning involves active, conscious focus on and acting upon events outside or inside the organism.

e. Learning is relatively permanent but subject to forgetting.

f. Learning involves some form of practice, perhaps reinforced practice.

g. Learning is a change in behavior.

Similar to Brown's last component of the definition of learning, Kimble and Garmezy (1963: 133) as cited in Brown (2000: 7) learning not only deals with getting knowledge but also leads to permanent change in behavior caused by reinforced practice. The change in behavioral tendency, however, cannot be seen directly

after someone learns a certain subject. There are also probably other factors that influence the change in behavior.

In preference to learning, there is another term which is often associated with learning called acquisition. Krashen as cited in Stern(1983: 20) makes distinction between learning and acquisition. He claimed that language which is acquired subconsciously and similar to the process children undergo when they acquire their first language. Hence, in Krashen's view, when learners acquire language, they do not focus on the language components such as grammar and vocabulary. Instead, the process of acquisition happens naturally and subconsciously contrasted to the deliberate teaching in classroom.

Learning, on the other hand, refers to the conscious development particularly in formal school-like settings. Thus, language that is learnt where learnt means taught and studied as grammar and vocabulary, is not available for spontaneous use in this way (Krashen as cited in Harmer, 2001: 71). It implies that learning language comprises a conscious process which results in conscious knowledge about language such as the knowledge of grammar rules.

Furthermore, in Harmer (2001: 70) argues that language learning will take care for itself when learners are involved in the process of solving communication problems in the target language. He bases his hypothesis based on the way he had been teaching. He

claims that the best way of learning language is when the learners are exposed to the language and forced them to use it instead of exposing the learners to grammar and vocabulary. It means that to successfully master the language, the learners need to use the language optimally.

From the definitions given above, it can be concluded that learning is a process of getting knowledge and skill through conscious way such as study and instruction which may also lead to a change in behavior.

b.) Theory of Teaching

Learning cannot be separated from teaching. Teaching is necessary to induce learning. In preference to the first definition of learning above, teaching can be defined as showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing knowledge, causing to know or understand (Brown, 2000: 7). This definition, however, is not precise.

Brown (2000: 7), then, revised his definition of teaching stating that teaching deals with guiding and facilitating learning, enabling the learner to learn, and setting the conditions for learning. In teaching, it is teacher's duty to help students acquire the knowledge or skill by guiding and facilitating their learning, preparing the materials and creating a good atmosphere for learning so that the

effectiveness of teaching and learning process can be achieved. The way teachers teach students is definitely determined by their view of learning itself.

In addition, Stern (1983: 21) defines teaching, more specifically language teaching, as the activities which are intended to bring about language learning. It indicates that teaching always goes hand in hand with learning. He, further, explains that language teaching cannot be merely interpreted as instructing a language class. Language teaching not only involves formal instruction or methods of training but also individualized instruction, self-study, computers assisted instruction, and the use of media. Likewise, the supporting activities, such as the preparation of teaching materials, teaching grammars, or dictionaries, as well as making the necessary administrative provision inside or outside an educational system belong to the concept of teaching.

To sum up, teaching and learning process included all activities which are intended to help, facilitate and guide learners as well as enable learners to learn. Hence, it is understood that it would be obvious to always speak about teaching and learning at the same time since they are indivisible.

c.) Online Teaching and Learning

Online learning is used to refer to web-based learning, e-learning, distributed learning, internet-based learning, web-based

instruction, cyber learning, virtual learning, or net-based learning according to Urdan and Weggen (2000). Online learning is a subset of distance education and embraces a wide set of technology applications and learning processes including, computer-based learning, web-based learning, virtual classrooms, and digital collaborations, according to Urdan & Weggen (2000). This definition encompasses delivery of course content via all alectronic media, including the internet, intranets, extranets, satellite broadcasts, audio/video tapes, interactive TVs and CD-ROMs.

B. Previous Related Studies

Several previous researchers have already conducted a study on directive speech act. The first study is conducted by Neng Annisa Rizki (2019) from English Education Department Faculty of Teachers Training and Education Muhammadiyah University of Makassar, entitled "Teacher Talk's Analysis on Directive Speech Acts in Classroom at Lab. School SMP UNISMUH Makassar". The aims of this study are to figure out the type directive speech acts that used in the process of teaching and learning English language in the classroom and to find out the function of directive speech acts based on the responds of the students in the classroom. This study was used descriptive qualitative method in order to figure out the types of directive speech acts and function of directive speech acts based on the response of the students in the process teaching and learning English language in the classroom. One of the data in this research is directive

speech acts types of requesting. In the classroom at 08.00, in IX A 1.The teacher open the class and asked the students about the material last meeting. All of the students answer that the material last meeting were agreement and disagreement. For made it surely, the teacher request to student to repeat again what they were spoken. "Could you repeat again?", the teacher said. The data was taken by transcribe a voice recording about the conversation between teacher and students. The data also obtained by observation sheet about the statement of directive speech acts, especially requesting type. The result of this study show there are five types of directive speech acts used by the teacher in the classroom. They are requesting, commanding, forbidding, suggesting, and inviting. And the functions of directive speech acts there are: command was indicates the function of teacher, who play role as the management of the class, having power in another form, and authority to influence student's behavior.

The second study was conducted by Nurhidayah Permata Nurani (2015) from English Education Department Faculty of Languages and Arts Yogyakarta State University, entitled "A Pragmatic Analysis of Classroom Speech Acts in the English Teaching and Learning Process at SMA N 1 Purworejo". The aims of this study are carried out to know the kinds of directive speech acts by teacher's utterances of SMA Assalafi and their reasons of those utterances. The data was taken from performed by teacher of X IBB (Ilmu Budaya dan Bahasa) during the teaching and learning process at SMA N 1 Purworejo. One of the data in this research is directive

speech acts types of asking. At classroom on November 20th, 2015.When teacher said "Start from Indri. Try to catch the words that the speakers are saying". The context of situation is when the listening section was to begin. Before playing the recording the teacher asked Indri as the first student to catch the words that the speaker were saying. The topic is catching the words. The method of this study is descriptive qualitative by applying the opinion of Holmes. After being analyzed, it is known that the kind of directive uttered by the teacher there are imperative, interrogative, and declarative sentence where imperative to be the most dominant. The teacher's reasons of producing them are to introduce context directly, to better students' appreciation in learning and to get request.

The last study was conducted by Mohammad Assola (2017) from English Language Education Faculty of Education and Teacher Training Walisongo State Islamic University Semarang, entitled "An Analysis of Directive Speech Acts used on Friday Sermon at Al-Fitrah Mosque of Walisongo State Islamic University Semarang. The aims of study are to find out classifications and to describe functions of directive speech acts in Friday sermon at Al-Fitrah Mosque of Walisongo State Islamic University Semarang. The data was taken from performed by Ustadz Candra in Friday Sermon at Al-Fitrah Mosque of Walisongo State Islamic University Semarang on January 27th, 2017. One of the data in this research is directive speech acts types of suggesting. When the Ustadz Candra said "Sentence, "life in this world is only a joke and fun play" if you know, doesn't mean

that we are advice to do anything will like a playing/game. This sentence has a meaning to describe that the life in this world is not real, not eternal and full of trick. That's why everyone should give more attention to the life of day after". The speaker suggested to take more attention to their life in the here after and to prapare a happy life in the here after. This study was used descriptive qualitative method to interpret of utterances that contain the types and functions of directive speech acts. To test credibility of this study the researcher applied increasing perseverance and triangulation ways. The result of this study showed that 33 utterances of directive speech acts were successfully identified. There are command, request, and suggestion. The dominant directive speech acts in this study is suggestion. In this study means that the speaker gives suggestion to the hearers to do something in the straight ways so that the hearers can be good moslems.

On three previous of study above the researcher found out the similarity between the study above and the researcher are on the case which focused on directive speech acts, used descriptive qualitative method and also used triangulation to test the credibility of data. The difference of this study from previous study above is the focus and object of the study. In this study above these study focus on analyzing directive speech acts and reason of utterance. If in this study, researcher will focuses on analyzing the type of directive speech acts used by the lecturer utterance and analyze the response of students in directive speech acts are found in English class of Seventh Grade SMA Baitul Qur'an Sragen in the Academic Year 2021/2022.

The researcher chooses the analysis of speech acts at English class at the Seventh Grade SMA Baitu Qur'an Sragen. The researcher found two English teachers in this class. The researcher wants to know what kinds of directive speech acts and response of students in there on teaching learning process when it is used in the conversation in teaching learning process.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research is using qualitative research. It is because in doing this research, the researcher collects the data, makes an analysis and makes a conclusion in this research. According to Leedy and Ormrod in (Wiliam, 2007: 65), qualitative research is the process of collecting, analysing, and interpreting data in order to understand a phenomenon. Based on statements above, the researcher concludes qualitative research is a process research that explains on describing and analysis by telling and interpretation of the data.

This research applied descriptive qualitative approach since the main focus of this research is on describing the phenomenon of language use. According to Bogdan and Taylor (1975) in Moleong (2016:3) states that qualitative method is research procedure that produces the descriptive data in written words oral from the people and behavior that can be observed. While Kirk and Miller (1986) in Moleong (2016:3) Qualitative method is social science is fundamentally dependent on observation in humans in the region themselves and connect with the people in its language and in terms Kothari (2004: 3) states that qualitative research is concerned with qualitative phenomena, i.e., phenomena relating to or involving quality or kind. More specifically, this research falls under the category of case study. According to Given (2008: 68), a case study is a research approach in which

one or a few instances of phenomenon are studied in depth. By using this approach, it is expected that the study will provide in-depth understanding and rich data. However, a quantitative approach was also involved to support the description of the data. The quantitative approach was used to reveal the frequency of the occurrence of the data.

Descriptive qualitative approach was the most suitable approach since this research was intended to analyze the types of speech acts performed by the teachers in an English teaching and learning process at SMA Baitul Qur'an Sragen in Academic Year 2021/2022 on the basis of Searle's theory.

B.   Research Setting

a.) Place of the Research

This research conducted in XI MIPA Grade of English class at SMA Baitul Qur'an Sragen. In this research, the researcher analyzed in Ustadzah Erna English class there conducted on Monday 24th and 31st January 2022 for XI MIPA 4 English class, On Tuesday 1st February 2022 for XI MIPA 5. And then, in Ustadz Nur English Class there conducted on Wednesday 9th and 16th February 2022 for XI MIPA 2.

b.) Time of the Research

The researcher takes the conversation between teachers and students in teaching and learning process of English class. The researcher has planning this research in the table:

Table 3.1 Time of the Research

No.	Activities	Oct 2020 - Jan 2022	Jun 2020- June 2021	Nov 2021	Jan-Dec 2022	Jan-March 2023	Apr 2023	Jul 2023
1.	Pre-Research	■						
2.	Observation	■						
3.	Conduct the Research	■						
4.	Create Proposal		■					
5.	Proposal Examination			■				
6.	Arrange Thesis				■	■		
7.	Munaqosyah/ Yudisium						■	
8.	Graduation							■

C. Data and Source of the Data

a.) Data

The data were in the forms of words and utterances uttered by the

teachers during the lesson. This is in line with Bogdan and Biklen (1982) who states that qualitative data are in the forms of words or pictures rather than in utterances. Data are all of information needed in a research that collected by researcher. According to Zins (2007: 480) defines that data are symbol set that quantified and/or qualified. The researcher obtained the data by recording the dialogues on an English class to give the strength of data. The data of this study took from teacher's utterance in English class. The researcher analyzed the data from teacher's utterance containing directive speech acts as the data.

b.) Source of Data

The source of the data was conducted from scripts of the teachers' utterances containing directive speech acts in English class at Eleventh Grade of SMA Baitul Qur'an Sragen.

D. Research Instrument

In identifying the research, the researcher needs some instruments to support it. It is used for collecting the data. The instruments make the researcher easier to finish the research. The instruments divided in to main instrument and supporting instrument. The first is the researcher herself who as the main point of the instrument. It becomes one of the strength of qualitative approach because it allows the researcher to see and document the qualities of interaction. Creswell (2007: 38) reveals that the researcher is the key instrument who actually gathers the information. It is in line with Moelong (2004: 163) he states that in qualitative research, a researcher is a

planner, collector of data, analysis, data interpreter and reporter of research result. Besides, there are some supporting instruments to collect the data which make the researcher easier to analyze and finish the data, those are; laptop, papers and pen, electronic dictionary, internet data, handphone, data classification as supporting instrument.

E.   Technique of Collecting Data

Technique of collecting data is the principle of way in research because the main purpose of researcher is getting the data. Without know technique of collecting data, the researcher will not get standard of data (Sugiyono, 2014: 62). This research used study documentation technique to collect the data. The data collection technique the researcher used in this study was note-taking technique. In note-taking technique the researcher used recording instruments, handphone camera and sound recorder, to record the classroom dialogues. The researcher noted the data in the data sheet. The most important thing that the researcher has to notice is that the recording process must be conducted as naturally as possible in order that the utterer does not realize that his or her utterances are still being recorded (Sudaryanto, 2015:6). However, because the subject of the research was classroom conversation, situation of which is simulated, that condition could not be fully fulfilled. The researcher only tried to act as naturally as possible in order that he did not participate in the classroom communication. The role researcher here was only as an observer. The steps are as follows:

a.)   Observation technique. In this research the technique used to obtain

data is observation technique. The technique activity is observing the teachers' utterance in class.

b.) Recording technique. After observation and determined objects, the researcher recordes the teachers' utterance in English class of SMA Baitul Qur'an Sragen. The researcher used video recorder to record and by audio also. This is to obtain accurate data by the teachers' utterance in class.

c.) Transcribtion technique. After recording the teaachers' utterance, the next steps are note taking techniques. Note taking technique is to take the note of teachers' utterance and entered in a sheet.

d.) Classifying data. The collected data was note taking in the data sheet. The data and analysis data of Searle's directive speech acts.

F. The Technique of Analyzing Data

After collecting the data, the researcher implements some step that is data analysis. Data analysis is a process of organizing and classifying the data into a pattern, category, and basic unit of analysis in order to find a theme and to formulate hypothesis as the data suggested (Moleong, 2004: 248). In this research, the researcher analyses the data based on the following stages. There are some stages to analysis the data, as follow:

a.) Finding the teacher utterance of directive speech acts from the conversation in the teaching and learning process.

b.) Categorizing and applying the theories related to the problem and anything needed on the purpose of the research. In this case, the

researcher uses Searle's theory to identify the directive speech acts from the teachers' utterance.

c.) Analyzing and classified the kinds of directive speech acts uses Searle's theory based on the transcript of data.

d.) Analyzing and classified the responses of students after listened the teachers' utterance based on the transcript of data uses preference-dispreference response based on Levinson theory.

e.) Discussing the data from the data analysis in the research finding based on the theory with another researcher who had the same researched before.

f.) Drawing the conclusion from the data analysis and giving suggestion.

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

Table 3.2 The Mean Formula of Analysis the Data

No	Code	Data	Type of Directive Speech Acts					Student Response	
			O	R	I	S	W	Dis	Pre

Note:

O: Ordering, I: Inviting, W: Warning, R: Requesting, S: Suggesting

Dis: Dispreferrence   **Pre: Prefference**

24.01.22: Date of data collection   **T1: Number of Teacher**

M1: Number of Meeting   **D0: Number of Data**

G.   **Data Validation/Trustworthiness**

The data validation is needed to check the trust of data. The validity in qualitative research method is that research test the accuracy of the data (Creswell, 2014). The accuracy means that the data need to be valid in order to obtain a significant result. There are three forms of the validation (Creswell and Milner, 2000). Those are triangulation, auditing, and member of checking. Triangulation means that the validity of the data based on more than one individual. Meanwhile, according to Sugiyono (2014: 83) says that triangulation is a data collection techniques are combining of various data collection technique and data source that already exists. Auditing refers to the researcher as an audience in another individual service. Meanwhile, member of checking is process of data validation which involves people who are experts in the field of the research.

This research uses expert checking to validate the data. The researcher has discussed the data with linguistic expert as a validator. She is Mrs. Fitri Ana Ika Dewi, M.hum as the research supervisor and also three researchers they had linguistic researched with researcher. The researcher discuss the data with three peer debriefing there are M. Calvin Aksanallah, S.Pd, Halimatus Safitri, S.Pd, and A.Ma'ruf, S.Hum, they have researched directive speech act before in their thesis. The researcher established that the research findings are credible by involving the expert who knows about

the subject matter, speech act for persuasion, to consult with. The researcher asked her to check the data whether it is included to types of directive speech act or not. The researcher gave the table data of validation, so that the validator can select the correct data or error data. When the validator did the validation, there were some error of the data, and then the researcher revised and gave revised again until there is no error data. It meant that all the data have been valid.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. **Research findings**

The first part of this chapter describes the types of directive speech acts useb by two English teachers at SMA Baitul Qur'an. It presented the findings of the types of directive speech acts that used by Two English teacher from the first meeting until five meetings then classified into types based on Searle's theory and student responses classified by statement of Levinson's theory.

1. Types of Directive Speech Act Used by two English Teachers.

Based on an observation on January-February 2022 about types of directive speech acts used by two English teachers in teaching and learning process in class, the researcher found all types of directive speech acts used by two English teachers in according to Searle's theory. They were commanding, requesting, inviting, forbidding/warning, and suggesting. The researcher found that there were 246 utteraces of two English teachers during teaching and learning English class from the first meeting until the fifth meetings. According to the findings of this research, the directive of speech acts found 246 from observation are ordering/commanding 86 data, requesting 133 data, inviting 2 data, suggesting 17 data, and warning 8 data. The types of directive speech acts were classified and analyzed by using Searle's directive speech acts theory (1996:53).

a.) Types of directive speech acts used by first teacher in first meeting until third meetings.

