

**DIRECTIVE SPEECH ACT USED BY THE ENGLISH TEACHER AT
SMK MUHAMMADIYAH 5 PURWANTORO**

THESIS

Submitted as A Partial Requirements

For The Degree of *Sarjana* in English Language Education



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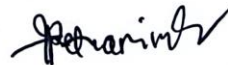
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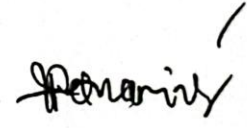
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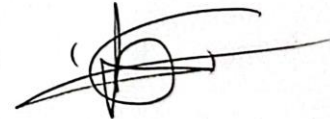
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DEDICATION

This thesis dedicated to:

1. My parents
2. My brothers and sisters
3. My almamater UIN Raden Mas Said Surakarta

MOTTO

“Selalu tampak tidak mungkin hingga selesai dikerjakan”

-Nelson Mandela-

PRONOUNCEMENT

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I hereby sincerely state that the thesis entitled "*DIRECTIVE SPEECH ACT USED BY THE ENGLISH TEACHER AT SMK MUHAMMADIYAH 5 PURWANTORO*" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

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

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Alhamdulillah, all praise be to Allah, the single power, the Lord of the universe, Master of the day of judgment, God Almighty, for all blessings and mercies so the researcher was able to finish this thesis entitled “*DIRECTIVE SPEECH ACT USED BY THE ENGLISH TEACHER AT SMK MUHAMMADIYAH 5 PURWANTORO*”. Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of the world revolution.

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The researcher wishes that Allah SWT will give them in return all the good things that have been given to her. The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the reader in general.

Surakarta, December 22th 2023

The researcher,



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ABSTRACT

Fatimah Atiqah Ulya. 2023. *Directive Speech Act Used by The English Teacher at SMK Muhammadiyah 5 Purwantoro*. Thesis. English Language Education Study Program, Faculty of Cultures and Languages, Raden Mas Said State Islamic University of Surakarta.

There are interaction between the teacher and student during teaching learning activities. The teacher shared and provided an intellectual and moral education to student by communication using language. The teacher will produced an utterance while teaching learning activities. The utterance that produced are in the form of statements, requests, questions, giving orders, giving thanks. The success of teaching learning activities is determined by student understanding of what the teacher has spoken. In this case, the teacher must get response or action from student. The purposes of this research are to investigate the types of directive speech act used by the English teacher at SMK Muhammadiyah 5 Purwantoro.

Descriptive qualitative research method used to collect the data. The data of this research were the English teacher utterances in ten grade student at SMK Muhammadiyah 5 Purwantoro, which included the types of directive speech act. The instruments of this research are the researcher herself and some tools (handphone and laptop). The techniques of collecting the data there are *simak bebas libat cakap*, recording, and note taking technique. The techniques of analyzing the data there are data reduction, data display, and conclusion drawing/ verification. The researcher used the investigator or analyst triangulation to ensure the trustworthiness of the data.

The research finding showed that there are five types of directive speech act performed by the English teacher, namely command, request, suggest, forbid and question. The researcher found 407 data of directive speech acts. They are 35 data command, 50 data request, 1 data suggest, 1 data forbid, and 320 data question. Question directive speech act was dominant. The researcher concluded that the teacher used question to make the class more active during teaching learning activities.

Keywords : Pragmatics, Speech Act, Directive Speech Act

CHAPTER I

INTRODUCTION

A. Background of The Study

Human need each other because they are social creatures. Being a social creature, there is interaction that exists between human commonly referred to as communication. Communication is the mechanism of transferring information conveyed from one person to another. There are generally several things in the action of communication, namely: a speaker, a communication message that conveyed, and the recipient of the message.

Buck (in Hidayat, 2016) stated that there are two types of communication, namely verbal communication and nonverbal communication. Verbal communication is the way of communicating information using words as the element. Nonverbal communication is the way of communicating messages using gestures, body movements, eye contacts or facial expressions.

A tool needed in understanding the purpose of an utterance in communication is language (Tanudjaja, Mariani, & Chandra, 2021). Language is the key of human life. The role of language is a communication tool that always exists in every element of human life. Human interact with each other using language freely and differently during communication which will lead to the possibility of misunderstanding. It also can be caused by a person inability to convey speech clearly and understand the intended meaning. Therefore, the ability to convey speech clearly and understand the intended meaning is very required in communication.

The way to avoid a misunderstanding communication is to learn pragmatics. Pragmatics is a study believes what is communicated is more than what is said. The utterance produced by the speaker in communication contain the deeper meaning than the actual meaning of the word itself (Hidayat, 2016). Yule (1996) stated that pragmatics consequently has more to do with the analysis of what people mean by their utterances than words or phrases in the utterances themselves mean. Pragmatics is also very much related to the context or situation when something is said, so it is very important for speakers to focus on the context.

Pragmatics discusses how to understand meaning by considering the purpose of the speaker and the situation which can be in the form of culture and social conditions that surrounding it. The speaker uses various ways in delivering their speech. Some aspect that influence it including the background knowledge of the participant, who the speaker is talking to, in what situation, and so on (Lotu, Huan, & Bili Bora, 2023). Then, the focus of pragmatics is the reason behind how an utterance is spoken and how the listener understand the speaker intention. There are several factors to consider in the scope of pragmatics, namely: implicature, speech act, presupposition, context, and deixis.

Theoretical that related to linguistic forms in the realm of communication called as speech act. People will perform speech act when they produce an utterance with a specific purpose such as greeting, congratulating, apologizing, commanding or requesting. Speech act is a variety of verbal

communication and also a subdivision of pragmatics, often takes place in verbal or nonverbal communication.