The first until third meetings in January 2022 class for Elevent grade at SMA Baitul Qur'an Sragen in Academic Year 2021/2022. The observation from first English teacher Ustadzah Erna, when she teached students in XI MIPA 4 and XI MIPA 5 class. The researcher found 146 utterances that included directive speech acts. The findings were 43 data of command/order, 89 data of request, 2 data of invite, 8 data of forbid or warning, and 4 data of suggestion. The types of directive speech acts explained as follow:

1. Opening

The opening of class, the English teacher greets the students by using commanding/ordering of speech acts which can attract students in teaching and learning process. The first is started from saying greeting, asking the condition and feeling of students, and commanding students to doing something. The first English teacher prepares students physicologically and physically to follow teaching and learning process in class with greet, engage students, and their appearance class tidied up, and check for the presence of the students. In opening session, the researcher found two types of directive speech acts. There are commanding/ordering and requesting utterances. The analysis of

first English teacher utterances that included directive speech acts there are:

a.) Commanding or Ordering

Commanding/Ordering is utteraces that having meaning the speaker who has the right or duty to give command to the listener. The commanding/ordering utterance performed by the first English teacher in the opening of the teaching and learning English class. In the opening session, the researcher found 4 of commanding/ordering directive speech acts. One of utterance showed bellow:

T1: Miss Naila, please lead your friends to pray together. (24.01.22/T1/M1/D4)

S: "Okay us, Lets pray together please. Done".

From the conversation, the teacher command or order to one of student to lead her friends to pray together. The context of the dialog above means the teachers command a student to lead her friends to pray together before the teacher started the lesson. The teacher utterance included directive speech acts type of order or command.

b.) Requesting

Second type of directive speech acts is requesting. It is to get the hearer to do something in circumtances in which it is

not obvious that the listener will perform the action in the normal course of events. The request was performing by first English teacher in the opening of the teaching and learning process. In the opening the researcher found 9 data requesting of directive speech acts. One of utterance showed bellow:

T1: *"Let's open this lesson by reciting basmallah together"* *(31.01.22/T1/M2/D52)*

S:*"Bismillahirrahmanirrahim"*

From the conversation above, English teacher said "Let's open this lesson by reciting basmallah together" that utterance is classified as a request because the context of the dialog above is the first teacher used the sentences "open this lesson" it is mean the teacher wants the students follow her opening lesson's rule. The teacher orders them to open the lesson by reciting *basmallah* so the lesson will run well. The utterance of English teacher's utterance included directive speech acts type of request.

From that explanation, the researcher gave table to show the finding types of directive speech act used by first English teacher in opening activity. The table can be seen:

Table 4.1 The Result of First English Teacher in Opening

First English Teacher in Opening Activity		
Activity	Type of Directive Speech Acts	Frequency
Opening	Commad/Order	4
	Request	9
Total		13

Based on the table above, the researcher found two types of directive speech acts used by the first English teacher in opening activity. There was commaning/ordering and requesting utterance.

2. Core

In the core, English teacher starts to teach students material on that day. In the core activity, the researcher found five types of directive speech acts. There were commanding/ordering, requesting, suggesting, inviting, and warning utterances. The analysis of the first English teacher utterance in the first meeting that included directive speech acts there are:

a.) Commanding or Ordering

Commanding/Ordering is utterance that having meaning the speaker who has the right or duty to give command to the listener. The commanding/ordering utterance performed by

the first English teacher in the core session of the teaching and learning English class. In the opening session, the researcher found 37 utterances of commanding/ordering directive speech act. The data utterance showed bellow:

1.) 24.01.22/T1/M1/D36

T1:"Silahkan membentuk kelompok besar." (Let's make a big group)

S :"Ok us"(the students read the instruction)

The meeting of first teacher in a core session at teaching and learning process it found the teacher used "Let's make a big group". The context is the teacher command or order to the students to make a big group and each group with ten people. So, the teacher utterance included directive speech act type of command or order.

2.) 24.01.22/T1/M1/D35

T1:"work in groups and answer the following questions."

S : Baik us (make group and discussion)

The meeting of first teacher in a core session at teaching and learning process it found the teacher used "work in groups and answer the following questions". The context is the teacher order to her student to make a big group and one group has ten students. Teacher utterance included directive speech act type of command or order because the teacher

order to the student make a group and discussion to answer the question together.

3.) 24.01.22/T1/M1/D47

T1:*"bisa langsung jawabannya saja ya tidak perlu membaca soalnya." (Let's directly answer the question without read the question).*

S:*"yes us" (group 3 presentation and answer the question)*

The meeting of first teacher in a core session at teaching and learning process it found the teacher used "Let's directly answer the question". The context is the teacher order to her students of group 3 to make a a short and clear presentation because the time is almost up. Teacher utterance included directive speech act type of command or order because the first teacher orders the student to make a short presentation without read the question first.

These are examples of command or order collected by the researcher. This command was dominant type, as the researcher mentioned in the previous description before. The researcher found 37 data of command or order.

b.) Requesting

Request is kind of directive speech acts whose illocutionary purpose is to get the hearer to do something in

circumstances in which it is not obvious that listener will perform the action in the normal course of events. The request utterance performed by first English teacher in the core of the lesson. In core activity, the researcher found 77 utterances of request directive speech acts. The data are:

1.) 24.01.22/T1/M1/D15

   T1: "Please read the intro."

   S : "Ok ustadzah" (the students read the intro)

The meeting of first teacher in a core session at teaching and learning process it found the teacher used "read the intro". The context is the teacher request to her students to read the introduction of the chapter and material. So, the teacher utterance included directive speech acts type of request.

2.) 24.01.22/T1/M1/D31

   T1: "please repeat again start with the first sentence."

   S: "I suggest you to wash your face in the bathroom"
   (repeat the first sentence)

The meeting of first teacher in a core session at teaching and learning process it found the teacher used "please repeat again start with the first sentence". The context is the teacher request to her student to read again her English translate and read clearly. Teacher utterance included directive speech acts

types of request because the teacher requests the student to repeat translate clearly in the first sentence.

3.) 24.01.22/T1/M1/D22

T1: "Please look at the pictures and identify what is happening."

S:"Saya us" (answer the question).

From the conversation above the first teacher used sentences "please look at the pictures and identify". The context of the dialog is to request students to identify and answer the questions based on picture in their book. The teacher utterance included directive speech act type of request because the teacher requests her students to look the picture and identify it.

4.) 24.01.22/T1/M1/D24

T1: "Please try to speak in English"

S: (answer the question in English)

From the conversation above the first teacher used sentences "please try to speak in English". The context of the dialog is request students to try answer the question in English and not in Indonesian. The teacher utterance included directive speech acts type of request because the teacher requests her students to speak in English.

The finding examples of requests have been explained above. In conclusion, the researcher generally found many request data in which the utterance is using the word "Please". This type showed 77 data of requests.

c.) Inviting

Invitation is a kind of the expression of a request, a solicitation, or an attempt to get another person to join the speaker at a specific event. The invitation utterance was performed by first English teacher in the core of the lesson. In core activity, the researcher found 2 utterances of invitation directive speech act. The data were:

1.) 24.01.22/T1/M1/D43

T1:"Time is yours"

S: (follow the teacher instructure)

From the conversation above, English teacher said "Time is yours". That utterance classified as an invite because the context of the dialog is the teacher invite group two to present their discussion. And then, the teacher meant to invite student to come in front of class for presentation. The utterance of English teacher's utterance included directive speech acts type of invite.

2.)24.01.22/T1/M1/D48

TI: "Silahkan time is yours"

S: "Baik Us" (Follow the invitation)

From the conversation above the first teacher used sentences "Silahkan time is yours". The context of the dialog is invite group three to present their discussion in front of class because it is their turn. The teacher utterance included directive speech acts type of invite because the teacher invites group three to presentation.

The finding examples of invite have been explained above. In conclusion, the researcher generally found many invite data. This type showed 2 data of invites of core session.

d.) Suggesting

Suggestion is the process by which one thought leads to another especially through association of ideas. The suggestion utterance was performed by first English teacher in the core of the lesson. In core activity, the researcher found 8 utterances of suggestion directive speech acts. The data of utterances showed bellow:

1.) 24.01.22/T1/M1/D28

T1: "you should repeat later."

S: (Listen the teacher's suggestion)

From the conversation above, the teacher's utterance used "You should repeat" the context is the teacher sees that the student not confidance to explain in English. That utterance

classified as a suggestion because the first teacher suggest student to translate and speak the right sentences and confidance.

2.) 24.01.22/T1/M1/D32

T1: "That's great. So you should try first"

S: (listen the teacher suggestion)

From the conversation above, the teacher's utterance used "You should try" the context is the teacher sees that the student not confidance to explain in English and prefer to speak Indonesian. That utterance classified as a suggestion because the first teacher suggest student to translate and speak the right sentences and confidance in English.

3.) 31.01.22/T1/M2/D71

T1: "we should try to watch movie without subtitle"

S: (listen the teacher suggestion)

From the conversation above, the teacher's utterance used "We should try" the context is the teacher sees that the student usually used subtitle when they watch the movie. That utterance classified as a suggestion because the first teacher suggest student to watch movie without subtitle so they can learn skills of English and add their vocabularies.

4.) 01.02.22/T1/M3/D144

T1: "Kamu bisa membuatnya dikertas karton atau

origami."(May you make it in cardboard origami paper)

S: (another student listen the teacher)

From the conversation above, the teacher's utterance used "May you make it in cardboard or origami paper" the context is the teacher sees that the several student ask about the task so the teacher give the suggestion to make invitation letter in cardboard or origami paper. That utterance classified as a suggestion because the student confused about the task. These were some examples of findings of the suggestion. The researcher only found 8 data of suggestions.

e.) Warning

Warning is telling someone about a possible danger or difficulty. The warning utterance performed by first English teacher in the core of the lesson. In core activity, the researcher found 4 utterances of warning directive speech acts. The data were:

1.) 24.01.22/T1/M1/D33

T1:"Don't say I can't speak in English. Okay?"

S: "Ok us" (Listen to the teacher directions carefully).

From the conversation above, the English teacher said "don't say I can't speak in English. Okay?". The context of this utterance is, the English teacher warning to all students to try to speak in English and give them motivate to confident

speak English. The situation is the English teacher warn to the students that they must speak English and don't worry or shy if they false. The teacher utterances included directive speech acts type warning or forbid.

2.) 24.01.22/T1/M1/D19

T1: "Don't forget to raise your hand!"

S: (Listen to the teacher directions carefully).

From the conversation above, the English teacher said "Don't forget to raise your hand!". The context of this utterance is, the English teacher warning to all students if they want to get score they must raise hand because the teacher sees the student just talk without raise hand. The teacher utterances included directive speech acts type warning or forbid.

3.) 24.01.22/T1/M3/D146

T1:"don't forget to bring your homework"

S:(Listen to the teacher directions carefully).

From the conversation above, the English teacher said "don't forget to bring your homework". The context of this utterance is, the English teacher warning to all students if next lesson they must bring and finish the homework before the lesson class. The situation is the English teacher warns to

the students that they must finish. The teacher utterances included directive speech acts type warning or forbidding.

4.) 24.01.22/T1/M1/D96

>*T1:"So the next meeting, don't forget to read the next chapter"*
>
>*S:(Listen to the teacher directions carefully).*

From the conversation above, the English teacher said "Next meeting don't forget to read the next chapter". The context of this utterance is, the English teacher warning to all students to read the chapter two before they come to the class because the teacher seen in the opening session several students they don't read the chapter. The situation is the English teacher warns to the students that they must read the new chapter so they can understand a little bit about material. The teacher utterances included directive speech acts type warning or forbid.

An explanation of the findings of the forbid type has been presented above. The researchers found that the word "don't" is often used to indicate warns. Researcher found only 4 data of warning.

From that explanation, the researcher gave table to show the finding of type directive speech acts used by first English teacher in core activity. The table can be seen:

Table 4.2 The Result of First English Teacher in Core

First English Teacher in Core Activity		
Activity	Type of Directive Speech Acts	Frequency
Core	Command or Order	37
	Request	77
	Invitation	2
	Suggestion	8
	Warning	4
Total		128

Based on the table above, the researcher found five types of directive speech acts used by first English teacher in first meeting in core activity. There were command or order, request, invitation, suggestion, warning utterances.

3. Closing

In closing activity of teaching and learning process, English teacher close of the lesson. English teacher also gives the clue to students in next meeting and study about material in next meeting. Then english tutor close the meeting by saying greeting.

The researcher found commanding or ordering and requesting utterances in closing activity. The explanations are:

a.) Commanding or Ordering

Command or order is utterances having meaning asking the listener doing something. The ordering utterance performed by first English teacher in the closing of the lesson. In closing activities, the researcher found command and suggest utterance of order directive speech acts. The data can see bellow:

24.01.22/T1/M1/D50

> T1: *"Okay, I hope you can take some point in this material. I think enough.*
>
> S: *(response the teacher's greeting)*

From the conversation, the English teacher said "Okay, I hope you can take some point in this material." The context is instruct all student to get some knowledge after the session of teaching and learning class. The teacher utterances included directive speech acts type command or order because the teacher wants the students understood.

b.) Requesting

Request is kind of directive speech acts whose illocutionary purpose is to get the hearer to do something in circumstances in which it is not obvious that listener will

perform the action in the normal course of events. The request utterance performed by first English teacher in the closing of the lesson. There is one of the utterances below:

31.01.22/T1/M2/D98

T1:"Let's close our lesson by reciting Hamdallah together."

S: (saying hamdalah)

From the conversation above the first teacher used sentences "let's close our lesson". The context of utterance is the teacher request to the students answer and follows her instruction to saying hamdallah together before the lesson finished. The teacher utterance included directive speech acts type of request because the teacher requests her students to say *hamdallah.*

From the explanation, the researcher gave table to show the finding of types of directive speech acts used by first English teacher in closing activity. The table can be seen:

Table 4.3 The Result of First English Teacher in Closing

First English Teacher in Closing Activity		
Activity	Type of directive speech acts	Frequency
Closing	Commanding or Ordering	2
	Requesting	3
Total		5

Based on the table, the researcher found three types of directive speech acts used by first English teacher in closing activity. There was command or order, reqest, and warn utterances. There were obtained: 43 data type commanding, 89 data type request, 8 data type suggestion, 2 data type invivation, 4 data type warning.

b.) Types of Directive Speech Acts used by Second Teacher in First Meeting until Second Meetings.

The first until second meetings in February 2022 class for Elevent grade at SMA Baitul Qur'an Sragen. The observation from second English teacher Ustadz Nur was doing by the researcher in XI MIPA 2 two times. The researcher found 100 utterances that included directive speech acts. The findings were 43 data of command, 44 data of request, 4 data of forbid or warning, and 9 data of suggestion and

there is no invitation. The types of directive speech acts explained as follow:

1. Opening

   The opening of class, the English teacher greets the students by using commanding/ordering of speech acts which can attract students in teaching and learning process. The first is started from saying greeting, asking the condition and feeling of students, and commanding students to doing something. The second English teacher prepares students physicologically and physically to follow teaching and learning process in class with greet, engage students, and their appearance class tidied up, and check for the presence of the students. In opening session, the researcher found two types of directive speech acts. There are commanding/ordering and requesting utterances. The analysis of second English teacher utterances that included directive speech acts there are:

   a.) Commanding or Ordering

   Commanding/Ordering is utteraces that having meaning the speaker who has the right or duty to give command to the listener. The commanding/ordering utterance was performed by the second English teacher in the opening of the teaching and learning English class. In the opening session, the

researcher found 2 of commanding/ordering directive speech acts. One of the data:

09.02.22/T2/M2/D197

> T2: *"How do you feel today?"*
>
> S: *(answer the question)*

From the conversation, the English teacher said "How do you feel today?". The context is, the teacher order or command to really want to know his students' feeling. The teacher utterances included directive speech acts type command or order because the teacher wants to know the students' feeling before start the lesson.

b.) Requesting

Second type of directive speech acts is requesting. It is to get the hearer to do something in circumtances in which it is not obvious that the listener will perform the action in the normal course of events. The request was performing by second English teacher in the opening of the teaching and learning process. In the opening the researcher found 3 data requesting of directive speech acts. One of utterance showed bellow:

> T2:*"Ok Alhamdulillah, so let's open this lesson by reciting basmallah together"*
>
> S:*"Bismillahirrahmanirrahim"*

From the conversation above, English teacher said "Let's open this lesson by reciting basmallah together" that utterance is classified as a request because the context is the second teacher used the sentences "open this lesson" it is mean the teacher wants the students follow her opening lesson's rule. The teacher requests them to open the lesson by reciting *basmallah* so the lesson will run well. The utterance of English teacher's utterance included directive speech acts type of request.

From that explanation, the researcher gave table to show the finding types of directive speech acts used by second English teacher in opening activity. The table can be seen below:

Table 4.4 The Result of Second English Teacher in Opening

Second English Teacher in Opening Activity		
Activity	Type of Directive Speech Acts	Frequency
Opening	Commad/Order	2
	Request	3
Total		5

Based on the table above, the researcher found two types of directive speech acts used by the second English teacher in

opening activity. There was commaning/ordering and requesting utterance.

2. Core

In the core, English teacher starts to teach students material on that day. In the core activity, the researcher found five types of directive speech acts. There were commanding/ordering, requesting, suggesting, inviting, and warning utterances. The analysis of the second English teacher utterance in the all meetings that included directive speech acts there are:

a.) Commanding or Ordering

Commanding/Ordering is utterance that having meaning the speaker who has the right or duty to give command to the listener. The commanding/ordering utterance was performed by the second English teacher in the core session of the teaching and learning English class. In the opening session, the researcher found 40 utterances of commanding/ordering directive speech acts. The data were:

1.) 16.02.22/T2/M2/D223

T2:*"Silahkan perhatikan slide yang saya buka." (Give attention in my open slide)*

S: *"Yes Ust"*

The meeting of second teacher in a core session at teaching and learning process it found the teacher used "give

attention in my open slide". The context is the teacher order to students to give attention in a new slide because the teacher will deliver material based on the slide. The teacher utterance included directive speech act type of command or order because the teacher orders students to give more attention in an open slide.

2.) 02.22/T2/M2/D227

T2: "the next slide is structure of exposition text."

S: (See the slide)

The meeting of second teacher in a core session it found the teacher used "the next slide is structure of exposition text". The context is the teacher order to students to give attention in the next slide because the teacher sees the several students don't pay attention. The teacher utterance included directive speech act type of command or order because the teacher orders students to give more attention in the structure of exposition text that have several structure thre are thesis, argument 1 and argument 2, and reiteration.

b.) Requesting

Request is kind of directive speech acts whose illocutionary purpose is to get the hearer to do something in circumstances in which it is not obvious that listener will perform the action in the normal course of events. The

request utterance was performed by scond English teacher in the core of the lesson. In core activity, the researcher found 38 utterances of request directive speech act. The data were:

1.) 09.02.22/T2/M1/D163

T2: "ok please mr"

S: "yes ust"

From that conversation the second teacher used sentences "ok please mr". The context is to request students who raise his hand to try to answer the questions based on video that he watched. The teacher utterance included directive speech acts type of request because the teacher requests the students to deliver his opinion about the video.

2.) 09.02.22/T2/M1/D172

T2: "please make an invitation letter on your paper."

S: (make an invitation)

From the conversation above the second teacher used sentences "please make an invitation letter". The context is to request students to make an informal or formal invitation used preposition of time. The teacher utterance included directive speech acts type of request because the teacher requests the students to make the exam of the teacher.

3.) 09.02.22/T2/M1/D188

T2: "But please read the text first mr."

S: "yes ust"

From the conversation above the second teacher used sentences "please read the text". The context is to request students to read the text first before the student want to answer the question because the teacher sees the student want to directly answer the question without read the text first. The teacher utterance included directive speech acts type of request because the teacher requests the students to read the text first.

4.) 16.02.22/T2/M2/D220

> *T2:"we want to learn about Exposition text first and about speech"*
>
> *S: "Yes ust"*

The meeting of second teacher in a core session at teaching and learning process it found the teacher used "we want to learn about Exposition text first and about speech". The context is the teacher request to his students to give more attention to the next material and now they watch video. The teacher utterance included directive speech acts type of request because the teacher orders students to prepare the next material and watch video lesson today.

c.) Inviting

In the second teacher utterance, there is no type of invitation. Because the second teacher focuses deliver the material and discussion.

d.) Suggesting

Suggestion is the process by which one thought leads to another especially through association of ideas. The suggestion utterance was performed by second English teacher in the core of the lesson. In core activity, the researcher found 9 utterances of suggestion directive speech acts. The data were obtained:

1.) 09.02.22/T2/M1/D143

T2: "you can decorate it"

S: (Listen the teacher's suggestion)

From the conversation above, the teacher's utterance used "You can decorate it" the context is the teacher seen that the student a little bit confuse when the students have task to make informal invitation letter. So, the teacher gives suggestion for students if they can decorate the letter by their own creativity. That utterance classified as a suggestion because the second teacher suggest student to create and more creative.

2.) 09.02.22/T2/M1/D173

T2: "you can choose one of them"

S : "Ok ust" (the students listen carefully)

The meeting of second teacher in a core session at teaching and learning process it found the teacher used "you can choose one of them". The context is the teacher give suggest to students to do choose one of the tasks. The task is make formal or informal invitation. The teacher utterance included directive speech acts type of suggest because the teacher given suggestion students to choose one of the task.

3.) 16.02.22/T2/M2/D227

T2: "sebuah artikel harus ada fakta-fakta" (An article should have facts)

S : "Ok ust" (the students listen carefully)

The meeting of second teacher in a core session at teaching and learning process it found the teacher used "An article should have facts". The context is the teacher suggest to his students when they want to make article they should give the facts and find the real fact first before they write down. The teacher utterance included directive speech acts type of suggest because the teacher given suggestion students to give facts in their task.

4.) 16.02.22/T2/M2/D215

   T2: "Saat kita mau cari ilmu kita juga perlu persiapan"

   (When we want to get knowledge, we need to prepare

   first)

   S : "Ok ust" (the students listen carefully)

The meeting of second teacher in a core session at teaching and learning process it found the teacher used "When we want to get knowledge, we need to prepare first". The context is the teacher suggest to his students when they want to get knowledge they need preparation. Because the teacher sees several students didn't read the chapter that will be disscuss today, so the teacher given the motivation to have spirit to learn and read more. The teacher utterance included directive speech acts type of suggest because the teacher given suggestion students to have more motivation.

e.) Warning or Forbid

Warning is telling someone about a possible danger or difficulty. The warning utterance performed by second English teacher in the core of the lesson. The researcher found 4 utterances of warning/forbidding directive speech acts. The data were obtained:

1.) 16.02.22/T2/M2/D207

   T2:"Jadi jangan takut"(So, don't afraid)

S: (listen the teacher carefully)

From that conversation, the English teacher said "Don't afraid". The context of this utterance is, the English teacher warning to all students if they want to answer the question don't worry if they false, because the most important is they can try. The situation is the English teacher warns to the students if they don't need to afraid and stay confident when they want to deliver their opinion. The teacher utterances included directive speech acts type warning.

2.) 16.02.22/T2/M2/D218

T2:"Don't repeat again"

S: (listen the teacher carefully)

From that conversation, the English teacher said "Don't repeat again". The context of this utterance is, the English teacher warning to all students if they want to come in the teacher class they should read the material first. The situation is the English teacher warns to the students if they don't read it means they can't come in the teacher's class. The teacher utterances included directive speech acts type warning.

3.) 16.02.22/T2/M2/D228

T2:"Tidak boleh hanya opini tapi tanpa bukti.." (It can't just be an opinion without evidence)

S: (listen the teacher carefully)

From that conversation, the English teacher said "It can't just be an opinion without evidence". The context of this utterance is, the English teacher warning to all students if they want to make an article they must give the evidence. The situation is the English teacher warns to the students that they must find the evidence and not opinion without evidence. The teacher utterances included directive speech acts type warning.

4.) 16.02.22/T2/M2/D243

T2:"don't forget to read the next page."

S: (listen the teacher carefully)

From that conversation, the English teacher said "don't forget to read the next page". The context of this utterance is, the English teacher warning to all students to read the next page after finish read the last page. The situation is the English teacher warns to the students that they must read. The teacher utterances included directive speech acts type warning or forbid.

From the explanations, the researcher gave table to show the finding of type directive speech acts used by second English teacher in core activity. The table showed:

Table 4.5 The Result of Second English Teacher in Core

Second English teacher in Core Activity		
Activity	Type of Directive Speech Acts	Frequency
Core	Command or Order	40
	Request	38
	Invitation	0
	Suggestion	9
	Warning	4
Total		128

3. Closing

In closing activity of teaching and learning process, English teacher close of the lesson. English teacher also gives the clue to students in next meeting and study about material in next meeting. Then English teacher close the meeting by saying greeting. The researcher found commanding or ordering and requesting utterances in closing activity. The explanations are:

a.) Commanding or Ordering

Command or order is utterances having meaning asking the listener doing something. The ordering utterance performed by second English teacher in the closing of the lesson. In closing activities, the researcher found command or order and suggest

utterance of order directive speech acts. The data can see bellow:

16.02.22/T2/M2/D245

T1:"Make sure kalian sudah membaca materi selanjutnya."

(make sure you have read before)

S: (Listen teacher carefully)

From the conversation, the English teacher said "make sure you have read" The context is instruct all student to have done read the material before come to the teaching and learning class. The teacher utterances included directive speech acts type command or order because the teacher wants the students understood.

b.) Requesting

Request is kind of directive speech acts whose illocutionary purpose is to get the hearer to do something in circumstances in which it is not obvious that listener will perform the action in the normal course of events. The request utterance was performed by second English teacher in the closing of the lesson. There is one of the utterances below:

16.02.22/T2/M2/D246

T1:"Let's say Hamdallah together."

S: (saying hamdalah)

From that conversation, the first teacher used sentences "let's say hamdallah". The context of utterance is the teacher request to the students answer and follows her instruction to saying *hamdallah* together before the lesson finished. The teacher utterance included directive speech acts type of request because the teacher requests her students to say *hamdallah.*

From the explanation, the researcher gave table to show the finding of types of directive speech acts used by second English teacher in closing activity. The table can be seen:

Table 4.6 The Result of Second English Teacher in Closing

Second English Teacher in Closing Activity		
Activity	Type of directive speech acts	Frequency
Closing	Commanding or Ordering	1
	Requesting	3
Total		4

Based on the analysis, the researcher found five types of directive speech acts used by two English teachers in all of meetings. The researcher wants to show final total data of type directive speech acts. The table showed:

Table 4.7 The Final Total of Directive Speech Acts

Final Total types of Directive Speech Acts from First and Second English Teacher in All Meetings		
All Activity	Type of Directive Speech Acts	Frequency
	Command or Order	86
	Request	133
	Invitation	2
	Suggestion	17
	Warning	8
	Total	246

2. **Preference Student's Response and Dispreference Students Response**

Based on observation in January 2021 about students' response. The findings of this data are related to the preference response and dispreference response in teaching and learning process at SMA Science Baitul Qur'an Sragen in Academic Year 2021/2022. Levinson classified responses into preference and dispreference response. Researchers found 246 utterances from students response that were classified into preference response and dispreference response based on Levinson theory during the teaching and learning process. Researchers divide first English teacher and second English teacher separately. Data obtained from classroom observations in 5 meetings, three meetings from first English teacher and two meetings from second English teacher. Based on research, the

researcher found all of 246 data. There were obtained 239 preference student responses and 7 dispreference student responses were carried out for the directive speech acts used by the English teachers.

a.) Students' Response to the Directive Speech Acts of First Teacher in Three Meetings

The meetings made by researcher in January and February 2020 who were guided by Ustadzah Erna as a teacher. The 149 data about review materials and sentences. Researcher found 146 responses that includes preference response and 3 dispreference response. The response is described as follows:

1.) Opening

The opening class activity, the teacher says greeting. The first starts from greeting, asking about the condition of students and ordering students to focus on the learning material. the teacher prepares students physically and mentally to take part in the learning process by greeting, involving students in tidying up the class, and checking the where abouts of students.In the opening activity, the researcher found 2 types of student responses, preference response and dispreference responses. Analysis of students' responses in first meetings which contained:

a.) Preference Responses

The type of positive response the recipient generates is also known as agreement, and it also shows the success of the

project in conversation. Priority is done by the students towards the directive speech acts uttered by the first teacher at the opening of the lesson. In the opening activity, the researcher found 12 preference responses. The data is:

T1: "How are you?" (24.01.22/T1/M1/D1)

S: "Alhamdulillah good ustadzah"

From the conversation, the teacher said "How are you?" And the students gave responses by paying attention to the sentences uttered by the teacher and carrying out the instructions given by the teacher. The context of the speech occurs in the learning opening activity. The tutor applies this greeting to all students so that students can get to know the students' condition.

b.) Dispreference Responses

Dispreference response (disagreement) generated by the recipient using several ways in the form of rejection, disapproval, etc. The response was distributed by the students to the teacher's first directive speech act at the opening of the lesson. In the opening activity, researchers found 1 dispreference response. The data is:

T1:"What is the title in this chapter?" (24.01.22/T1/M1/D9)

S:(there is no response) (preference)

From the conversation, the teacher said "What is the title in this chapter?" And the students gave no responses the teacher utterance because they don't confident to answer. The context of the speech occurs in the learning opening activity. The student response is included in the dispreference response category.

From this explanation, the researcher provided a table to show the findings on the types of student responses to directive speech acts of first teacher in three meeting in opening activities. The table showed:

Table 4.8 Type Students' Response in Opening by First English Teacher

Type Students Response in Opening by First English Teacher in Three Meetings		
Activity	Type of Response	Frequency
Opening	Preference	12
	Dispreference	1
Total		13

Based on that table, the researcher found 2 type students responses to the directive speech acts used by first English teacher in opening activity. There were preference and dispreference response.

2.) Core

In the core learning activities, the researcher found 2 types of student responses to the teacher's directive speech acts in the form of preferent response and dispreference response. Analysis that contains student responses as follows preference response and dispreference. The preference type is a positive response the recipient generates is also known as agreement, and it also shows the success of the project in conversation. Priority is made by the students towards the directive speech acts uttered by the first teacher at the core of the lesson. In the core activities, researcher found 126 the preferences and 2 dispreferences response. The data responses showed:

a.) Preference Responses

The type of positive response the recipient generates is also known as agreement, and it also shows the success of the project in conversation. Priority is done by the students towards the directive speech acts uttered by the first teacher at the core of the lesson. In the core activity, the researcher found 127 preference responses. The data showed:

T1:"Who want to try, please raises your hand."

(24.01.22/T1/M1/D11)

S: (one of the student responses)

From the conversation, the teacher said "Who want to try, please raises your hand". And one of the students gave responses by raising her hand to answer the question. The context of the speech occurs in the learning core activity. The teacher applies this request to all students so that students can answer the question.

b.) Dispreference Responses

Dispreference response (disagreement) generated by the recipient using several ways in the form of rejection, disapproval, etc. The response was distributed by the students to the teacher's first directive speech acts at the core of the lesson. In the core activity, researchers found 2 dispreference responses. The data is:

T1:"ada yang salah satu?"(There is one false?)

(24.01.22/T1/M2/D92)

S:(there is no response) (dispreference)

From the conversation, the teacher said "There is one false?" And the students gave no responses the teacher utterance because there is no one who had perfect score. The context of the speech occurs in the learning core activity. The

student response included in the dispreference response category.

From this explanation, the researcher provided a table to show the findings on the types of student responses to directive speech acts of first teacher in three meeting in core activities. The table showed:

Table 4.9 Type Students' Response in Core by First

English Teacher

Type Students Response in Core by First English Teacher in Three Meetings		
Activity	Type of Response	Frequency
Opening	Preference	126
	Dispreference	2
Total		128

Based on the table above, the researcher found 2 type students responses to the directive speech acts used by first English teacher in core activity. There were preference and dispreference response.

3.) Closing

Closing activity, the teacher closed lesson by saying greeting. Researchers found one type of student response. Response included in the preference response. The analysis that contains student responses is preference response. The type of positive response the recipient generates is also known as agreement, and it also shows the success of the project in conversation. Priority is done by the students towards the directive speech acts uttered by the first teacher at the end of the lesson. In the closing activity, the researcher found 5 preference responses. The data showed:

T1: "Please let's say hamdallah together to close this lesson."

(24.01.22/T1/M1/D50)

S: (student saying hamdallah)

From the conversation, the teacher said "Please let's say hamdallah together to close this lesson.". And the students gave responses by saying *hamdallah* together to close the lesson. The context of the speech occurs in the learning closing activity. The teacher applies this request to all students so that students can answer the question.

From this explanation, the researcher provided a table to show the findings on the types of student responses to directive

speech acts of first teacher in three meeting in closing activities. The table showed:

Table 4.10 Type Students' Response in Closing by First

English Teacher

Type Students Response in Closing by First English Teacher in Three Meetings		
Activity	Type of Response	Frequency
Opening	Preference	5
Total		5

Based on the table above, the researcher found one type students response to the directive speech act used by first English teacher in closing activity. There was preference response.

Based on the all explanation above, the researcher found 146 utterances included type student response to the directive speech acts used by first English teacher. There were: 143 utterances type preference and 3 utterances type dispreference response

b.) Students's Response to the Directive Speech Acts of Second Teacher in Two Meetings

The meetings made by researcher in February 2020 who were guided by Ustadz Nur as a teacher. The researcher found 100 data responses, 96 responses that includes preference and 4 dispreference response. The response is described as follows:

1.) Opening

The opening class activity, the teacher says greeting. The first starts from greeting, asking about the condition of students and ordering students to focus on the learning material. The teacher prepares students physically and mentally to take part in the learning process by greeting, involving students in tidying up the class, and checking the where abouts of students.In the opening activity, the researcher found one type of student response, preference response. Analysis of students' responses in second meetings which contained responses were:

a.) Preference Responses

The type of positive response the recipient generates is also known as agreement, and it also shows the success of the project in conversation. Priority is done by the students towards the directive speech acts uttered by the second teacher at the opening of the lesson. In the opening activity, the researcher found 6 preference responses. The data is:

T1:"Are you feeling good right now?"
(01.02.22/T2/M1/D14)

S: "Alhamdulillah good ust"

From the conversation, the teacher said "Are you feeling good right now?" And the students gave responses by paying attention to the sentences uttered by the teacher and carrying out the instructions given by the teacher. The context of the speech occurs in the learning opening activity. The tutor applies this greeting to all students so that students can get to know the students' feeling.

From this explanation, the researcher provided a table to show the findings on the types of student responses to directive speech acts of second teacher in two meeting in opening activities. The table showed:

Table 4.11 Type Students' Response in Openig by Second English Teacher

Type Students Response in Opening by Second English Teacher in Two Meetings		
Activity	Type of Response	Frequency
Opening	Preference	6
Total		6

Based on the table, the researcher found 1 type students responses to the directive speech acts used by second English teacher in opening activity. There was preference response.

2.) Core

In the core learning activities, the researcher found 2 types of student responses to the teacher's directive speech acts in the form of preferent response and dispreference response. Analysis that contains student responses as follows preference response and dispreference. The preference type is a positive response the recipient generates is also known as agreement, and it also shows the success of the project in conversation. Priority is made by the students towards the directive speech acts uttered by the second teacher at the core of the lesson. In the core activities, researchers found 86 the preference and 4 dispreference response. The data responses showed:

a.) Preference Response

The type of positive response the recipient generates is also known as agreement, and it also shows the success of the project in conversation. Priority is done by the students towards the directive speech acts uttered by the second teacher at the core of the lesson. In the core activity, the researcher found 86 preference responses. The data showed:

T2:"Ok that's true. Who want to try the last one?."