Speech act is the study of how the speaker and the hearer use language. Speech act expressed an action that done by someone. Yule (1996) defines that speech act as an action performed by the listener through speech in the actual situation. There are three types of action in speech act, namely: locutionary act, illocutionary act, and perlocutionary act. Through speech act, people may show an action by saying something. Speech act can also express the speaker physical action only with words and phrases. The word that uttered by the speaker are crucial to the action performed.

Speech act is an important element in communicative competence, because speech act was defined as an action that carried out using language. Speech act cannot be separated from daily social interactions and always exists in human daily activities. In addition, it can be proven by many studies on speech act in various fields such as the use by teachers and learners in the university, EFL classroom, senior high school, junior high school, elementary school and pre-school based on various problems.

Curtis and O'Hagan (in Andewi & Waziana, 2019) stated that teaching and learning activities carried out with the language is called as classroom speech act. Classroom speech act are affecting to the quality of verbal interaction at the classroom. Teachers will find out their typical teaching style when they extensively use language for interacting with their students in the class.

According to Amidon (in Lotu, Huan, & Bili Bora, 2023) teaching and learning activities defined as the transformation process of knowledge from teacher to student. The teacher share and provide information about knowledge by communicating to student through language. They will produce an utterance while teaching and learning activities. An utterance that produced are in the form of statements, requests, questions, giving orders, giving thanks, and so on. It can be conclude that teaching is a communicative process between teacher and student that occurs systematically.

An effective of teaching and learning activities requires communication between teacher and student. Teacher are one of the profession that have the responsibility to provide an intellectual and moral education to student during teaching and learning activities. Teacher have an obligation to control student who are receiving material or direction that delivered in the classroom. Teacher also have a high position from student as speech partner, so that they are easy to manage student. Then, teacher has a role to convey communication function that related to teaching and learning activities.

Good communication in teaching and learning activities is an important thing that must be considered, because the material that will be conveyed by the teacher must be easily understood by student. The success of teaching and learning activities is determined by student understanding of what the teacher has spoken. From this case, the teacher must get a response or action from students for their words. For example, the teacher said: “*Please, do the examination individually*”. It is mean that the student must perform an action

by doing the examination individually and the intended meaning from the utterance is student forbidden to cheat with their friend in doing the examination. In this case, the listener must know the speaker intention in producing an utterance.

An example of the communication process in teaching and learning activities is that carried out at SMK Muhammadiyah 5 Purwanto. This vocational high school is one of the school that implement Merdeka Curriculum learning in Wonogiri area. Researchers chose this school because SMK Muhammadiyah 5 Purwanto has implemented Merdeka Curriculum learning which focuses on student centered learning. This means that students must understand what instructions the teacher gives during learning activities in order to achieve the learning objectives desired. The teacher in this school used bilingual to teach because the student still has a lack of vocabulary in English. The researcher uses class X in this study because the material taught was basic material before continuing to majors in class XI. Besides that, learning activities in class X are mostly carried out in the classroom compared to classes XI and XII which are carried out in the practice room.

Within a speech, there are many different types of speech act which are clearly shown in the aim of utterance. The focus of this study is directive speech act which becomes a functional unit in communication. Directive speech act is one kind of speech acts that is more commonly used by teacher in the classroom interaction rather than assertive, commissive, expressive, and declarative. Yule (1996) defined a directive speech act as a type of speech act

which can make the addressee performs a certain action that the speaker wants. Directive speech act in the school environment are the concern of student and teacher, especially in the process of teaching and learning. The utterance that delivered by the teacher can affect the student, whereas the utterance that delivered by the student will also affect the teacher.

Many studies based on the classroom interaction showed that directive speech act is one of several types of speech acts that are commonly used by teacher in verbal interaction between student and teacher in the classroom. Findings regarding the use of directive speech act by teacher in interaction are presented in the research of Tanudjaja, Mariani, & Chandra (2021) and Meidini, Suhendi, & Izzah (2023). Tanudjaja, Mariani, & Chandra (2021) research results focused on the form of directive speech act that arise from the speech of male lecturer in the learning process in ELESP FKIP of Lambung Mangkurat University. The finding showed that the most dominant directive speech act used by male lecturer in the learning process in ELESP FKIP of Lambung Mangkurat University is questioning and suggesting.

Research conducted by Meidini, Suhendi, & Izzah (2023) which focused on described the form and function of directive speech act of teachers and students in online teaching and learning interactions at SMP Ignatius Palembang. The researcher found the form of teacher directive speech act (namely: requertives, questions, requirements, prohibitives, permissives, advisories) and the form of student directive speech act (requertives, question, advisories) that appear in online teaching and learning interactions. This

research is not the same as previous studies. The dissimilarity depends on the object of the research. The object of the research conducted by Tanudjaja, Mariani, & Chandra focused on the form of directive speech act that arise from the speech of male lecturer in teaching and learning process. Beside it, the object of the research conducted by Meidini, Suhendi, & Izzah focused on the form and function of the directive speech act of teachers and students in online teaching and learning interactions. While this research focused only on the types of directive speech act performed by the English teacher during teaching and learning activities in the class X of *Teknik Otomotif 3* at SMK Muhammadiyah 5 Purwanto.

Based on the explanation above, the researcher analyzes directive speech act of utterances that uttered by the English teacher in the class X of *Teknik Otomotif 3* at SMK Muhammadiyah 5 Purwanto. The researcher conducts research entitled “DIRECTIVE SPEECH ACT USED BY THE ENGLISH TEACHER AT SMK MUHAMMADIYAH 5 PURWANTORO”.