 (09.02.22/T2/M1/D189)

S: (one of the student responses)

From the conversation, the teacher said "Ok that's true. Who want to try the last one?". And one of the students gave responses by raising her hand to answer the question because the teacher requested for the student to try answered the last question. The context of the speech occurs in the learning core activity. The teacher applied this request to all students, and the students can answer the last question.

b.) Dispreference Response

Dispreference response (disagreement) generated by the recipient using several ways in the form of rejection, disapproval, etc. The response was distributed by the students to the teacher's first directive speech act at the core of the lesson. In the core activity, researchers found 4 dispreference responses. The data showed:

T2:"Ok everyone. Do you know, what is the material that

 we want to learn now? (16.02.22/T2/M2/D202)

S: (there is no response) (dispreference)

From the conversation, the teacher said "Ok everyone. Do you know, what is the material that we want to learn now?" And the students gave no responses the teacher utterance

because there is no one who don't read and prepare the material before. The context of the speech occurs in the learning core activity. The student response is included in the dispreference response category.

From this explanation, the researcher provided a table to show the findings on the types of student responses to directive speech acts of second teacher in three meeting in core activities. The table showed:

Table 4.12 Type Students' Response in Core by Second

English Teacher

Type Students Response in Core by Second English Teacher in Two Meetings		
Activity	Type of Response	Frequency
Opening	Preference	86
	Dispreference	4
Total		90

Based on that table, the researcher found 2 types students responses to the directive speech acts used by second English

teacher in core activity. There were preference and dispreference response.

3.) Closing

Closing activity, the teacher closed lesson by saying greeting. Researcher found one type of student response. Response included in the preference response. The analysis that contains student responses is preference response. The type of positive response the recipient generates is also known as agreement, and it also shows the success of the project in conversation. Priority is done by the students towards the directive speech acts uttered by the teacher at the end of the lesson. In the closing activity, the researcher found 4 preference responses. The data is:

> T2: "Ok, I think enough, please let's say hamdallah together." (16.02.22/T2/M2/D246)
>
> S: (student saying hamdallah)

From the conversation, the teacher said "Ok, I think enough, please let's say hamdallah together". And the students gave responses by saying *hamdallah* together to close the lesson because the second teacher have done too deliver material in the lesson. The context of the speech occurs in the learning closing activity. The teacher applies this request to all students so that students can answer the question.

From the explanation, the researcher provided a table to show the findings on the types of student responses to directive speech acts of second teacher in three meeting in closing activities. The table showed:

Table 4.13 Type Students' Response in Closing by Second English Teacher

Type Students Response in Closing by Second English Teacher in Two Meetings		
Activity	Type of Response	Frequency
Opening	Preference	4
Total		4

Based on the table above, the researcher found 1 type students respons to the directive speech acts used by first English teacher in closing activity. There was preference response.

Based on the all explanation above, the researcher found 100 utterances included type student response to the directive speech acts used by second english teacher in SMA Baitul Qur'an Sragen. There were: 96 utterances type preference and 4 utterances type dispreference response.

B. **Discussion**

The utilization of directive speech act is related to the role of the teachers, as a result of part from being a leader in the class, teachers have other roles that should be fulfilled in the class, such as authority figures, guides, and even roles such as friends and parents. According to Searle (1976), directive speech acts are speech acts intended by the speaker so that the speech partner takes action according to what is stated in speaker's speech. In this research, the teachers deliver what they want in order to make the target do something.

The discussions are arraged in order to answer the problem statements of this research. In the research finding consists of classification of directive speech acts including the context situation. Researcher attempted to explain the types of directive speech acts used by English teachers in SMA Science Plus Baitul Qur'an Islamic Boarding School and student responses to the directive speech acts used by English teachers. Regardless to find the research, the discussion present as follows:

First, analysis types of directive speech acts used by English teachers in English class for senior high school in Science Plus Baitul Qur'an based on Searle's theory. Searle's theory classified directive speech acts into five types. There are commands/orders, requests, invitations, warning/forbid, and suggestion.

Based on the analysis, researcher found 246 utterances of directive speech acts used by English teachers in English class for senior high school

in Science Plus Baitul Qur'an. The data were obtained from teaching and learning in the classroom 5 times and three meetings for first teacher and two meetings for second teacher. The researcher found 86 data type of commands/orders, 133 data type of requests, 2 data type of invitation, 8 data type of warning/forbids, 17 data of suggestions. The second most frequent directive speech acts used by English teachers in English class for senior high school in teaching and learning process is command. The speaker has a full authority on the act of the listener. These roles are building warm condition, mentor and nurture students, setting the tone of the classroom, become role models, listen and look the sign of student's troubles.

Request is a kind of directive speech acts that has purpose to get listener to do something in situation which it is not obvious that he or she will perform the action by Searle (1969). By initiating a request, the speaker believes that the listener is able to perform an action. The researcher found there are 133 data that considered as request. And in this research, researcher found the first most frequent is request because the teacher frequently used utterance "please" in the teaching and learning process. The teacher most frequently used request utterance because the researcher have read and discuss based on Ma'ruf, A. (2021). Gordon Ramsay's Directive Speech Acts in Hell's Kitchen TV Series's thesis. The researcher found four reasons why speaker or teacher used frequently request because; the teacher is having a higher level of status of knowledge then students, the teacher is trying to request politely so the teacher frequently used word "please" in

order to request something, the teacher is trying to help student to do something, and the teacher is having known the background knowledge of the students.

Suggestion is the process by which one thought leads to another, especially through association of ideas. It is related to something that should be finish by the listener. The utterances are transferred to the listener in factful way, so the utterances will not make the listener being offended that said by Searle (1969). The researcher found from data analysis there are 17 data that considered as suggestions. English teachers applied suggestion to help of give students some solution and the right action they should take to solve.

Invitation is one of expression that disclosed when someone who want to ask other people to come a place or when there are someone who ask others to do something for him or her. According to the data analysis, there are 2 data that considered as invitations. In the teaching and learning process, English teachers used there utterances to guide their students in understanding our materials.

Warning is telling someone about possible danger or difficult situation. Warning usually stated by positive imperative which gives treatment of some effects, said by Searle (1969). The researcher found from data analysis there are 8 data that considered as warning. English teachers used warn in teaching and learning proses for students if they make mistakes. For examples, when the teacher know if the students did not read material before

they came to class so the teacher warn them if they do like that again they can not come to the teacher class again. The function of warning is to make students more aware and disciplined of teaching and learning process in the classroom.

Second, analysis types of student's responses to the directive speech acts used by English teachers in Baitul Qur'an based on Levinson's theory (1983). Based on the analysis of the problem statement above, the students generated preferences' responses to the directive speech acts used by the English teacher in the teaching and learning process in the class, there are: expected answer, acceptance, greetings, approval etc. The student also expressed the dispreferences' responses to the directive speech acts used by the English teacher in the teaching and learning process in the class; unexpected answer, non-response, disapproval, and statement that indicating the student doesn't have an idea for the material that teacher give for them.

The result of this research, the researcher has found 2 types of students' responses to the directive speech acts used by the English teacher in the teaching and learning process in the class. There were 239 data of students' responses preference to the teacher directive speech acts in the teaching and learning process and 7 data of students' responses to the teacher directive speech acts in thr teaching and learning process of the dispreference's response types in the class.

CHAPTER V

CONCLUSION

A. Conclusion

In this research researcher used descriptive qualitative method to describe the research, pragmatics directive speech acts by Searle's theory to analyzing and identifying two English teachers' utterances in teaching and learning at SMA Science Plus Sragen in Academic Year of 2021/2022. Based on these problems limitation and problem statements of the research, researcher concluded the research as follow:

1. The types of directive speech acts used by two Engish teachers in teaching and learning at SMA Science Plus Baitul Qur'an, researcher found 246 datas that all types of directive speech acts there are: command 86 utterances (34.95%), request 133 utterances (54.06%), suggestion 17 utterances (6.91%), invitation 2 utterances (0.81%), and warning 8 utterances (3.25%). The most dominant frequency of directive speech acts used by two English teachers in teaching and learning at SMA Science Plus Baitul Qur'an is request type in directive speech acts by Searle's theory in 133 utterances from total 246 utterances.

2. The types of students' response to the directive speech acts used by two English teachers in teaching and learning at SMA Science Plus Baitul Qur'an based on Levinson's theory (1983). The results of the research, the researcher found 246 datas that all types of students' responses to

the directive speech acts by two English teachers in teaching and learning process, there were 239 (97.15%) preference students' responses to the English teacher directive speech acts in teaching and learning process and also 7 (2.84%) data dispreference students' responses to the English teacher directive speech act in teaching and learning process. The most dominant frequency of students' responses to the directive speech act by two English teachers in teaching and learning process at SMA Science Plus Baitul Qur'an is preference students' responses by Levinson's theory in 239 utterances from total 246 utterances.

B. Implication

Based on the researcher in research of two English teacher used directive speech acts by Searle's theory in teaching and learning in SMA Science Plus, researcher can conclude that two English teachers function and two English teachers role in teaching and learning process as an agent of change, two English teachers expect the students to change from being passive learners into active learners ones as well as for change their knowledge, attitude, character to be more critical thinking than before and it can prove by positive students response.

C. Suggestion

Based on the experience of the researcher, the researcher's suggestion to the other researcher who want to do a reseach in pragmatics approach in differences focus analyzes, they can observe and explore more about directive speech act theory, because directive speech acts will always be in human daily life communication. Through this research, the researcher hopes this research will be beneficial for the other researcher and readers who will to do the similar research in pragmatics especially about directive speech acts later.

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APPENDICES

APPENDIX 1

Peer Debriefing Sheet

The thesis data titled *"DIRECTIVE SPEECH ACTS USED BY ENGLISH TEACHERS AT SMA SCIENCE PLUS BAITUL QUR'AN SRAGEN IN ACADEMIC YEAR 2021/2022"* had been checked and validated by M. Calvin Aksanallah, S.Pd, Halimatus Safitri, S.Pd, A. Ma'ruf, S.Hum on May 22nd, 2023.

Surakarta, May 24th, 2023

Peer Debriefing

Halimatus Safitri, S.Pd.   M. Calvin Aksanallah, S.Pd.

A.Ma'ruf, S.Hum.

APPENDIX II

The Transcripts of Teachers and Students in English Class

Noted:

Ust : Ustadz

Us : Ustadzah

TRANSCRIPT 1

Teacher   : Assalamu'alaikum wr wb

Students   : Wa'alaikumussalam wr wb

Teacher   : How are you?

Students   : I'm fine us, how about you?

Teacher   : Alhamdulillah, I'm fine too. Who is the leader in this class?

Students   : Naila us

Teacher   : Miss Naila, please lead your friends to pray together.

Students   : Okay us, Lets pray together please. Done

Teacher   : Thank you Miss Naila.

Students   : You're welcome us.

Teacher   : Anybody absence today?

Students   : Nisrina us

Teacher   : Why she absences today?

Students   : She sick us

Teacher   : Oh ok. My students, do you bring you English book/

Students   : Yes us

Teacher   : Ok, please open your book page 1.

Students   : Ok us

Teacher   : What is the title in this chapter?

Students	: Giving Suggestions and Offering Help us
Teacher	: Can you translate it in Indonesian language?
Students	: Yes us.
Teacher	: Who want to try, please raises your hand.
Students	: Me. Us
Teacher	: Ok, Miss Hulwah please tells me.
Students	: Memberi saran dan bantuan us
Teacher	: Thank you. What is your student number miss?
Students	: 22 us
Teacher	: Ok, anyone else. Who want to try to translate it?
Students	: Me, us
Teacher	: Ok, Miss Hilma please tells me.
Students	: Memberikan saran dan menawarkan bantuan us
Teacher	: That's great, thanks miss.
Students	: You're welcome us.
Teacher	: What is your student number miss?
Students	: 13 us.
Teacher	: Ok, please read the intro.
Students	: Ok us
Teacher	: Have you done?
Students	: Yes us
Teacher	: In daily life, someone often asks for others' suggestions to his or her problem. Do you know in Indonesian language?
Students	: Saya us, biasanya seseorang akan meminta saran dari orang lain dari permasalahannya.

Teacher	: That's great. Ok, let's continue. "The suggestions can be ideas, advice, or insights to solve the problem". What is the meaning in Indonesia, please tells me. Don't forget to raise your hand so I can give you point.
Students	: Saya us, saran biasanya biasanya berupa ide, pendapat, pandangan untuk menyelesaikan masalah.
Teacher	: Good, what is your student number miss?
Students	: 23 us.
Teacher	: Ya, so in this chapter we will learn how to give suggestions and how to offer help appropriately for someone who needs help or suggestion to solve his or her problem.
Students	: Yes/No us
Teacher	: Ok I will explain in Indonesian. Jadi dalam chapter ini kita akan belajar bagaimana kita membuat saran dan menawarkan bantuan kepada seseorang yang memerlukan saran untuk menyelesaikan masalahnya. Karena kita bisa memberikan saran berupa ide, pemikiran dan pandangan kita yang bisa menjadi opsi untuk menyelesaikan permasalahan orang tersebut. Do you understand?
Students	: Understand us.
Teacher	: Alhamdulillah. Ok please open the next page.
Students	: Ok us
Teacher	: Please look at the pictures and identify what is happening. Kira-kira apa yang terjadi dalam beberapa gambar tersebut. Siapa yang ingin mencoba menjawab? Please raise your hand.
Students	: Saya us, Gambar nomer satu menunjukkan jika perempuan itu sedang sakit kepala.
Teacher	: Ya true, so what is your suggestion for her? Kira-kira apa saran kamu untuk perempuan itu miss?
Students	: Saya akan memberikan saran untuk istirahat us.
Teacher	: Great, but please try to speak in English?
Students	: I will give her suggestion to take a rest us.

Teacher : MashaAllah, that's great miss. Thank you. What is your students' number?

Students : Two us.

Teacher : Ok, anyone else who want to try identify another pictures?. Ayo siapa lagi yang mau coba menjawab? Saya akan kasih point tambahan untuk nilai kalian.

Students : Saya us, saya mau coba jawab nomor 5 ya us.

Teacher : Ok, let's try miss.

Students : Pakai bahasa indonesia, gapapa ya us?

Teacher : Ok, I will help you to translate and you should repeat later.

Students : Ok us, gambar nomor 5 menggambarkan bahwa perempuan itu sedang mengantuk saat masih di kantor atau tempat kerjanya us.

Teacher : Ok, so what is your suggestion for her?

Students : Saya menyarankan dia untuk mencuci wajahnya ke kamar mandi us.

Teacher : Ok, I will help you to translate so please repeat. Saya menyarankan bahasa inggrisnya apa?

Students : I suggest you

Teacher : And then, mencuci wajah kamu ke kamar mandi?

Students : Wash your face in the bathroom.

Teacher : Good, so please repeat again start with the first sentence.

Students : I suggest you to wash your face in the bathroom.

Teacher : That's great. So you should try first and don't say I can't speak in English. Okay?

Students : Ok us.

Teacher : Ok please open page 3. Sudah?

Students : Sudah us

Teacher : Silahkan lihat bagian D. work in groups and answer the following questions. Silahkan membentuk kelompok besar dan satu kelompok terdiri dari 10 orang.

Students : Baik Us

Teacher : Silahkan kalian kerjakan secara berkelompok bagian D dan E ya. Saya beri waktu 15 menit untuk berdiskusi.

Students : Baik us

Teacher : Have you done?

Students : Belum us

Teacher : Okay 3 menit harus sudah selesai ya.

Students : Baik us

Teacher : Okay, time is up. Silahkan kelompok satu bisa mempresentasikan hasil diskusinya dan cukup satu orang yang presentasi.

Students : Baik us, maaf us boleh pakai bahasa indonesia?

Teacher : Ok boleh tapi di mix ya dengan bahasa inggris. Silahkan bisa presentasi bagian D dulu semuanya ya.

Students : Baik us, Assalamu'alaikum wr wb I'm Rina saya akan mempresentasikan hasil diskusi group 1. Nomor 1."Why do people need others' suggestion?" Jawabannya karena untuk meminta saran dan pandangan orang lain untuk menyelesaikan masalahnya. Nomor 2. "Why do people give someone suggestion?" Jawabannya karena seseorang itu membutuhkan dan meminta saran. Dan yang nomor 3. "What do people say to suggest something?" Jawabannya bisa I suggest atau saya sarankan dan lainnya. Sekian presentasi dari kelompok 1 wassalamualaikum wr wb

Teacher : Wa'alaikumussalam wr wb, thanks you. Give applause for group one please.

Students : (applause)

Teacher : Okay please group 2, time is yours.

Students : Baik us, Assalamu'alaikum wr wb I'm Lika saya akan mempresentasikan hasil diskusi group 2. Nomor 1."Why do people need others' suggestion?" Jawabannya karena untuk meminta saran, opini dan pandangan orang lain untuk menyelesaikan suatu

kebingungan dari masalahnya. Nomor 2. "Why do people give someone suggestion?" Jawabannya karena seseorang itu membutuhkan ide dan meminta saran. Dan yang nomor 3. "What do people say to suggest something?" Jawabannya bisa I suggest atau saya sarankan dan You should atau Kamu sebaiknya. Sekian presentasi dari kelompok 2 wassalamualaikum wr wb

Teacher : That's great, thank you. Give applause please.

Students : (applause)

Teacher : Ok because we have limited time, silahkan kelompok 3 mempresentasikan bagian E ya. Saat kelompok 3 presentasi jawabannya kelompok yang lain juga menyimak dan jika ada jawaban yang berbeda bisa ditanyakan. Dan nanti tolong bisa langsung jawabannya saja ya tidak perlu membaca soalnya. Silahkan time is yours.

Students : Assalamu'alaikum wr wb. I'm Risa from group 3, I would like to present chapter E. Underline the phrases for making suggestion. Number 1. Lets go, number 2. What about, number 3. Why don't you, number 4. Shall we, number 5. You should, number 6. I think, number 7. You'd better see, number 8. I suggest, number 9. Let's go. Number 10. Don't you think. I think enough Wassalamu'alaikum wr wb.

Teacher : Apakah benar semua?

Students : Benar us

Teacher : Okay, it's easy right?

Students : Yes us.

Teacher : Do you understand about this material?

Students : Yes us, InshaAllah

Teacher : Alhamdulillah. So the next meeting please read the next chapter. That is chapter 2.

Students : Okay us.

Teacher : Okay, I hope you can take some point in this material. I think enough. Thank you very much for your attention and attendance in this class. Please let's say hamdallah together to close this lesson.

Students : Alhamdulillahirobbil'alamin

TRANSCRIPT 2

Teacher : Assalamu'alaikum wr wb

Students : Wa'alaikumussalam wr wb

Teacher : How are you?

Students : I'm fine. How about you?

Teacher : Alhamdulillah I'm doing well. So, let's open this lesson by reciting basmallah together.

Students : Bismillahirrahmanirrahim

Teacher : Anybody absence today?

Students : Nobody else us

Teacher : Ok. Did you still remember about the last material yang sudah saya berikan kemarin? Please raise your hand and I will give you point.

Students : Saya us

Teacher : Ok, what is your name miss?

Students : I'm Salsa us.

Teacher : Ok, please Miss Salsa

Students : Kemarin kita membahas tentang "Giving suggestions and offering help" us

Teacher : That's true. Thanks you Miss Salsa. Ada yang bisa menjelaskan tentang apa itu giving suggestion and offering help? Please raise your hand.

Students : Saya Us.

Teacher : Ok please Miss Rara

Students : Giving suggestion and offering help adalah bagaimana kita memberi saran dan menawarkan bantuan kepada seseorang yang memerlukan saran untuk menyelesaikan masalahnya. Kita bisa memberikan saran berupa ide, pemikiran dan pandangan kita yang bisa menjadi opsi untuk menyelesaikan permasalahan orang tersebut.

Teacher	: That's great, thank you Miss Rara. My students, have you read chapter 2 before?
Students	: Yes us, I have read
Teacher	: Ok, what is that?
Students	: Opinion
Teacher	: Can you please explain about it?
Students	: Opinion adalah pendapat us.
Teacher	: Yeah, you are right. Please read the text below.
Students	: Ok us
Teacher	: Have you done?
Students	: Yes us
Teacher	: Please raise your hand if you can answer my question before. What do you know about opinion after read that text?
Students	: Saya us.
Teacher	: Yes Miss Dita, please explain for us.
Students	: Setiap orang memiliki perbedaan pendapat mengenai sesuatu isu atau suatu kejadian. Dan kita biasanya memberikan opini atau pendapat kita dengan jujur. Dan disini kita akan belajar bagaimana merespon opini orang lain baik saat setuju atau tidak setuju.
Teacher	: That's good Miss Dita. Thank you. Give applause for Miss Dita
Students	: (applause)
Teacher	: Ok, di chapter ini kita kan belajar memberikan opini terhadap sesuatu dan bagaimana cara merespon opini tersebut. Karena merespon suatu opini bisa dengan positive response and negative response. Please open your book page 32. Sudah ketemu?
Students	: Sudah us.
Teacher	: Please see the "Better to know". Disini kita bisa memberikan opini dengan merespon positive seperti " I really love or I really like… Dan kita bisa menolak dengan respon yang negative seperti mengatakan " I can't stand.., I don't like…, or I don't mind…. Ok

ustadzah akan memberikan one example of positive response. "I love watching science fiction movies because the plot is always unpredictable" dan yang contoh negative response. "I don't like romantic comedy movies because the plots of the stories are boring". Anyone who try to make an example like that? Please raise your hand.

Students : Me us.

Teacher : Ok, what is your name Miss?

Students : My name is Winda.

Teacher : Ok Miss Winda please.

Students : Tapi yang negative response saja ya us.

Teacher : Ok, no problem

Students : I don't mind watching a foreign movie as long as there are subtitles.

Teacher : Wow, that's cool. It's mean because you don't know the meaning without subtitles right?

Students : (hahaha laugh together) yes us/benar us.

Teacher : That's okay, no problem. But we should try to watch movie without subtitle sometimes ya.

Students : Tapi nanti gak tau us artinya apa hehe

Teacher : Gapapa kita coba pilih movie yang simple percakapananya dulu seperti kartun jadi kita mudah untuk mengerti dan tentunya bisa menambah vocabulary baru. Keep going ya.

Students : Ok us, nanti bisa ya us kita sesekali nonton film bahasa Inggris Gapapa us hehe.

Teacher : Ok, next time ya InshaAllah.

Students : Siap us.

Teacher : Ok let's continue to the next pages.

Students : Ok us

Teacher	: Nah sekarang kalian sudah paham ya tentang chapter opini dan bagaiamana memberikan respon terhadap suatu opini. Sekarang please open your book page 46. Silahkan kalian kerjakan latihan halaman 46-49.
Students	: baik us.
Teacher	: Saya beri waktu 15 menit untuk mengerjakan karena hanya 10 soal pilihan ganda ya.
Students	: (mengerjakan soal)
Teacher	: Have you done?
Students	: Yes us.
Teacher	: Who want to try to answer the question number on?
Students	: Saya us.
Teacher	: Ok Miss Salsa please.
Students	: (membaca soal) the best answer is B. For me, personally, it was a great movie.
Teacher	: Ok thanks, apakah benar jawabannya?
Students	: Yes us.
Teacher	: Ok next, anyone else?
Students	: Saya us.
Teacher	: What is your name miss?
Students	: Lika us.
Teacher	: Ok please, Miss Lika.
Students	: (membaca soal) the best answer is E. I have no doubt that you will finish both papers on time.
Teacher	: Ok great. Thanks Miss Lika. Ok who is next?
Students	: Me us.
Teacher	: Silahkan Miss Nanda.

Students	: (membaca soal) The best answer is C. To be honest, I think the black shoes are better.
Teacher	: Ok thanks, Who is next?
Students	: Saya us.
Teacher	: Ok silahkan Miss Risa.
Students	: (membaca soal) The best answer is C. I'm pretty sure that it will be beneficial for the students.
Teacher	: Ok thanks Miss Risa, Next?
Students	: Say us, Mira
Teacher	: Ok Miss Mira
Students	: (Membaca soal) the best answer is E. it seems to me that you should go to the hospital.
Teacher	: Thanks miss, Next?
Students	: Me us, Salsabilla.
Teacher	: Ok please.
Students	: (Membaca soal) the best answer is A. I have the feeling that the biopic movie will be good.
Teacher	: Thanks Miss, Next?
Students	: Saya us.
Teacher	: Ok please Miss
Students	: (Membaca soal) the best answer is D. Personally, I think the song is beautiful
Teacher	: Thank you Miss, Who is next?
Students	: Saya us, Nisa.
Teacher	: Ok Miss Nisa please.
Students	: (Membaca soal) The best answer is B. In my opinion, the way he teaches grammar through story-telling is refreshing.
Teacher	: That's true. Thanks miss. Next?

Students   : Saya us, Lika.

Teacher   : Ok Miss Lika again, please.

Students   : (Membaca soal) the best answer is C. Since he loves to read, I would say that a new novel will be good.

Teacher   : Thanks miss, ok the last please.

Students   : Me us, Meika.

Teacher   : Ok please miss Meika.

Students   : (Membaca soal) the best answer is E. In my opinion, I think that the Hercule Poirot book will be better for you.

Teacher   : Alhamdulillah sudah selesai. Apakah ada yang benar semua jawabannya?

Students   : (several students raise their hands)

Teacher   : Ada yang salah satu?

Students   : (Almost all of them raise their hands)

Teacher   : Ok, because our times almost up. Saya akan me-review materi yang sudah saya berikan hari ini. Kita tadi belajar tentang pa saja?

Students   : Opinion/ memberikan respon positif dan respon negative

Teacher   : Kalimat apa yang digunakan saat memberikan respon negative?

Students   : "I don't like, I can't stand, I don't mind"

Teacher   : Sedangkan response positif?

Students   : "I really love, I really like, I think that's good etc"

Teacher   : That's good, hopefully you can get point about this material. And don't forget to read the next chapter ya. Sebelum kalian masuk ke kelas ustadzah pastikan kalian sudah harus membaca chapter selanjurnya, mengerti?

Students   : Mengerti us.

Teacher   : Ok, I think enough. Let's close our lesson by reciting Hamdallah together.

Students   : Alhamdulillahirobil'alamin.

TRANSCRIPT 3

Teacher   : Assalamu'alaikum wr wb

Students   : Wa'alaikumussalam wr wb

Teacher   : How are you today?

Students   : I'm fine. How about you Us?

Teacher   : Alhamdulillah I'm doing well. So, let's open this lesson by reciting basmallah together.

Students   : Bismillahirrahmanirrahim

Teacher   : Anybody absence today?

Students   : Nobody else us

Teacher   : Ok. Did you still remember about the last material yang sudah saya berikan kemarin? Please raise your hand and I will give you point.

Students   : Saya us

Teacher   : Ok, what is your name miss?

Students   : Nisa us

Teacher   : Ok please Miss.

Students   : Kemarin kita belajar chapter Opinion Us, tentang memberikan respon positif dan respon negative.

Teacher   : That's great miss, thank you.

Students   : You're welcome Us.

Teacher   : Ok let's continue the next material today. But before that I want to ask you all. Have you read the third chapter?

Students   : Alhamdulillah sudah Us/ Yes us.

Teacher   : Alhamdulillah. What is the tittle in that chapter?

Students   : Chapter 3 about "Inviting Someone" us.

Teacher   : Yes that's true. Can you explain it?. Anyone who want to try?

Students : In Indonesian nggak apa ya us?

Teacher : Ok

Students : Saya us.

Teacher : Ok miss Naila, please explain for us.

Students : Inviting someone aadalah mengundang seseorang. Kita sebagai seorang manusia hidup sebagai makluk sosial. Kita secara normal memerlukan interaksi untuk menjaga hubungan satu sama lain. Biasanya kita mengundang seseorang diacara birthday, graduation atau kelulusan dan pernikahan atau wedding.

Teacher : MashaAllah that's awesome Miss Naila. I believe you have read this chapter before so you can explain it clearly. Thanks Miss Naila.

Students : Alhamdulillah I have read before us. You're welcome us.

Teacher : Anyone who want to try again?

Students : Saya us.

Teacher : Ok please miss

Students : Saya ingin menambahi dari yang sudah dijelaskan sama Miss Naila ya Us.

Teacher : Ok miss

Students : Saya ingin menambahi penjelasan dari Miss Naila. Dalam chapter ini selain kita mengerti untuk apa kita mengundang seseorang. Di chapter ini kita juga belajar untuk bagaimana mengespresikan perasaan kita untuk mengundang seseorang secara formal ataupun non-formal.

Teacher : That's great Miss, That's true. Thanks all

Students : You're welcome us.

Teacher : Yeah you all great and true. Jadi dichapter ini kita tahu bahwa mengundang seseorang diperlukan untuk kita tetap menjaga our relationship atau friendship kita agar tetap terjaga dengan baik dengan orang-orang terdekat kita. Dan undangan ini bisa berupa wedding invitation, birthday or graduation atau kelulusan. Dan di chapter ini kita juga kan belajar bagaimana cara mengundang seseorang secara formal dan non-formal. Tentu undangan yang

akan ditujukan kepada teman dekat dan undangan kepada orang yang lebih tua tentu berbeda. Bahasa yang digunakan juga berbeda. Do you understand?

Students   : Yes us

Teacher   : Alhamdulillah. So please open your book page 52. Dibagian A. What events are these? Write down the names of the events. Silahkan kalian amati gambar-gambar tersebut setelah itu tulis kira-kira jenis undangan apa yang cocok sesuai gambar yang ada. Apakah jenis undangan Wedding, graduation or birthday etc. Anoyone who want to try answer it?

Students   : Dua dulu gak apa ya Us.

Teacher   : Yeah sure.

Students   : Number 1 about Meeting invitation and number 2 about graduation parties.

Teacher   : Yeah that's true. Thanks miss. Anyone else?

Students   : Saya us.

Teacher   : Ok please answer number 3 and number 4.

Students   : Number 3 about Birthday celebration and number 4 about wedding parties Us.

Teacher   : Yeah that's great. Thank you. Yeah that's enough ya. I think that's easy to answer. So please see the next book.

Students   : Ok us.

Teacher   : Bagian B. Work in a group of five. Conduct a survey about events that your friends have attended. Fill in the table with the result of your survey. Silahkan kalian membentuk kelompok yang terdiri dari 5 anggota, setelah itu silahkan diskusikan 3 pertanyaan yang ada di teks tersebut. Paham?

Students   : Baik paham us.

Teacher   : Baik, saya beri waktu 5 menit untuk berdiskusi dan nanti silahkan perwakilan dari masing-masing kelompok mempresentasikan dan pastikan jawaban yang satu dengan yang lain berbeda ya. Dan nanti hanya 2 group yang akan mempresentasikan hasil diskusinya because we have limited time.

Students : Baik us

Teacher : Sudah selesai?

Students : Sudah us.

Teacher : Siapa yang ingin mempresentasikan hasil diskusinya di urutan pertama? But please try to speak English ya.

Students : Kelompok 3 us.

Teacher : Ok silahkan kempok 3.

Students : Assalamu'alaikum wr wb, perkenalkan saya Lika, disini saya perwakilan dari kelompok 3. Pertanyaan number 1. Have you been invited to an event recently? Biasanya banyak saat undangan ulang tahun atau birthday celebration. Question number 2. Did you go to the event? The answer is I did and didn't sometimes. And the last question, number 3. Why did you go? And why didn't you go? The answer is, I did go because I have free time in that day and also she is my classmate. And why didn't I go because I was busy and bertepatan dengan acara keluarga dan juga biasanya tidak terlalu dekat. So, I didn't go. Thanks you for your attention. Wassalamu'alaikum wr wb

All : Wa'alaikumussalam wr wb.

Teacher : Thanks Miss Lika. Please give applause for group 3. Who is next?

Students : Group 1us.

Teacher : Ok please.

Students : Assalamu'alaikum wr wb, I'm Winda from group 1. I want to tell our discussion of group 1. Question number 1 is have you been invited to an event recently? The answer is we have before. Question number 2 is did you go to the event? The answer is yes we go to the event and also we didn't do to the event sometime. And question number 3 is why did you go? Why didn't you go? The answer is why did we go because he or she is our close friend and best friend and why didn't we go because she or he is not our close friend or best friend and also we had another event in the same time. Thank you, Wassalamu'alaikum wr wb

Teacher : Wa'alaikumussalam wr wb, that's great. You present your discussion with full of English. I'm proud of you Winda and also all of member of group 1. Give applause for group 1 please.

Students   : (applause together)

Teacher   : Thank you so much for your time. I think we almost have same reason and experience about this right?. Jadi untuk mempersingkat waktu kita cukupkan untuk sesi presentasi kali ini dan I believe each group mendiskusikan 3 pertanyaan tadi dengan bagus juga. Thanks for that.

Students   : Ok us.

Teacher   : So please open your book page 56. Bagian I. Sudah ketemu?

Students   : Sudah Us.

Teacher   : Can you suggest, is it formal or informal invitation?

Students   : Informal Us

Teacher   : Why you choose informal invitation?

Students   : Because there is no signature/ for friends Us etc

Teacher   : Yeah that's true.Ok, Please read that invitation letter. Dalam contoh surat undang tidak resmi tersebut kita bisa me;ihat bahwa dalam menulis surat itu ada bagian-bagian yang harus diperhatikan ya. Disini ada event purpose atau tujuannya mengundang itu untuk hal apa?. Misalkan jika tidak ada event purpose kira-kira kalian akan bingung nggak sebagai penerima?

Students   : Bingung us.

Teacher   : Ya, and then harus ada date, hour, place. This is important karena saat kita dapat undangan tapi tidak ada tanggalnya kapan. Do you want to go or not?

Students   : No us.

Teacher   : And then, Name of Host. Nah ini bisa optioanal ya. Jadi based on event purpose of invitation. Jadi tidak harus ada nama hostnya siapa. Tapi semisal di acara birthday party atau mungkin graduation party yang ada acara speech didalamnya ini boleh dicantumkan. Do you understand?

Students   : Yes Us.

Teacher   : Ok the last is Reply Instruction. Do you know what is mean?

Students   : Teknis menjawab (several students silent)

Teacher	: Ok thanks. Jadi Reply Instruction ini bisa bertujuan untuk konfirmasi semisal nanti akan datang atau tidak. Semisal nanti ada pertanyaan dari tamu yang diundang dan sebagainya. Can you get my point?
Students	: Yes Us.
Teacher	: Nah, Itu tadi kan the example of informal invitation. Now, let's discuss about part of formal invitation letter. Please open your book page 57 and read it. I will give you 3 minutes to read.
Students	: Ok us
Teacher	: Have you done?
Students	: Yes us.
Teacher	: So, in formal invitation letters there are Name of host, Introduction atau pembukaannya. Pembukaan ini bisa dimulai dengan salam dan tanya kabar. After that, main content. Main content is the purpose of invitation. Seperti event purpose tetapi ini lebih detail penjelasannya. And then summary atau kesimpulan dari surat undangan tersebut. Ada reply instruction yang bisa berupa nomor telepon yang bisa dihubungi ataupun email. And then complimentary close atau salam penutup and the last is signature atau tanda tangan pengirim surat undangan. Do you understand? Or any question?
Students	: Yes us.
Teacher	: Ok, can you analyze, what is the different between formal and informal invitation letter?
Students	: (Silent)
Teacher	: Come on, I will give you score if you can answer my question.
Student	: (Silent)
Teacher	: Ayo, let's try to answer. Jika salahpun ustadzah tetap akan kasih nilai. Ayo dicoba dulu ya.
Students	: Saya us. Tapi kalau salah nggak papa ya us.
Teacher	: It's ok.
Students	: Kalau informal biasanya untuk mengundang teman sebaya, bahasa yang digunakan tidak formal, tidak ada signature.