B. Identification of The Problem

Based on the background of the study above, the researcher finds some problems dealing with a pragmatic analysis of speech act utterances by the English teacher in teaching and learning activities at SMK Muhammadiyah 5 Purwanto. The problem as follows:

1. The teacher uses speech act to express their intentions depending on the situation in the class X of *Teknik Otomotif 3* at SMK Muhammadiyah 5 Purwanto.

2. The teacher uses several types of directive speech act to provide students with an understanding of the material that are being taught in the class X of *Teknik Otomotif 3* at SMK Muhammadiyah 5 Purwanto.

C. Limitation of The Study

There are many kinds of pragmatics study. The researcher limited this research only to analyze the English teacher utterances of directive speech act based on Searle theory when they explained the material in teaching and learning activities with Merdeka Curriculum in the class X of *Teknik Otomotif 3* at SMK Muhammadiyah 5 Purwanto. The researcher selects class X in this study because the English learning material are basic material that students must learn before they make decisions about the lessons they want to explore.

D. Formulation of The Problem

Based on the limitation of the problem above, the following of the problem statement to answer this question: What are the types of directive speech act performed by the English teacher during teaching and learning activities in the class X of *Teknik Otomotif 3* at SMK Muhammadiyah 5 Purwanto?.

E. Objective of The Study

According to the problem statement above, the objective of this study is to identify the types of directive speech act performed by the English teacher during teaching and learning activities in the class X of *Teknik Otomotif 3* at SMK Muhammadiyah 5 Purwanto.

F. Benefit of The Study

This study give benefit for several parties such as:

1. Theoretically

This research expected to be a reference and an additional knowledge in the future, especially about the types of directive speech act used by teacher during teaching and learning activities.

2. Practically

a. Researcher

This study may be used as guidance when the researcher becomes an English teacher and facing with the same situation.

b. English Teacher

This research may be used as an evaluation and for comparison with the other English teacher. Therefore, teaching and learning activities will be improved.

G. Definition of Key Terms

1. Pragmatics

Yule (1996) defined pragmatics as the study of the relationship between a linguistic form and its user. It means that the relationship of several utterances are to determine the form and the purpose of the utterance. Pragmatics is also to identify the meaning, purpose, and type of action from people utterances. In other words, pragmatics is a study that focuses on the meaning of speakers in the context.

2. Speech Act

Yule (1996) stated that speech acts are actions which are performed through utterances. The utterance of some sentences need to be treated as the performance of a certain action. This means that a speech act is an utterance that represents an action. Speech acts are also referred to the act of conveying intentions through speech.

3. Directives Speech Act

Yule (1996) declared that directive speech act was the types of speech act that speaker uses in order to make people do a certain things. The action communicates the intention of the speaker and expresses the speaker expectation of the hearer future action.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Pragmatics

a. Definition of Pragmatics

Pragmatics discusses about how human being use language to communicate. Language here is not only seen as the product in the form of speech, but how human use language as mean to achieve their goals. The word of pragmatics originally comes from the Greek word “*Pragma*”, that means is action (Abdulghani & Abdullahi, 2021). There are several definitions of pragmatics. Many experts agree that pragmatics is the study about the meaning of language in relation to language users and their contexts.

Pragmatics is the study of the speaker meaning that include a social context, a situational context, and a textual context. It is also include a background of knowledge context that is what people know about each other. Pragmatics assumes that when people communicate each other, they usually follow some kind of cooperative principle like they have a common understanding of how they should cooperate in their communication (Yanti, Amin, & Amrullah, 2021). It can be concluded that pragmatics occurs in a social context, cultural context, and human knowledge to create a meaningful communication.

Moreover, Yule (1996) stated that pragmatics was concerned with four keys. First, pragmatics is a study about meaning communicated by speaker and interpreted by listener. Second, pragmatics is the study of contextual meaning. Third, pragmatics is the study of how more is communicated than is said. Last, pragmatics is the study of the relative distance expressions.

Hymes (in Maufur, 2016) stated that pragmatics theory basically concerned with the many factors in the communication process. These factors are commonly referred to as SPEAKING. The meaning of each word is S (setting/context), P (participants), E (end/goal), A (act/action), K (key/variety of language used), I (instrument/tool used), N (norms/rules that must be followed), and G (genre/type of action performed).

Pragmatics concerned what the speaker means by their utterances rather than the word. This study involves the interpretation of what people means in particular context like how the speaker organizes what they want to say, who they are speaking to, where, when, and under what circumstances. Besides it, the listener can explore the invisible meaning in the speaker utterances.

Pragmatics allow human being into analysis, because this study explains about the relationship between linguistic forms and their users. The advantage of studying language through pragmatics is that you can talk about what people mean, what they assume, what their purposes or

goals are, and what actions that perform when they speak. In addition to this, the disadvantage of studying language through pragmatics is difficult to analyze all these human concepts in a consistent and objective way (Yule, 1996).

All definitions above considered contexts in studying of language usages. It can be concluded that pragmatics is a study of how language is to be used in relation to the context and the content when it is communicated by the speaker and interpreted by the hearer. Hence, studying the language through pragmatics is allowing people to get a better understanding in their communication process.

b. Scope of Pragmatics

The scope refers to the area of linguistic study under pragmatics. Here are some aspects of language studies in pragmatics including: Deixis, Conversational Implicature, Conversational Principles, Speech Act Theory (Abdulghani & Abdullahi, 2021).

Deixis; the word of Deixis come from Greek word that means “*pointing*” through language. Some sentences in English are almost impossible to understand if we don't know who is speaking, about whom, where and when. For example: “*Have you been in here long?*”. The word *you* and *here* are the deixis expression, because both refer to where is the place of the conversation takes place and the person addressed in the conversation. It can be conclude that deixis is a word or phrase (such as now, then, here, this, that, these, those) that indicates

the time, the place, or the situation when the speaker is speaking and expressing in English through personal pronouns, demonstratives, adverbs also tenses. Beside it, deixis divided into: personal deixis, place or spatial deixis, and time or temporal deixis.

Conversational implicature; the word implicature relates to the word implication "*contained*". In terms of conversational implicature, the word means "*implied meaning*". An utterance can imply a statement that is not part of the utterance. In a conversation there are unwritten rules which are known by all participants and affect the form of conversational exchanges (Marni, Adrias, & Tiawati, 2021). The example of conversational implicature as follow:

Rania : "Let's watch!"

Kania : "I have an exam tomorrow"

Kania's answer does not seem to be related to Rania's utterance. Rania talks about watching and Kania talks about exams. But, Rania's utterance is an invitation and responses to invitations are usually an acceptance or a rejection. We can understand that Kania's response as a polite rejection of Rania's invitation. This means that the rejection is implied in the utterance "*I have an exam tomorrow*", while the utterance itself is not a rejection. The conversational rule for implying meaning during a conversation is called conversational implicature.

Conversational principles; this principle consists of two types, namely the principle of cooperation which is the main principle and the principle of politeness which is the complementary principle

(Suhartono, 2020). The principle of cooperation is a rule of communication that is complied by speakers and speech partners with the intention of achieving communication goals. The principle of cooperation has four maxims, namely: maxim of quantity, maxim of quality, maxim of relation, and maxim of manner. The principle of politeness is the rule of harmonizing communication between speakers and speech partners.

Speech act theory; this theory implied that the purpose of the speaker in each utterance is not just speaking but also performing an action. Speech act theory analyzes the effect of an utterance in connection between the speaker and the listener behavior. For the example: "*Can you help me close the door*". From the utterance, it shows that the speaker request the hearer to do an action which is to close the door.

2. Speech Act

a. Definition of Speech Act

Speech act is the action performed by the speaker with an utterance. Through speech act, people can show one utterance with more than one action. The term of speech act are to describe an action such as requesting, commanding, questioning, informing, suggesting and so on.

Leech (in Suhartono, 2020) divided speech acts into two types, direct speech acts and indirect speech acts. According to his view, the classification was related to a scale or continuum (0 to 100) where on a

higher scale it would be more indirect speech acts. For example, the teacher utterance "*Come on, clean the blackboard!*", with the purpose of ordering students to clean the blackboard has a higher scale than "*Dania, clean the blackboard!*". This was due to the fact that the command was not visible in the speech unit and the more opportunities for the listener to not get into the action, therefore it was more indirect in conveying the speaker intention.

Austin (in Keidler, 1998) stated that an action performed when the utterance is produced can be analyzed at three different levels namely locutionary acts, illocutionary acts, and perlocutionary acts.

Locutionary act are the basic utterances uttered by people with the correct grammar and understandable vocabulary. Locutionary act produces a specific structure and meaning. For the example, the sentence "*It is dark in here*". What comes out of the speaker mouth is the sentence "*It is dark in here*" and the sentence itself is called locution. Locutionary act can be called as the act of saying something.

Austin (in Kreidler, 1998) states that illocutionary act is seen as the power which is conveyed by words and sentences. The most significant level of action in a speech act is the illocutionary act. The speaker involved illocutionary act when they said about something (with the appropriate purpose and context), instead of when they achieve a certain result by saying something. Illocutionary act are referring to the speaker unique meaning and the objective of the expression. For the

example, someone says to another person “*It is dark in here*”. It is actually an action for someone to turn on the lamp. Then, illocutionary act can be called as the act of doing something.

Perlocutionary act generally create an effect on the listener. The effect defined as a change that occur after an utterance were spoken. The effect that occur after the utterance spoken are referred to as perlocutionary act. This is an illustrative example of a situation when someone says “*It is dark in here*”, then the other person take an action to turn on the lamp directly after the utterance uttered. Actually, perlocutionary behavior does not necessarily mean getting the listener to make a physical movement, but it is also changing the listener thinking or habits. The speaker performs perlocutionary act by expecting to influence the behavior of the listener. Additionally, perlocutionary act can be called as the act of affecting someone.

b. Classification of Speech Act

Some experts presented a different classification of speech act which actually originated from Austin. Austin speech act category includes verdictives, exercitives, commissives, behabitives, and expositives (Santosa, Fauziati, & Supriyadi, 2021). However John R. Searle improved the concept, so that his taxonomy became a reference of speech act category and used by so many researcher who are conducting research on speech act classification. Searle (in Yule, 1996)

stated that a general classification system list five types of general function that are performed by speech act as follows:

1) Declaratives

Declaratives are the kind of speech act that change the world by their utterance. World here refers to the condition surrounding the utterance. A special institutional role in a particular context is required to make a declaration appropriately. If the speaker does not have that role, the utterance will be invalid or inappropriate. The example act of declaratives are baptizing, christening, declaring, appointing, adjourning, resigning, cursing, marrying, and naming.

For the example: *Today's meeting adjourned.* The speaker decided that the meeting was adjourned.

2) Representatives

Representative are the kind of speech act that states what the speaker believe to be the case or not. It demonstrate the truth condition the meaning of the utterance. The utterance are produced based on the speaker observation of certain things, then followed by stating the fact or opinion based on the observation. The example of this type are statements, argumentations, conclusions, explains, and descriptions.