Sedangkan formal biasanya untuk mengundang orang yang lebih tua, acara resmi, ada signature, ada summary dan lainnya.

Teacher : That's Good, thanks miss. Anyone else?. I will give you score. Come on

Students : Saya Us.

Teacher : Ok, please explain for us.

Students : Di informal invitation letter ada event purpose, date, hour, place, name of Host, and reply instructions. Sedangkan di Formal invitation letter ada name of Host, introduction, Main content, summary, Reply instruction, complimentary close and signature.

Teacher : That's good, thank you miss. Ok because we have limited time now. I have homework for you. Please make one formal invitation letter and one informal invitation letter. I will give you score in the next meeting. And for informal invitation letter you can decorate it by yourself. Do you understand?

Students : Yes Us/ Apakah harus ditulis dikartu ucapan us?

Teacher : Tidah harus, kamu bisa membuatnya di kertas karton atau kertas origami, up to you miss. And the bisa juga kalian hias dengan kreasi kalian masing-masing. Any question?

Students : No Us.

Teacher : Ok, thanks for your attention and attendance today. To close this lesson please say basmallah together.

Students : Bismillahirrahmanirrahim

Teacher : Ok I think enough and don't forget to bring your homework next week. Wassalamu'alaikum wr wb.

Students : Wassalamu'alaikum wr wb.

TRANSCRIPT 4

Teacher	: Assalamu'alaikum wr wb
Students	: Wa'alaikumussalam wr wb
Teacher	: Good Afternoon
Students	: Good Afternoon
Teacher	: Are you feeling good right now?
Students	: Yeah alhamdulillah
Teacher	: Ok Alhamdulillah. So, let's open this lesson by reciting basmallah together.
Students	: Bismillahirrahmanirrahim
Teacher	: Hopefully our lesson today will run a well aamiin.
Students	: aamiin
Teacher	: Anybody absence today?
Students	: Nobody Us/ tidak ada Us
Teacher	: Alhamdulillah. I want to ask you, what was material that we had learned last week?
Students	: Inviting someone/ surat undangan Ust.
Teacher	: Yeah that's true. I thought you all forgot, but Alhamdulillah not.
Students	: Alhamdulillah
Teacher	: Can you help me please to prepare the LCD? We will learn with a video right now.
Students	: Baik Ust (memasang LCD dan menyiapkan)
Teacher	: Thanks mr for help me. Ok, are you ready to learn?
Students	: Yes Ust/ Ready Ust.
Teacher	: Ok, please watch this video, then you should analyze and last you should tell me, what is the point of that video? Do you understand?
Students	: (silent)

Teacher   : Jadi ustadz akan menayangkan video tentang salah satu materi yang masih berkaitan dengan Chapter Inviting someone. Silahkan nanti kalian analisis dan jika perlu di tulis. Setelah itu ustadz akan bertanya kepada kalian tentang materi yang ada di video secara random. Paham?

Students   : Paham Ust.

Teacher   : Ok, I will reply that video twice.

Stuents   : (menonton video)

Teacher   : Ok finish. Who want to tell us about that video?

Students   : (silent)

Teacher   : I will give you score, come on. Let's try.

Students   : Saya Ust.

Teacher   : Ok please mr.

Students   : Di video tersebut menjelaskan tentang preposition of time "In, On, At"

Teacher   : Enough?

Students   : Yes Ust.

Teacher   : Ok thanks mr, anyone else?

Students   : (silent)

Teacher   : Ayo siapa lagi? apa perlu ustadz tunjuk?

Students   : (silent)

Teacher   : Ok I will choose one. You mr, please

Students   : Saya ust?

Teacher   : Ya

Students   : Di video itu menjelaskan penggunaan In, On, at. Yang saya paham penggunaan On, yaitu On digunakan untuk tanggal yang spesifik dan hari special seperti Hari kemerdekaan. Dan penggunaan At digunakan untuk penggunaan jam. Dan In masih bingung ust hehe.

Teacher	: That's great, thank mr. Anyone who will explain about In?
Students	: Saya Ust.
Teacher	: Ok please mr
Students	: Salah nggak papa ya Ust
Teacher	: Yeah it's okay, we still learning
Students	: Penggunaan "In" digunakan untuk penggunaan bulan, tahun dimasa lalu.
Teacher	: Ok thanks mr. Ya that's true but not complete yet. So, I will explain these prepositions of time in, on, and at. I will explain in Indonesian language so you all can easily to understand. Penggunaan "at" sudah jelas ya, bahwa ini digunakan untuk penggunaan jam, for example at 5 o'clock, exceptions such as "at night". Dan penggunaan, "On" digunaakan untuk nama hari, specific day dan hari special seperti "On New Years' Day", "On Tuesday, On January 22th. Jadi On ini untuk lengkapnya hari, tanggal, bulan. Sedangkan untuk "In" ini hanya untuk bulan saja, tahun, longer period for examples "in the past", In January, In the morning, in the 1990. Do you understand?
Students	: Yes Ust/ Berarti kalau On itu lengkap ya ust kalau in hanya bulan saja?
Teacher	: Yeah that's true mr.
Students	: Thanks ust.
Teacher	: With my pleasure mr. Ok, please makes an invitation letter on your paper used that preposition of time now. Silahkan boleh membuat informal or formal invitation letter, you can choose one of them. Saya kasih waktu 8 menit. Start right now. After that, please submit in my table.
Students	: (mengerjakan)
Teacher	: Have you done?
Students	: Yes Ust/ not yet Ust
Teacher	: Ok, silahkan bisa dikumpulkan ya. Yang sudah selesai. Please open your book page 66. Silahkan bisa dikerjakan nomor 1-10. After that we will discuss together. Any question?

Sudents	: No ust, ini langsung dijawab di buku ngak papa ust?
Teacher	: Yeah of course, that's book are yours. 10 minutes ya. Nanti beberapa soal kita bahas.
Students	: (mengerjakan)
Teacher	: Have you done?
Students	: Yes ust/ have done
Teacher	: Ok, who want to try answers number 1? Please raise your hand I will give you score.
Students	: Saya Ust (beberapa anak raise hand)
Teacher	: Ok you mr, please read the text first after that you can answer it.
Students	: (read the text) who is invited to the meeting? The best answer is D. The staff.
Teacher	: Gimana yang lain? Is it right?
Students	: Yes Ust/Right
Teacher	: Yeah true. And then number 2.
Students	: (Mengangkat tangan beberapa anak)
Teacher	: Ok You mr.
Students	: Number 2, what is the purpose of the letter?. The best answer is C. To invite the staff to come to the meeting.
Teacher	: Is it true? Gimana yang lain. Apakah jawabannya sama?
Students	: Yes ust, true/ benar ust
Teacher	: Ok next number 3. Who want to try?
Students	: Saya Ust
Teacher	: Ok please mr.
Students	: Number 3. What is true according to the text?. The best answer is E. The staff have no respond with an email in order to attend the meeting.

Teacher	: Yeah true. Thanks mr. Ok kita bahas sampai nomor 5 saja ya karena waktu belajar kita mau habis. Who is next?
Students	: Me Ust(raise hand)
Teacher	: Ok please mr. But please read the text first mr.
Students	: (read text) number 4. Why did the company send a letter to Jasmine?. The best answer is B. To ask her to come for an interview.
Teacher	: Ok that's true. Who want to try the last one?
Students	: Saya ust.
Teacher	: Ok please
Students	: Number 5. What should Jasmine bring to the company?. The best answer is D. a copy of her resume.
Teacher	: Is it true or false?
Students	: True Ust
Teacher	: Yeah that's true. Thanks my great students. Because time is almost up. I want to review our material today. What the material that we learn today?. Please raise your hand and I will give you score.
Students	: (several students raise hand) Saya Ust
Teacher	: Ok you mr. But let's try to speak English
Students	: Today we learn about preposition of time "In, On, and At". And then discuss about invitation letter. And mengerjakan latihan soal Ust.
Teacher	: Yeah that's great. Thank you all. Hopefully you still remember about this material. And please read the next chapter. And the last to close this lessons please say hamdallah together
Students	: Alhamdulillahirrabilal'amin
Teacher	: Thanks for your attention and participation. Wassalamu'alaikum wr wb
Students	: Wa'alaikumussalam wr wb.

TRANSCRIPT 5

Teacher   : Assalamu'alaikum wr wb

Students   : Wa'alaikumussalam wr wb

Teacher   : Good afternoon

Students   : Good afternoon

Teacher   : How do you feel today?

Students   : Alhamdulillah /Capek ust / Ngantuk ust/ Laper ust

Teacher   : Wah yang ngantuk bisa ke wastafel cuci muka ya.

Student   : Baik Ust

Teacher   : Yang lapar, belum lunch tadi?

Students   : Belum ust

Teacher   : Why you don't lunch?

Students   : Karena tadi habis nulis materi banyak Ust

Teacher   : Hemm Ok, if you have snack you can eat. I will give you time 5 minutes to eat.

Students   : Ok ust, Thank you Ust.

Teacher   : Ok everyone. Do you know, what is the material that we want to learn now?

Students   : (silent)

Teacher   : Have you read before? Hayo ini udah pada baca belum kok diam saja. Jangan-jangan belum pada baca ya ini?

Students   : Sudah Ust/ Belum Ust

Teacher   : Yang sudah baca, kita akan belajar tentang apa?

Students   : Analytical Exposition Text and Speech Ust

Teacher   : Yeah that's true. Thank you mr. Dan yang belum silahkan dibaca. I will give you time 3 minutes. Saya tidak mau kalau menjelaskan materi tapi kalian belum baca sebelumnya. Silahkan dibaca dulu sambil saya menyiapkan LCD.

Students	: Baik Ust
Teacher	: (menyiapkan LCD untuk menjelaskan materi). Sudah selesai?
Students	: Sudah Ust.
Teacher	: Ok sebelum ke materi. I will give you a question. If you can answer my question please raise your hand. I have 3 glasses. Gelas pertama berisi air penuh, gelas kedua tidak ada airnya atau kosong dan gelas ketiga ada airnya tapi setengah. Kira-kira saat kalian ingin mencari ilmu kalian harus seperti gelas pertama, kedua, atau ketiga? Silahkan mencoba menjawab tidak ada jawaban yang salah jadi jangan takut. Raise your hand please. I will give you score.
Students	: Saya ust. Salah nggak papa ya ust
Teacher	: That's okay
Students	: Saya pilih gelas pertama ust
Teacher	: Why you choose the first glass?
Students	: Karena kita harus punya banyak bekal untuk belajar ust
Teacher	: Ok thank you. Anyone else, do you have another opinion please.
Students	: Saya ust.
Teacher	: Ok please.
Students	: Saya pilih nomor 2 ust. Karena kalau kita mau belajar kita harus punya gelas kosong agar bisa di isi banyak ilmu Ust.
Teacher	: That's true. Thanks for all of opinion I appreciate that. But the best answer is the third glass.
Student	: Kenapa us/ kok bisa ust?
Teacher	: Why the third glass? Sebelum ustadzah menjelaskan. Ada yang mau mencoba menjawab. Alasannya kenapa?
Students	: Saya Ust.
Teacher	: Yes please.
Students	: Kita harus punya bekal saat mau belajar Ust.
Teacher	: Yeah that true. Kita harus punya bekal dulu. I will explain it in detail. Coba bayangkan saat ada 2 santri mau masuk pesantren

dimana target menghafal 30 juz. Santri pertama punya hafalan 2 juz dengan santri yang tidak memiliki hafalan. Kira-kira ada bedanya nggak?

Students : Ada ust

Teacher : Apa bedanya?

Students : Yang punya hafalan 2 juz lebih mudah mencapai target hafalan Ust/ yang satunya cepat mencapai target Ust

Teacher : Nah, that's my point. Jadi itu adalah gambaran gelas ketiga, dimana saat kita mau cari ilmu kita juga perlu Persiapan agar kita lebih mudah untuk mengisinya tau menambahnya lagi. Kalau gelasnya kosong, kita tentu akan lama untuk memahaminya dan kalau gelas yang terisi penuh itu ibarat kita sombong, tidak mau menerima ilmu lagi, karena jika akan diisi pasti akan tumpah. That's why ustadzah always said to you all for read the next chapters before you come in my class. Do you understand now?

Students : Yes Ust/ Sorry ya Ust

Teacher : That's okay. But don't repeat again. Because this lesson is for you, not for me. And I hope ini tidak hanya dipelajaran bahasa Inggris saja but all lesson. Ok?

Students : InshaAllah Ust

Teacher : Ok. Let's continue to the material now. But we want to learn about Exposition text first and about speech InshaAllah next meeting. Please watch this video.

Students : (menonton video)

Teacher : What is the point that you get in this video?. Please raise your hand and I will give you score.

Students : Saya ust

Teacher : Ok please let's expain it mr

Students : video ini tentang penggunaan text untuk memberikan opini yang benar dan valid yang bisa mempengaruhi orang Ust

Teacher : That's true. Thanks mr. Please give applause for him.

Students : (applause together)

Teacher   : So, in this chapter we want to learn about an analytical exposition text and how to write it. Let's move to slide. Silahkan perhatikan slide yang saya buka

Students   : (melihat slide power point)

Teacher   : Jadi an analytical exposition text ini adalah tulisan yang digunakan untuk mengiring opini kebenaran untuk disampaikan kepada orang. Dimana kita tahu bahwa bisa saja ada orang yang akan setuju dan menolak jadi kita sertakan juga alasannya dari pandangan masing-masing. Nah, biasanya text eksposisi ini banya kita temui pada jurnal scientific, surat kabar, atau majalah. Misalnya menulis teks eksposisi tentang pentingnya menjaga kesehatan, bahaya merokok, pentingnya olahraga dan lain sebagainya. do you understand?

Students   : Yes ust/ InshaAllah ust

Teacher   : If you understand, please give me another example of exposition text?

Students   : Tentang pentingnya sarapan/ bahaya narkoba/ pentingnya tidur siang/ bahaya begadang.

Teacher   : Yeah that's true. Thanks for your attention. Silahkan lihat the next slides.

Students   : (melihat slide)

Teacher   : And then, the next slide is structure of exposition text. In the Exposition text have several structure there are: Thesis (yang berisi tentang penjelasan singkat tentang topic), argument 1 dan argument 2 (berisi poin-poin tentang support atau mendukung tentang thesis), dan Reiteration (restating the thesis, atau tentang kesimpulan dari tesis yang dibahas diawal dan juga dari poin-poin argument dan fakta yang sudah dituliskan). Jadi ini adalah urutan saat kita ingin membuat teks eksposisi. Any question?

Students   : Tidak ust/ No ust

Teacher   : Ok, Sudah paham ya. Jadi misalkan kalian ingin membuat sebuah artikel harus ada fakta-fakta yang mendukung dari penelitian sebelumnya dan tidak boleh hanya opini tapi tanpa bukti. Jadi tulisan kalian juga valid dan orang lainpun akan mudah untuk percaya. Do you understand?

Students   : InshaAllah Ust/ Understand Ust

Teacher : Ok, so please open your book page 73. Silahkan kalian kerjakan Bagian D. Match the words on the lestf column with the phrases on the right column. Bisa langsung ditandai disitu saja ya. I will give you 10 minutes to do that. And I will give you score for that. So, make sure kalian mengerjakan dengan teliti.

Students : (mengerjakan soal)

Teacher : Have you done?

Students : Yes Ust/ Not yet

Teacher : Ok ustadz kasih tambahan waktu 2 menit

Students : (mengerjakan soal yang belum selesai)

Teacher : time is up. Silahkan semuanya diangkat. Jika tidak diangkat ustadzah tidak akan memberikan nilai. Ayo segera diangkat dan nanti putar ke kanan. Ayo, 1, 2, 3, 4 ,5 stop. Minta tolong miss yang paling belakang buku yang menumpuk dikasihkan kedepan ya. Semuanya sudah dapat buku temannya?

Students : Sudah Ust.

Teacher : Because we have limited time. Ustadz akan langsung memberikan jawabannya dan jika ada yang salah silahkan disilang dan diberi tanda kurung jawaban yang benar. Do you understand?

Students : Baik Ust

Teacher : Number 1 with C, number 2 with B, number 3 with D, number 4 with A, number 5 with H, number 6 with E, number 7 with F, number 8 with G, number 9 with I, number 10 with E (ini karena E nya ada 2 nomor 10 ini E yang obesity ya). Silahkan dihitung salah dan benarnya. After that, nanti yang benar dikalikan 10 jadi nilai total jika benar semuanya 10 x 10 = 100. Any question?

Students : (menghitung jumlah salah dan benar serta memberi nilai) Tidak ust? No ust.

Teacher : Have you done?

Students : Yes ust/ done ust

Teacher : Ok please submit all of your books in my table and then please take it out all in my office. I will write your score later. Minta tolong ya nanti semua buku ini dibawa ke meja saya dikantor setelah pelajaran ini selesai.

Students   : Baik ust

Teacher   : Thanks. So, because time is up. I hope you can take point about this lesson today. And please don't forget to read the next pages on your book before you come in my class. Sekali lagi saya tekankan jika kalian ingin mengikuti pelajaran saya, make sure kalian sudah membaca materi selanjutnya. Jika ada yang belum membaca lebih baik tidak perlu mengikuti pelajaran saya. Paham?