For the example: *The weather is very hot right now.* The speaker states the sentence based on the fact about the weather.

3) Expressives

Expressive are the kind of speech act that state what the speaker feels such as pleasure, sorrow, pain, like, dislike and so on. The example of expression are appreciating, apologizing, condoling, blaming, congratulating, regretting, welcoming and thanking. They express the psychological states by their utterances.

For the example: *Congratulation on your graduation my little sister.* The utterance represents the speaker expression of congratulating to her/ his little sister.

4) Directives

Directives are the kind of speech act that speaker use to make another to do something. They express what the speaker wishes to do. This is a moment when the speaker asks the listener to perform some action. This directive may bring the listener under the obligation. There are some kinds of directive like commanding, requesting, and suggesting. Verbs that indicate member of this types are request, advise, ask, command, order, demand, bid, and forbid.

For the example : *Could you turn on the lamp.* The utterance represents the speaker requests for the listener to do something which is to turn on the lamp.

5) Commissives

Commissives are the kind of speech act that speaker use to commit themselves for some future action. They express what the speaker intends to do. The propositional content are when the speaker performs an action in the future. There are some kinds of commissive like offering, committing, guaranteeing, swearing, promising, and volunteering (Lotu, Huan, & Bili Bora, 2023).

For the example: *I will come to your home tomorrow*. The utterance represents the speaker promises that she/ he will come to someone home.

Leech (in Maujud & Sultan, 2019) also classified speech act into some kinds, but he focused on how to apply the principle of politeness in an utterance. They are as follow:

a) Competitive

The purpose of illocution competes with social goals. For example: commanding, requesting, demanding, begging. The competitive politeness illocution has a negative nature and its purpose to reduce the disharmony implied in the competition between what the speaker wants to achieve and what politeness demands. Competitive objectives are basically discourteous, for example, asking for a loan of money in a pushy tone. Manners are distinguished from politeness which refers to the goal, while politeness refers to linguistic or other behavior to achieve that goal.

Hence, the principle of good manners is needed to slow down the impoliteness that is intrinsic to the goal.

b) Convivial

Illocutionary purposes are the same as social purposes, for example: offering, inviting, greeting, thanking, congratulating. Convivial functions basically manners in a position of the politeness are more positive and the purpose is to find opportunities for hospitality. So, in positive politeness it means following the principles of politeness. For the example that when there is an opportunity to say happy birthday.

c) Collaborative

The illocutionary purpose ignores social goals, such as: stating, reporting, announcing, teaching. The illocutionary function of collaborative does not involve politeness, because in this function politeness is irrelevant to apply. Beside it, what is prioritized in this speech act is the truth and the accuracy of the information conveyed. The use of politeness principles in this action will actually affect the meaning of an utterance later.

d) Conflictive

The illocutionary purpose is contrary to social goals, for example: threatening, blaming, cussing, scolding. There is no element of politeness at all in the conflictive function, because this

function aims to generate anger. Threatening or cursing people (for example), is impossible to do politely, unless the speaker uses irony.

According to Leech, Searle's classification can be analyzed based on the utilization of the politeness principle. Searle's categories when connected with politeness are as follows:

(1) Assertive

The speaker is bound to the truth of the proposition expressed in this illocution. For example: propose, make, complain, express an opinion, report. In terms of politeness, this illocution tends to be neutral, that is included in the category of cooperation as stated in Leech's third type of speech act namely collaborative.

(2) Directive

This illocution aims to produce an effect in the form of actions taken by the speaker. For example: ordering, commanding, pleading, demanding, giving advice. This type of illocution is often included in the competitive category, because it also includes illocutionary categories that require negative politeness. However, there are also directive illocutions such as inviting which are intrinsically polite.

(3) Commissive

The speaker feels in some way bound to a future action in this illocution, for the example: promising, offering. This type of illocution tends to be pleasant and less competitive, because it does

not depend on the speaker's interest but on the listener's interest.

Therefore, the function of politeness needs to be applied in it.

(4) Expressive

The function of this illocution is to express the speaker's psychological attitude towards the situation implied in the illocution. For example: saying thank you, congratulating, apologizing, criticizing, praising, expressing condolences, and so on. As with commissive illocutions, expressive illocutions tend to be pleasant. Therefore, they are intrinsically polite, except expressive illocutions such as criticize and accuse.

(5) Declarative

The successful execution of this illocution will cause a match between the content of the proposition and reality. For example: resigning, firing, naming, punishing, ostracizing or banishing, appointing (employees) and so on. Searle said that this was a very special category of speech acts, because these actions are usually performed by someone who was in an institutional frame of reference and was authorized to do it.

For example: a lawyer who punished a lawbreaker, this is an institutional act rather than a personal act which almost did not involve any politeness factor. Even though it is not a pleasant task for a lawyer to punish a lawbreaker, the lawyer is authorized to do, cause it cannot be said that the lawyer punished the lawbreaker

impolitely. On the other hand, politeness is also not concerned with declarative illocution because this type of illocution is not used in private speech. In other words, speakers who make declarations use language simply as an outward sign that an institutional action (social, religious, or law action) has been carried out. It is because when a lawyer adds politeness to his words, it will minimize the power of the declaration.

From the definition of speech acts mentioned above, it can be summarized that speech act is an act of communication that is dependent on the situation in which the interaction between the speaker and the listener happens.

3. Directive Speech Act

Directive speech act are illocutionary acts that the speaker uses to persuade the hearer to perform an action (Suryandani & Budasi, 2021). The action intended to communicate what the speaker desires. Moreover, directive speech act represents the speaker expectation of the hearer future behavior.