Students   : Paham ust/ InshaAllah Ust.

Teacher   : Ok, I think enough, please let's say hamdallah together.

Students   : Alhamdulillahirrabil'alamin

Teacher   : Thanks for you time and partisipation today. And if there are any mistakes, I'm sorry. Wassalamu'alaikum wr wr

Students   : Wa'alaikumussalam wr wb.

APPENDIX III

The Finding Types of Directive Speech Acts Used by Two English Teachers Used Searle's Theory and Types of Students' Response Used Levinson's Theory.

O: Ordering/Commad   I: Inviting   W: Warning/Forbid   Dis: Dispreference

R: Requesting   S: Suggesting   Pre: Preference

24.01.22: Date of data collection   T1: Number of Teacher   M1: Number of Meeting   D0: Number of Data/Datum

CODE	DATA	TYPE DIRECTIVE SPEECH ACTS BY SEARLE'S THEORY					TYPE RESPONSE BY LEVINSON	
		O	R	I	S	W	Dis	Pre
24.01.22/T1/M1/D1	How are you?		1					1
24.01.22/T1/M1/D2	Why? (command to really know)	1						1
24.01.22/T1/M1/D3	Who is the leader in this class?	1						1
24.01.22/T1/M1/D4	Miss Naila, please lead your friends to pray together.	1						1
24.01.22/T1/M1/D5	Anybody absence today?		1					1
24.01.22/T1/M1/D6	Why she absences today?		1					1
24.01.22/T1/M1/D7	My students, do you bring you English book?	1						1

24.01.22/T1/M1/D8	Ok, please open your book page 1.		1					1
24.01.22/T1/M1/D9	What is the title in this chapter?		1				1	
24.01.22/T1/M1/D10	Can you translate it in Indonesian language?		1					1
24.01.22/T1/M1/D11	Who want to try, please raises your hand.		1					1
24.01.22/T1/M1/D12	Miss Hulwah please tells me.		1					1
24.01.22/T1/M1/D13	What is your student number miss?	1						1
24.01.22/T1/M1/D14	Anyone else. Who want to try to translate it?		1					1
24.01.22/T1/M1/D15	Please read the intro.		1					1
24.01.22/T1/M1/D16	In daily life, someone often asks for others' suggestions to his or her problem. Do you know in Indonesian language?		1					1
24.01.22/T1/M1/D17	That's great. Ok, let's continue.	1						1
24.01.22/T1/M1/D18	"The suggestions can be ideas, advice, or insights to solve the problem". What is the meaning in Indonesia, please tells me.		1					1
24.01.22/T1/M1/D19	Don't forget to raise your hand so I can give you point.						1	1
24.01.22/T1/M1/D20	Ok I will explain in Indonesian. Jadi dalam chapter ini kita akan belajar bagaimana kita		1					1

Code	Utterance						
	membuat saran dan menawarkan bantuan kepada seseorang yang memerlukan saran untuk menyelesaikan masalahnya. Karena kita bisa memberikan saran berupa ide, pemikiran dan pandangan kita yang bisa menjadi opsi untuk menyelesaikan permasalahan orang tersebut. <u>Do you understand?</u>						
24.01.22/T1/M1/D21	Alhamdulillah. Ok please open the next page	1					1
24.01.22/T1/M1/D22	Please look at the pictures and identify what is happening. Kira-kira apa yang terjadi dalam beberapa gambar tersebut. Siapa yang ingin mencoba menjawab? <u>Please raise your hand.</u>	1					1
24.01.22/T1/M1/D23	Ya true, so <u>what is your suggestion for her?</u> Kira-kira apa saran kamu untuk perempuan itu miss?	1					1
24.01.22/T1/M1/D24	Great, but please try to speak in English?	1					1
24.01.22/T1/M1/D25	That's great miss. Thank you. What is your students' number?	1					1
24.01.22/T1/M1/D26	<u>Ayo siapa lagi</u> yang mau coba menjawab? Saya akan kasih point tambahan untuk nilai kalian.	1					1
24.01.22/T1/M1/D27	Ok, let's try miss.	1					1
24.01.22/T1/M1/D28	Ok, I will help you to translate and <u>you should</u>			1			1

ID	Text							
	repeat later.							
24.01.22/T1/M1/D29	Ok, so what is your suggestion for her?		1					1
24.01.22/T1/M1/D30	Ok, I will help you to translate so please repeat.		1					1
24.01.22/T1/M1/D31	Good, so please repeat again start with the first sentence.		1					1
24.01.22/T1/M1/D32	That's great. So you should try first.				1			1
24.01.22/T1/M1/D33	Don't say I can't speak in English. Okay?					1		1
24.01.22/T1/M1/D34	Ok please open page 3.	1						1
24.01.22/T1/M1/D35	Silahkan lihat bagian D. work in groups and answer the following questions.	1						1
24.01.22/T1/M1/D36	Silahkan membentuk kelompok besar dan satu kelompok terdiri dari 10 orang.	1						1
24.01.22/T1/M1/D37	Silahkan kalian kerjakan secara berkelompok bagian D dan E ya. Saya beri waktu 15 menit untuk berdiskusi	1						1
24.01.22/T1/M1/D38	Okay 3 menit harus sudah selesai ya.	1						1
24.01.22/T1/M1/D39	Okay, time is up.	1					1	
24.01.22/T1/M1/D40	Silahkan kelompok satu bisa mempresentasikan hasil diskusinya dan cukup satu orang yang	1						1

	presentasi.							
24.01.22/T1/M1/D41	<u>Silahkan bisa</u> presentasi <u>bagian D dulu</u> semuanya ya.	1						1
24.01.22/T1/M1/D42	Thank you. Give applause for <u>group one please</u>		1					1
24.01.22/T1/M1/D43	Okay please group 2, <u>time is yours.</u>			1				1
24.01.22/T1/M1/D44	That's great, thank you. <u>Give applause please</u>		1					1
24.01.22/T1/M1/D45	Ok because we have limited time<u>, silahkan kelompok 3 mempresentasikan</u> bagian E ya. Saat kelompok 3 presentasi jawabannya kelompok yang lain juga menyimak.	1						1
24.01.22/T1/M1/D46	Jika ada jawaban yang berbeda bisa ditanyakan.		1					1
24.01.22/T1/M1/D47	Dan nanti tolong <u>bisa langsung jawabannya</u> saja ya tidak perlu membaca soalnya	1						1
24.01.22/T1/M1/D48	Silahkan time is yours.			1				1
24.01.22/T1/M1/D49	Alhamdulillah. So the next meeting <u>please read the next chapter</u>. That is chapter 2.	1						1
24.01.22/T1/M1/D50	Okay, I hope you can take some point in this material. I think enough. Thank you very much for your attention and attendance in this class. <u>Please let's say hamdallah</u> together to close this		1					1

	lesson.						
TOTAL T1M1	**17**	**27**	**2**	**2**	**2**	**2**	**48**
24.01.22/T1/M2/D51	How are you?		1					1
24.01.22/T1/M2/D52	Alhamdulillah I'm doing well. So, let's open this lesson by reciting basmallah together.		1					1
31.01.22/T1/M2/D53	Anybody absence today?		1					1
31.01.22/T1/M2/D54	Ok. Did you still remember about the last material yang sudah saya berikan kemarin? Please raise your hand and I will give you point		1					1
31.01.22/T1/M2/D55	Ok, what is your name miss?		1					1
31.01.22/T1/M2/D56	Ok, please Miss Salsa		1					1
31.01.22/T1/M2/D57	That's true. Thank you Miss Salsa. Ada yang bisa menjelaskan tentang apa itu giving suggestion and offering help? Please raise your hand.		1					1
31.01.22/T1/M2/D58	Ok please Miss Rara		1					1

31.01.22/T1/M2/D59	My students, <u>have you</u> read chapter 2 before?		1				1
31.01.22/T1/M2/D60	Ok, <u>what is</u> that?	1					1
31.01.22/T1/M2/D61	Can you please explain about it?		1				1
31.01.22/T1/M2/D62	Yeah, you are right. Please read the text below.		1				1
31.01.22/T1/M2/D63	Please raise your hand if you can answer my question before.		1				1
31.01.22/T1/M2/D64	Yes Miss Dita, <u>please explain</u> for us.		1				1
31.01.22/T1/M2/D65	That's good Miss Dita. Thank you. <u>Give applause </u>for Miss Dita	1					1
31.01.22/T1/M2/D66	Ok, di chapter ini kita kan belajar memberikan opini terhadap sesuatu dan bagaimana cara merespon opini tersebut. Karena merespon suatu opini bisa dengan positive response and negative response. <u>Please open your book</u> page 32. Sudah ketemu?		1				1
31.01.22/T1/M2/D67	Please see the "Better to know".		1				
31.01.22/T1/M2/D68	Anyone who try to make an example like that? Please raise your hand.		1				1
31.01.22/T1/M2/D69	Ok, what is your name Miss?	1					1

31.01.22/T1/M2/D70	Ok Miss Winda please.		1				1
31.01.22/T1/M2/D71	That's okay, no problem. But we should try to watch movie without subtitle sometimes ya.				1		1
31.01.22/T1/M2/D72	Gapapa kita coba pilih movie yang simple percakapananya dulu seperti kartun jadi kita mudah untuk mengerti dan tentunya bisa menambah vocabulary baru. Keep going ya	1					1
31.01.22/T1/M2/D73	Ok let's continue to the next pages.		1				1
31.01.22/T1/M2/D74	Sekarang please open your book page 46. Silahkan kalian kerjakan latihan halaman 46-49.		1				1
31.01.22/T1/M2/D75	Saya beri waktu 15 menit untuk mengerjakan karena hanya 10 soal pilihan ganda ya.	1					1
31.01.22/T1/M2/D76	Who want to try to answer the question number on?		1				1
31.01.22/T1/M2/D77	Ok Miss Salsa please.		1				1
31.01.22/T1/M2/D78	Ok thanks, apakah benar jawabannya?		1				1
31.01.22/T1/M2/D79	Ok next, anyone else?		1				1
31.01.22/T1/M2/D80	What is your name miss?	1					1
31.01.22/T1/M2/D81	Ok please, Miss Lika.		1				1

31.01.22/T1/M2/D82	Ok great. Thanks Miss Lika. Ok who is next?		1					1
31.01.22/T1/M2/D83	Ok thanks, Who is next?		1					1
31.01.22/T1/M2/D84	Ok silahkan Miss Risa.	1						1
31.01.22/T1/M2/D85	Ok thanks Miss Risa, Next?		1					1
31.01.22/T1/M2/D86	Ok please.		1					1
31.01.22/T1/M2/D87	Thanks Miss, Next?		1					1
31.01.22/T1/M2/D88	Ok Miss Nisa please.		1					1
31.01.22/T1/M2/D89	Ok Miss Lika again, please.		1					1
31.01.22/T1/M2/D90	Thanks miss, ok the last please.		1					1
31.01.22/T1/M2/D91	Alhamdulillah sudah selesai. Apakah ada yang benar semua jawabannya?		1					1
31.01.22/T1/M2/D92	Ada yang salah satu?		1				1	
31.01.22/T1/M2/D93	Ok, because our times almost up. Saya akan me-review materi yang sudah saya berikan hari ini. Kita tadi belajar tentang apa saja?	1						1
31.01.22/T1/M2/D94	Kalimat apa yang digunakan saat memberikan respon negative? (want to answer)	1						1
31.01.22/T1/M2/D95	Sedangkan response positif? (Want to explain)	1						1

Code	Text							Total
31.01.22/T1/M2/D96	That's good, hopefully you can get point about this material. And <u>don't forget to read</u> the next chapter ya.					1		1
31.01.22/T1/M2/D97	Sebelum kalian masuk ke kelas ustadzah pastikan <u>kalian sudah harus</u> membaca chapter selanjurnya, mengerti?	1						1
31.01.22/T1/M2/D98	Ok, I think enough. <u>Let's close our</u> lesson by reciting Hamdallah together.		1					1
TOTAL T1M2		**11**	**35**	**0**	**1**	**1**	**1**	**47**
31.01.22/T1/M3/D99	How are you today?		1					1
31.01.22/T1/M3/D100	Alhamdulillah I'm doing well. So, let's open this lesson by reciting basmallah together.		1					1
31.01.22/T1/M3/D101	Anybody absence today?		1					1
31.01.22/T1/M3/D102	Ok. Did you still remember about the last material yang sudah saya berikan kemarin? <u>Please raise your</u> hand and I will give you point.		1					1
31.01.22/T1/M3/D103	Ok, <u>what is your</u> name miss?	1						1
31.01.22/T1/M3/D104	Ok please Miss.		1					1
31.01.22/T1/M3/D105	<u>Ok let's continue the next</u> material today. But before that I want to ask you all. Have you read		1					1

Code	Text							
	the third chapter?							
31.01.22/T1/M3/D106	Alhamdulillah. What is the tittle in that chapter?	1						1
31.01.22/T1/M3/D107	Yes that's true. Can you explain it?. Anyone who want to try?		1					1
31.01.22/T1/M3/D108	Ok miss Naila, silahkan explain for us.	1						1
01.02.22/T1/M3/D109	MashaAllah that's awesome Miss Naila. I believe you have read this chapter before so you can explain it clearly. Thanks Miss Naila.	1						1
01.02.22/T1/M3/D110	Anyone who want to try again?		1					1
01.02.22/T1/M3/D111	Yeah you all great and true. Jadi dichapter ini kita tahu bahwa mengundang seseorang diperlukan untuk kita tetap menjaga our relationship atau friendship kita agar tetap terjaga dengan baik dengan orang-orang terdekat kita. Dan undangan ini bisa berupa wedding invitation, birthday or graduation atau kelulusan. Dan di chapter ini kita juga kan belajar bagaimana cara mengundang seseorang secara formal dan non-formal. Tentu undangan yang akan ditujukan kepada teman dekat dan undangan kepada orang yang lebih tua tentu berbeda. Bahasa yang digunakan juga berbeda. Do you understand?		1					1

01.02.22/T1/M3/D112	Alhamdulillah. So <u>please open</u> your book page 52.		1				1
01.02.22/T1/M3/D113	Dibagian A. What events are these? <u>Write down the names</u> of the events. Silahkan kalian amati gambar-gambar tersebut setelah itu tulis kira-kira jenis undangan apa yang cocok sesuai gambar yang ada.	1					1
01.02.22/T1/M3/D114	Apakah jenis undangan Wedding, graduation or birthday etc. Anyone <u>who want</u> to try answer it?		1				1
01.02.22/T1/M3/D115	Yeah that's true. Thanks miss. <u>Anyone else?</u>		1				1
01.02.22/T1/M3/D116	Yeah that's great. Thank you. Yeah that's enough ya. I think that's easy to answer. So <u>please see</u> the next book.		1				1
01.02.22/T1/M3/D117	Bagian B. Work in a group of five. <u>Conduct a survey</u> about events that your friends have attended.	1					1
01.02.22/T1/M3/D118	<u>Fill in the table</u> with the result of your survey.	1					1
01.02.22/T1/M3/D119	<u>Silahkan kalian membentuk kelompok</u> yang terdiri dari 5 anggota, setelah itu silahkan diskusikan 3 pertanyaan yang ada di teks tersebut. Paham?		1				1
01.02.22/T1/M3/D120	Baik, saya beri waktu 5 menit untuk berdiskusi dan nanti <u>silahkan perwakilan dari masing-</u>		1				1

	masing kelompok mempresentasikan dan pastikan jawaban yang satu dengan yang lain berbeda ya.							
01.02.22/T1/M3/D121	Dan nanti <u>hanya 2 group yang akan mempresentasikan</u> hasil diskusinya because we have limited time.	1						1
01.02.22/T1/M3/D122	Siapa yang ingin mempresentasikan hasil diskusinya di urutan pertama? <u>But please try</u> to speak English ya.		1					1
01.02.22/T1/M3/D123	Ok <u>silahkan kempok 3.</u>		1					1
01.02.22/T1/M3/D124	Thanks Miss Lika. <u>Please give applause</u> for group 3. Who is next?		1					1
01.02.22/T1/M3/D125	Wa'alaikumussalam wr wb, that's great. You present your discussion with full of English. I'm proud of you Winda and also all of member of group 1. <u>Give applause for group</u> 1 please.		1					1
01.02.22/T1/M3/D126	So <u>please open your</u> book page 56. Bagian I. Sudah ketemu?		1					1
01.02.22/T1/M3/D127	<u>Can you suggest</u>, is it formal or informal invitation?		1					1
01.02.22/T1/M3/D128	<u>Why you choose</u> informal invitation?	1						1

Code	Text						
01.02.22/T1/M3/D129	Yeah that's true.Ok, <u>Please read</u> that invitation letter.		1				1
01.02.22/T1/M3/D130	Dalam contoh surat undang tidak resmi tersebut kita bisa melihat bahwa dalam menulis surat itu ada bagian-bagian <u>yang harus diperhatikan</u> ya.	1					1
01.02.22/T1/M3/D131	Disini ada event purpose atau tujuannya mengundang itu untuk hal apa?. Misalkan jika tidak ada event purpose kira-kira <u>kalian akan bingung nggak</u> sebagai penerima?		1				1
01.02.22/T1/M3/D132	Ya, and <u>then harus ada date, hour, place. This is important</u> karena saat kita dapat undangan tapi tidak ada tanggalnya kapan. Do you want to go or not?	1					1
01.02.22/T1/M3/D133	And then, Name of Host. Nah ini <u>bisa opsional</u> ya. Jadi based on event purpose of invitation. Jadi tidak harus ada nama hostnya siapa.				1		1
01.02.22/T1/M3/D134	Tapi semisal di acara birthday party atau mungkin graduation party yang ada acara speech didalamnya ini <u>boleh dicantumkan</u>. Do you understand?				1		1
01.02.22/T1/M3/D135	Ok the last is Reply Instruction. <u>Do you know what is mean?</u>		1				1
01.02.22/T1/M3/D136	Ok thanks. Jadi Reply Instruction ini bisa bertujuan untuk konfirmasi semisal nanti akan		1				1