Directive is one type of speech act in which the speaker instructs the listener to do some action through an utterance. Directive speech act has a variety of paradigmatic cases including requesting, advising, commanding, challenging, inviting, daring, entreating, and so on. Searle (in Tanudjaja,

Mariani, & Chandra, 2021) classified directive speech act into some types, they are as follows:

a. Commanding

Commanding spoken by the speaker when he or she wants to ask or order someone to take an action directly. This type of directive speech act can be done by depending on the power of the speaker or listener.

Leech (1983) classified act into several indicators. First, directive speech act of command required the hearer to participate and did an action. Next, the hearer did the action after the speaker speaks an utterance. And this action given an advantage to the speaker and given a disadvantages to the listener.

For the example: *Open your book*. The utterance represents the speaker commands for the listener to do an action which is to open her/his book.

b. Requesting

Requesting is the same as commanding, but the speaker asks or orders someone to take an action indirect way (mostly in a polite way). This expression is not totally a command which mean that the listener has rights to accept or even reject the request. In English the request can be represented by the use of some word for the example are please, can, could, shall, should, will, would. In Indonesian the request can be represented by the use of some word for the example is *silahkan*.

Leech (1983) classified act into several indicators. First, directive speech act of request required the hearer to participate and did an action. Next, the hearer did the action after the speaker speaks an utterance. And this action given an advantage to the speaker and given a disadvantages to the listener.

For the example: *Could you help me to bring this book to the office.* The utterance represents the speaker requests for the listener to do an action which is to help the speaker bring the book to the office.

c. Suggesting

Suggesting is when the speaker conveys an utterance that make the listener takes an action in the future. This expression oriented toward a thought or idea from the speaker to the listener that can influence the listener consideration to take an action in the future.

Leech (1983) classified act into several indicators. First, the purpose of this type is to make the listener believed the activity that was carried out would give him/her an advantages. Next, directive speech act of suggest required the hearer to participate in the action. The hearer did the action after the speaker speaks an utterance. And this action given an advantages to the listener.

For the example: *How about we go to the library now.* The utterance represents the speaker suggests for the listener to go to the library now.

d. Forbidding

Forbidding is a type of directive speech act to ask and order the other person not to do a certain thing. Leech (1983) classified act into several indicators. First, directive speech act of forbid required the hearer to participate and did an action. Next, the hearer did the action after the speaker speaks an utterance. And this action given the speaker an advantage and given the listener a disadvantages.

For the example: *Do not leave the class before the bell rings.* The utterance represents the speaker forbids for the listener to do not leave the class before the bell rings.

e. Questioning

Questioning presented by the speaker to receive a response, answer, or even information from the listener. Leech (1983) classified act into several indicators. First, directive speech act of question required the hearer to participate and did an action. Next, the hearer did the action after the speaker speaks an utterance. And this action given the speaker an advantage and given the listener a disadvantages.

For the example: *Who is absent today?.* The utterance represents the speaker question for the listener to ask who is absent today.

f. Permitting

Permitting are contains the following expressions such as agree to, allow, authorize, bless, consent to, forgive, and release.

For the example: The conversation between the teacher and the student in the classroom.

Student : “*Can I discuss with my peer, Sir?*”
Teacher : “*Yes, please*”.

The utterance represents the teacher permits for the student to discuss with her/ his peer.

g. Encouraging

Encouraging is an expression that speaker uttered to provide support and motivation for listener to do something.

For the example: *Cheer up, you can do this test.* The utterance is the speaker encouragement for the listener to motivate her/ him to do the test.

h. Wishing

Wishing defined as the speaker hope to the listener for something good in the future.

For the example: *I wish you have a good job.* The sentence represents the speaker wishes for the listener to have a good job.

Moreover, Kreidler (1998) classified directive speech act into three kinds, they are as follows:

1) Command

Command is a desire for the speech partner to act as the speaker wants the speech partner to act. Command are effective if the speaker has some degree of control over the addressee actions.

For the example : *I command you to do your assignment*. The utterance represents the speaker commands for the listener to do the assignment.

2) Request

Request is an expression of what the speaker requires the addressee to do or not to do. Request does not assume the speaker control on the addressee.

For the example : *Could you tell me how was your day*. The utterance represents the speaker requests for the listener to tell how was her/ his day.

3) Suggestion

Suggestion is an utterance we make to another person to give our opinion on what they should or not to do.

For the example : *I suggest you to pay more attention on your assignment*. The utterance represents the speaker suggest for the listener to pay more attention on her/ his assignment.

Directive sentences can be spoken in a variety of ways. Grammatically, directive utterances may be in the form of declarative sentences, interrogative sentences, or imperative sentences. In addition, each person has a different intention in uttering directive sentences. The speaker intention can be in the form of commands, requests, prohibitions, suggestions, warnings, and invitations.

Basically, a non verbal behavior of the hearer is very important for the speaker to choose among various form of speech that are appropriate. Furthermore, cause the least possible offense to the hearer. In other words, the speaker must express his/ her intentions appropriately according to the age, rank, and gender of the hearer. Therefore, directive speech act same as the other types of speech act that can be expressed in several ways. For example in the imperative, interrogative, and declarative ways (Aziz, Firdaus, & Gumilar, 2021).

Based on the explanation above, directive speech act which are part of speech act that can be used at every stage of life, especially during teaching and learning activities. Directive speech act in the field of educational communication are important to study because this form of utterance produces an action that must be done by the listener, so that both students and teachers need to interpret the meaning of the utterance.

4. Speech Event

Speech event is an act of linguistic interaction in one or more forms of speech involving two parties (the speaker and the hearer) with one subject of speech in a certain time, place, and situation. Suwito (in Marni, Adrias, & Tiawati, 2021) stated that speech event was a social phenomenon and there was interaction between speakers in certain situations and places. There are several components in speech events which become the

conditions for the occurrence of speech events. Dell Hymes (in Maujud & Sultan, 2019) called these components by SPEAKING, they are as follows:

- a. Setting and scene. Setting refers to the time and place where the speech takes place, while scene refers to the situation of the place and time of the speech.
- b. Participant. This component refers to the person in the speech which can be speakers and listeners, addressers and addressees or senders and receivers (of messages).
- c. Ends. This component refers to the intent and purpose of the utterance.
- d. Act sequence. This component refers to the form and content of the utterance used by the speaker.
- e. Key. This component refers to the tone, manner, and spirit in which a message is delivered, whether it is with pleasure happily, seriously, briefly, arrogantly, mockingly, and so on.
- f. Instrumentalities. This component refers to the language pathway used, such as: oral, written, via telegraph or telephone.
- g. Norm of interaction. This component refers to norms or rules in interaction.
- h. Genre. This component refers to the form of delivering a message.

5. Speech Situations

Leech (in Marni, Adrias, & Tiawati, 2021) defined pragmatics as the study of meaning in relation to the context (speech situations). Every utterance includes who said it, to whom it was delivered, for what purpose and in what context. Therefore, there are several aspects of the speech situation that need to be considered in an utterance especially from a pragmatic point of view. The aspects of speech situation are:

a. Addressers or addressees

Addressers and addressees refer to *s* (speaker) and *h* (hearer). These are a shorthand for speaker/ writer and hearer/ reader. Some things related to the speaker and the hearer are age, social-economic background, gender, and level of closeness.

b. The context of an utterance

Context is the relevant aspects of the physical or social setting of an utterance. The physical context is called co-text, while the social environment of an utterance is called context. Context can be defined as background knowledge assumed to be shared by the speaker and the hearer which contributed to the hearer interpretation of what the speaker means by utterance.

c. The goal of an utterance

The forms of speech expressed by speakers are underlined by certain intentions and goals. Leech (in Maujud & Sultan, 2019) stated that in pragmatics, speaking was a goal-oriented activity purpose. So that,

every utterance has a purpose that was different from other utterances. In addition, various forms of speech can be used to express the same purpose, or various purposes can be expressed with the same speech.

d. The utterance as a form of act or activity (speech act)

Pragmatics study deals with verbal acts or performances which take place in time and particular situations. In this respect, pragmatics deals with language at more concrete level than grammar. This aspect can be called as illocutionary act.

e. The utterance as a product of a verbal act

The word “*utterance*” can be used in pragmatics that refer to the product of a verbal act, rather than to the verbal act itself. For example: “*Would you please be quiet?*” (spoken with a polite rising intonation), might be described as a sentence, a question, or a request. The terms sentence and question for grammatical entities derived from the language system, and the terms utterance for instances of such entities identified by their use in a particular situation. The meaning of an utterance as an attempt to reconstruct what act considered as a goal-directed communication, was it a goal of the speaker to perform in producing the utterance.

6. Context of Teaching and Learning

Context produced in the process of using language. Leech (in Bala, 2022) views pragmatics as the study of language related to the context. Pragmatic studies how people use language in a certain context. Pragmatic

examines the speaker intention in the speech used by requiring a mutual understanding based on the knowledge or experience that has been mutually known underlying the speech.

John Rupert Firth (in Rahardi, 2021) divided context into four elements, namely: the speaker, the act of the speaker, the relevant of situational element, and the effect of the speech act. Firstly; the speaker refers to the narrator, speech partners, and other parties involved in the speech act either directly or indirectly. Secondly; the act of the speaker refers to the activities that carried out by the speaker, whoever he/ she is, during an ongoing speech act. Thirdly; the relevant situation refers to the relevant atmosphere both physical, psychological, and mental in nature that occurs when a speech takes place. Fourthly; the effect of speech act that cannot be removed. The mean is the speaker or the speech partner must think the impact of speech whether good, not good, painful or encouraging for others.

Based on the explanation above, it can be conclude that context is the aspect of communication that can help the hearer when understanding the utterance in a communication process. In this study, the context is the situation that happen in teaching and learning activities with the material “Recount Text” conducted by the English teacher at ten grade student of *Teknik Otomotif 3 SMK Muhammadiyah 5 Purwanto* which is implementing Merdeka curriculum.

7. Merdeka Curriculum

Indonesian government makes a strategy to improve the quality of education by updating and improving the curriculum. One of the curriculum program that is currently being implemented is Merdeka Curriculum. The mean of Merdeka Curriculum is learning design that allow students to learn in a relaxed, calm, unstressed, a joyful atmosphere and attention to the natural talent of the student (Susilowati, 2022). The focus of Merdeka Curriculum is on freedom and creative thinking. Merdeka Curriculum is a learning curriculum related to the talent and the interest of student approaches, whereas student can choose their own courses that they want to study based on their talents and interests.

According to The Minister of Education, Culture, Research and Technology of Indonesia, there are several activities carried out in the learning process of Merdeka Curriculum. These activities are in the form of: opening activities, core activities, and closing activities (Kemendikbudristek, 2022).

a. Opening Activities

Opening activities are an important thing to do in an activity. This is because a good opening will give a good impression at the beginning to the next stage. The teacher must present a clear description of the learning activities that will be carried out in teaching and learning process to avoid difficulties at the next stage.