Code	Text							
	datang atau tidak. Semisal nanti ada pertanyaan dari tamu yang diundang dan sebagainya. <u>Can you get my point?</u>							
01.02.22/T1/M3/D137	So, in formal invitation letters there are Name of host, Introduction atau pembukaannya. <u>Pembukaan ini bisa dimulai</u> dengan salam dan tanya kabar. After that, main content. Main content is the purpose of invitation. Seperti event purpose tetapi ini lebih detail penjelasannya. And then summary atau kesimpulan dari surat undangan tersebut. Ada reply instruction <u>yang bisa berupa nomor telepon yang bisa dihubungi</u> ataupun email. And then complimentary close atau salam penutup and the last is signature atau tanda tangan pengirim surat undangan. Do you understand? Or any question?				1			1
01.02.22/T1/M3/D138	Ok, <u>can you analyze</u>, what is the different between formal and informal invitation letter?		1					1
01.02.22/T1/M3/D139	<u>Come on, I will</u> give you score if you can answer my question.	1						1
01.02.22/T1/M3/D140	Ayo, let's try to answer. Jika salahpun ustadzah tetap akan kasih nilai. <u>Ayo dicoba dulu ya.</u>	1						1
01.02.22/T1/M3/D141	That's Good, thanks miss. Anyone else?. I will give you score. <u>Come on !</u>	1						1

Code	Utterance							
01.02.22/T1/M3/D142	That's good, thank you miss. Ok because we have limited time now. I have homework for you. Please make one formal invitation letter and one informal invitation letter.	1						1
01.02.22/T1/M3/D143	And for informal invitation letter you can decorate it by yourself. Do you understand?				1			1
01.02.22/T1/M3/D144	Tidah harus, kamu bisa membuatnya di kertas karton atau kertas origami, up to you miss. And the bisa juga kalian hias dengan kreasi kalian masing-masing. Any question?				1			1
01.02.22/T1/M3/D145	Ok, thanks for your attention and attendance today. To close this lesson, please say basmallah together.		1					1
01.02.22/T1/M3/D146	Ok I think enough and don't forget to bring your homework next week. Wassalamu'alaikum wr wb.					1		1
TOTAL T1M3		**15**	**27**	**0**	**5**	**1**	**0**	**48**
01.02.22/T2/M1/D147	Are you feeling good right now?		1					1
01.02.22/T2/M1/D148	Ok Alhamdulillah. So, let's open this lesson by reciting basmallah together		1					1
01.02.22/T2/M1/D149	Hopefully our lesson today will run a well aamiin. (want to pray)	1						1

01.02.22/T2/M1/D150	Anybody absence today?		1				1
01.02.22/T2/M1/D151	Alhamdulillah. I want to ask you, what was material that we had learned last week? (request to explain)		1				1
09.02.22/T2/M1/D152	Yeah that's true. I thought you all forgot, but Alhamdulillah not. (command to remember)	1					1
09.02.22/T2/M1/D153	Can you help me please to prepare the LCD? We will learn with a video right now.		1				1
09.02.22/T2/M1/D154	Thanks mr for help me. Ok, are you ready to learn?		1				1
09.02.22/T2/M1/D155	Ok, please watch this video.		1				1
09.02.22/T2/M1/D156	You should analyze and last you should tell me, what is the point of that video? Do you understand	1					1
09.02.22/T2/M1/D157	Silahkan nanti kalian analisis.		1				1
09.02.22/T2/M1/D158	Jika perlu di tulis dan dianalisis.				1		1
09.02.22/T2/M1/D159	Setelah itu ustadz akan bertanya kepada kalian tentang materi yang ada di video secara random. Paham? (command to understand)	1					1
09.02.22/T2/M1/D160	Ok, I will reply that video twice. (command to	1					1

	watch twice)							
09.02.22/T2/M1/D161	Ok finish. Who want to tell us about that video?		1					1
09.02.22/T2/M1/D162	I will give you score, come on. Let's try.	1						1
09.02.22/T2/M1/D163	Ok please mr.		1					1
09.02.22/T2/M1/D164	Enough?		1					1
09.02.22/T2/M1/D165	Ok thanks mr, anyone else?		1					1
09.02.22/T2/M1/D166	Ayo siapa lagi? Apa perlu ustadz tunjuk?	1					1	
09.02.22/T2/M1/D167	Ok I will choose one. You mr, please!	1						1
09.02.22/T2/M1/D168	That's great, thank mr. Anyone who will explain about In?		1					1
09.02.22/T2/M1/D169	Ok please mr		1					1
09.02.22/T2/M1/D170	Yeah it's okay, we still learning command to continue explain)	1						1
09.02.22/T2/M1/D171	Ok thanks mr. Ya that's true but not complete yet. So, I will explain these prepositions of time in, on, and at. I will explain in Indonesian language so you all can easily to understand. Penggunaan "at" sudah jelas ya, bahwa ini digunakan untuk penggunaan jam, for example at 5 o'clock, exceptions such as "at night". Dan	1						1

Code	Text							
	penggunaan, "On" digunaakan untuk nama hari, specific day dan hari special seperti "On New Years' Day", "On Tuesday, On January 22th. Jadi On ini untuk lengkapnya hari, tanggal, bulan. Sedangkan untuk "In" ini hanya untuk bulan saja, tahun, longer period for examples "in the past", In January, In the morning, in the 1990. Do you understand? (command to understand)							
09.02.22/T2/M1/D172	With my pleasure mr. Ok, <u>please makes</u> an invitation letter on your paper used that preposition of time now.		1					1
09.02.22/T2/M1/D173	<u>Silahkan boleh membuat</u> informal or formal invitation letter, you can choose one of them.				1			1
09.02.22/T2/M1/D174	Saya kasih waktu 8 menit. <u>Start right now</u>. (command to discipline)	1						1
09.02.22/T2/M1/D175	After that, <u>please submit</u> in my table.		1					1
09.02.22/T2/M1/D176	Ok, silahkan bisa dikumpulkan ya. Yang sudah selesai. Please open your book page 66.		1					1
09.02.22/T2/M1/D177	Silahkan bisa dikerjakan nomor 1-10. After that <u>we will discuss together</u>. Any question?	1						1
09.02.22/T2/M1/D178	Yeah of course, that's book are yours. Ten minutes ya. <u>Nanti beberapa soal kita bahas</u>.	1						1

Code	Text						
09.02.22/T2/M1/D179	Ok, who want to try answers number 1? <u>Please raise</u> your hand I will give you score.		1				1
09.02.22/T2/M1/D180	Ok you mr, <u>please read</u> the text first after that you can answer it.		1				1
09.02.22/T2/M1/D181	<u>Gimana yang lain</u>? Is it right? (command to read and answer)	1					1
09.02.22/T2/M1/D182	Yeah true. And <u>then</u> number 2.		1				1
09.02.22/T2/M1/D183	Ok You mr.	1					1
09.02.22/T2/M1/D184	Is it true? <u>Gimana yang lain</u>. Apakah jawabannya sama? (command to make sure)	1					1
09.02.22/T2/M1/D185	Ok next number 3. <u>Who want</u> to try?		1				1
09.02.22/T2/M1/D186	Yeah true. Thanks mr. Ok kita bahas sampai <u>nomor 5 saja</u> ya karena waktu belajar kita mau habis.	1					1
09.02.22/T2/M1/D187	Who is next?		1				1
09.02.22/T2/M1/D188	Ok please mr. But please read the text first miss.		1				1
09.02.22/T2/M1/D189	Ok that's true. Who want to try the last one?		1				1
09.02.22/T2/M1/D190	Is it true or false? (command to answer)	1					1

09.02.22/T2/M1/D191	Yeah that's true. Thanks my great students. Because time is almost up. <u>I want to review our material today.</u> What the material that we learn today?. Please raise your hand and I will give you score. (command students must understand)	1						1
09.02.22/T2/M1/D192	Ok you mr. <u>But let's try</u> to speak English	1						1
09.02.22/T2/M1/D193	Yeah that's great. Thank you all. Hopefully you still remember about this material.				1			1
09.02.22/T2/M1/D194	And please read the next chapter.		1					1
09.02.22/T2/M1/D195	And the last to close this lessons please say hamdallah together		1					1
TOTAL T2M1		**20**	**26**	**0**	**3**	**0**	**1**	**48**
16.02.22/T2/M2/D196	Good afternoon		1					1
16.02.22/T2/M2/D197	How do you feel today? (command teacher really want to know)	1						1
16.02.22/T2/M2/D198	Wah <u>yang ngantuk bisa</u> ke wastafel cuci muka ya.				1			1
16.02.22/T2/M2/D199	Yang lapar, belum lunch tadi? (command because want to make sure)	1						1
16.02.22/T2/M2/D200	Why you don't lunch? (command to give	1						1

Code	Utterance							
	reason)							
16.02.22/T2/M2/D201	Hemm Ok, if you have snack <u>you can eat</u>. I will give you time 5 minutes to eat.				1			1
16.02.22/T2/M2/D202	Ok everyone. Do you know, <u>what is</u> the material that we want to learn now?		1				1	
16.02.22/T2/M2/D203	Have you read before? <u>Hayo</u> ini udah pada baca belum kok diam saja. <u>Jangan-jangan</u> belum pada baca ya ini?	1					1	
16.02.22/T2/M2/D204	Yang sudah baca, <u>kita akan belajar tentang</u> apa? (command to answer)	1						1
16.02.22/T2/M2/D205	Yeah that's true. Thank you mr. Dan yang belum silahkan dibaca. I will give you time 3 minutes. <u>Saya tidak mau</u> kalau menjelaskan materi tapi kalian belum baca sebelumnya. Silahkan dibaca dulu sambil saya menyiapkan LCD. (command to read before the teacher explain)	1						1
16.02.22/T2/M2/D206	Ok sebelum ke materi. I will give you a question. If you can answer my question <u>please raise your hand</u>. I have 3 glasses. Gelas pertama berisi air penuh, gelas kedua tidak ada airnya atau kosong dan gelas ketiga ada airnya tapi setengah. Kira-kira saat kalian ingin mencari ilmu kalian harus seperti gelas pertama, kedua,		1					1

Code	Utterance	C1	C2	C3	C4	C5	C6	C7
	atau ketiga?							
16.02.22/T2/M2/D207	Silahkan mencoba menjawab tidak ada jawaban yang salah jadi jangan takut					1		1
16.02.22/T2/M2/D208	Raise your hand please. I will give you score.		1					1
16.02.22/T2/M2/D209	That's okay. (command to stay explain)	1						1
16.02.22/T2/M2/D210	Why you choose the first glass? (command to explain)	1						1
16.02.22/T2/M2/D211	Ok thank you. Anyone else, do you have another opinion please.		1					1
16.02.22/T2/M2/D212	Why the third glass? Sebelum ustadz menjelaskan. Ada yang mau mencoba menjawab. Alasannya kenapa?		1					1
16.02.22/T2/M2/D213	Yeah that true. Kita harus punya bekal dulu. I will explain it in detail. Coba bayangkan saat ada 2 santri mau masuk pesantren dimana target menghafal 30 juz. Santri pertama punya hafalan 2 juz dengan santri yang tidak memiliki hafalan. Kira-kira ada bedanya nggak? (command to prepare material before come class)	1						1
16.02.22/T2/M2/D214	Apa bedanya? (command to explain the reason)	1						1
16.02.22/T2/M2/D215	Nah, that's my point. Jadi itu adalah gambaran gelas ketiga, dimana saat kita mau cari ilmu kita				1			1

Code	Text							
	juga perlu persiapan agar kita lebih mudah untuk mengisinya tau menambahnya lagi.							
16.02.22/T2/M2/D216	<u>Kalau gelasnya kosong, kita tentu akan lama untuk memahaminya</u> dan kalau gelas yang terisi penuh itu ibarat kita sombong, tidak mau menerima ilmu lagi, karena jika akan diisi pasti akan tumpah.				1			1
16.02.22/T2/M2/D217	That's why ustadzt <u>always said to you all for read</u> the next chapters before you come in my class. Do you understand now? (command to always read material first)	1						1
16.02.22/T2/M2/D218	That's okay. But don't repeat again.						1	1
16.02.22/T2/M2/D219	Because this lesson is for you, not for me. And I hope ini tidak hanya dipelajaran bahasa Inggris saja <u>but all lesson</u>. Ok?				1			1
16.02.22/T2/M2/D220	Ok. <u>Let's continue</u> to the material now. But we want to learn about Exposition text first and about speech InshaAllah next meeting. Please watch this video.		1					1
16.02.22/T2/M2/D221	What is the point that you get in this video?. <u>Please raise</u> your hand and I will give you score.		1					1
16.02.22/T2/M2/D222	So, in this chapter we want to learn about an analytical exposition text and how to write it.		1					1

	Let's move to slide. Silahkan perhatikan slide yang saya buka						
16.02.22/T2/M2/D223	Jadi an analytical exposition text ini adalah tulisan yang digunakan untuk mengiring opini kebenaran untuk disampaikan kepada orang. Dimana kita tahu bahwa bisa saja ada orang yang akan setuju dan menolak jadi kita sertakan juga alasannya dari pandangan masing-masing. Nah, biasanya text eksposisi ini banya kita temui pada jurnal scientific, surat kabar, atau majalah. Misalnya menulis teks eksposisi tentang pentingnya menjaga kesehatan, bahaya merokok, pentingnya olahraga dan lain sebagainya. <u>Do you understand?</u>		1					1
16.02.22/T2/M2/D224	If you understand<u>, give me</u> another example of exposition text?	1						1
16.02.22/T2/M2/D225	Yeah that's true. Thanks for your attention. Silahkan lihat the next slides.		1					1
16.02.22/T2/M2/D226	And then, the next slide is structure of exposition text. In the Exposition text have several structure there are: Thesis (yang berisi tentang penjelasan singkat tentang topic), argument 1 dan argument 2 (berisi poin-poin tentang support atau mendukung tentang thesis), dan Reiteration (restating the thesis, atau tentang kesimpulan dari tesis yang dibahas diawal dan juga dari poin-poin argument dan		1					1

	fakta yang sudah dituliskan). Jadi ini adalah urutan saat kita ingin membuat teks eksposisi. <u>Any question?</u>							
16.02.22/T2/M2/D227	Ok, Sudah paham ya. Jadi misalkan kalian ingin membuat sebuah artikel <u>harus ada fakta-fakta</u> yang mendukung dari penelitian sebelumnya				1			1
16.02.22/T2/M2/D228	<u>Tidak boleh hanya</u> opini tapi tanpa bukti. Jadi tulisan kalian juga valid dan orang lainpun akan mudah untuk percaya. Do you understand?					1		1
16.02.22/T2/M2/D229	Ok, so please open your book page 73. <u>Silahkan kalian kerjakan</u> Bagian D. Match the words on the lestf column with the phrases on the right column.		1					1
16.02.22/T2/M2/D230	<u>Bisa langsung ditandai disitu</u> saja ya. I will give you 10 minutes to do that. And I will give you score for that.	1						1
16.02.22/T2/M2/D231	So, make sure kalian <u>mengerjakan dengan teliti</u>.	1						
16.02.22/T2/M2/D232	Ok ustadz kasih tambahan waktu 2 menit	1						
16.02.22/T2/M2/D233	Time is up. (command to stop)	1						1
16.02.22/T2/M2/D234	Silahkan semuanya diangkat. Jika tidak diangkat ustadz tidak akan memberikan nilai.		1				1	

16.02.22/T2/M2/D235	Ayo segera diangkat dan nanti putar ke kanan.	1						1
16.02.22/T2/M2/D236	Ayo, 1, 2, 3, 4 ,5 stop. Minta tolong miss yang paling belakang buku yang menumpuk dikasihkan kedepan ya. Semuanya sudah dapat buku temannya?	1						1
16.02.22/T2/M2/D237	Because we have limited time. Ustadzt akan langsung memberikan jawabannya dan jika ada yang salah silahkan disilang dan diberi tanda kurung jawaban yang benar. Do you understand? (command to answer understand or not)	1						1
16.02.22/T2/M2/D238	Number 1 with C, number 2 with B, number 3 with D, number 4 with A, number 5 with H, number 6 with E, number 7 with F, number 8 with G, number 9 with I, number 10 with E (ini karena E nya ada 2 nomor 10 ini E yang obesity ya). (command for match the answer key)	1						1
16.02.22/T2/M2/D239	Silahkan dihitung salah dan benarnya.		1					1
16.02.22/T2/M2/D240	After that, nanti yang benar dikalikan 10 jadi nilai total jika benar semuanya 10 x 10 = 100. Any question? (command to count the score)	1						1
16.02.22/T2/M2/D241	Ok please submit all of your books in my table and then please take it out all in my office. I will write your score later.		1					1

16.02.22/T2/M2/D242	Minta tolong ya nanti semua buku ini dibawa ke meja saya dikantor setelah pelajaran ini selesai.		1					1
16.02.22/T2/M2/D243	Thanks. So, because time is up. I hope you can take point about this lesson today. And don't forget to read the next pages on your book before you come in my class.					1		1
16.02.22/T2/M2/D244	Sekali lagi saya tekankan jika kalian ingin mengikuti pelajaran saya.	1						1
16.02.22/T2/M2/D245	Make sure kalian sudah membaca materi selanjutnya. Jika ada yang belum membaca lebih baik tidak perlu mengikuti pelajaran saya. Paham?	1						1
16.02.22/T2/M2/D246	Ok, I think enough, please let's say hamdallah together.		1					1
TOTAL T2M2		**23**	**18**	**0**	**6**	**4**	**3**	**48**
FINAL TOTAL		**86**	**133**	**2**	**17**	**8**	**7**	**239**