The first activity carried out in this stage is that student prepare themselves and the tool that needed during teaching and learning process, including cleaning the table with the aim that teaching and learning activities will run effectively without being disturbed by other things that are unnecessary during teaching and learning process. Next, the teacher guides the class to pray together before starting teaching and learning activities. After checking student attendance, the teacher provides a stimulus about the material that will be taught. If the previous meeting has been carried out, then the teacher provides a stimulus for the material to be taught by connecting the previous material. The teacher explains the learning objectives or basic competencies that will be achieved, conveys the scope of the material and an explanation of the description of learning activities, and also explains the assessment that students will get.

The step in opening activities are as follows:

a) Greeting

Greeting are activities that carried out before starting learning. This activity aims to create a positive and warm atmosphere. Examples of greeting activities include opening greeting, morning greeting, and asking how you are.

b) Praying

Opening prayer in learning activities conducted to start the learning session. This activity depends on religious beliefs of both

teacher and student to respect the diversity of religions in the learning environment. The purpose of this activity is can create a calm atmosphere and remind students of the importance in starting something with good intentions, awareness and gratitude. The teacher or class leader usually leads prayer together before starting the learning activities.

c) Checking student attendance

Attendance in learning is the process of noting the presence of students in a learning session. This activity is conducted to track student participation and to keep discipline in the learning process.

d) Explaining the learning objectives

Explaining learning objectives is an important step in the learning process. Learning objectives must be clearly explained to student, so that they understand what is expected from the learning in the future. This activity usually begins with a discussion to explore student knowledge of the learning topic and the objective to be achieved in the learning.

b. Core Activities

During the core activities, the teacher provides an explanation of the material that will be taught to students. English language learning focused on strengthening the ability to use English in six language skills, namely: listening, speaking, reading, viewing, writing, and presenting an integrated manner and various types of the text. English language

learning at the secondary education level is expected to help students successfully achieve the ability to communicate in English as part of life skills.

The teacher conveys the material using several methods such as project-based learning method. The teacher invites the student to actively discuss in finding solutions to solve the problem. Then, student does practicum or makes the project according to the direction of the teacher. Besides that, it also invites students to practice what they have learned from learning and then continue by presenting it. According to Sani (in Hrp, et al., 2022) project-based learning method is a learning method that carried out to explore the knowledge and skills of student by creating work or a project that related to teaching materials and competencies. Project-based learning method includes problem-solving, decision making, investigating, and creating skill. Student learns in a group and each group can make a different project. The teacher role here as a facilitator in helping to plan and analyze the project without giving direction in completing the project.

The step in core activities are as follows:

a) Orientation

Orientation activities refers to the introduction of learning materials to be learned. During the early stages, the teacher provides a stimulus regarding the material to be learned. After that, students are given the opportunity to ask question about the learning material.

Next, the teacher provides an in-depth explanation of the learning material. This activity help students to be more prepared in the learning process and they will focus on understanding the material.

b) Exploration

Exploration activities are designed for students to develop a deeper understanding of learning materials, to improve their critical thinking skills, and to increase their engagement in the learning process. These activities include various methods and strategies used to push their understanding. Commonly, the teacher applies the group discussion method in the learning process. The teacher divides students into groups to discuss concepts or problems in the learning material and find the answer to these problems.

c) Review and presentation

This activity helps students enhance their understanding of the material, develop their ability to communicate in public, and increase their confidence. During this activity, student reviews the learning material and summarizes it. Then, they present the material that they have discussed using powerpoint slides, posters, or graphs.

d) Consolidation and discussion

This activity focuses on student interaction and their understanding. During the consolidation stage, students are asked to summarize, understand, and combine their understanding about the learning material. Students are asked to be more interactive in

sharing their thoughts, questions or understanding of the learning material with their peers and teachers. The purpose of this activity is to stimulate student critical thinking in collaborating and sharing thoughts to convey their opinions with others and to help students understand learning materials from various perspective.

c. Closing Activities

The teacher will reflect and evaluate the process of student project that has been done in the final stage of learning or in closing activities. In addition, the teacher provides thing that have been achieved by student and thing that must be improved by student. This activity is conducted to determine the result of the learning that has been done. The teacher asks student to express their opinion regarding the conclusion of learning material that has been discussed. Then, the teacher ends the lesson by conveying the material that will be studied at the next meeting and finish it with prayer together.

The step in closing activities are as follows:

a) Provide feedback on the learning

Feedback activities in the learning process aim to measure how far the student understanding of the learning material is. Students can give feedback in oral or written form about what they have understood or not. Then the teacher will provide a re-explanation to students. Based on this, teachers can take corrective actions in learning such as adjusting learning materials and appropriate

teaching methods or approaches. This activity supports student progress that will be a continuous process in order to achieve the learning objectives.

b) Reflection on the learning

The reflection activity is an activity of how their learning experience. This activity aims to process what they have learned, how they understand it, and how the material is relevant to their daily experiences. This activity helps to enhance student understanding and learning experience in their own context.

c) Informs the material for the next meeting

The purposes of this activity is to provide the information for students regarding the schedule, materials and preparations that needed in the next meeting. This activity allow students to prepare themselves by reading the material before the meeting and have an overview of what they will be learning. The activity included in effective learning planning activities that can help to improve learning outcomes.

d) Closing prayer

Closing Prayer is an activity to end the learning session by praying to God for the blessing of good understanding and the ability to apply the knowledge that has been learned. This activity is also an expression of gratitude to God for the opportunity to learn and self-improve.

Table 2. 1 Learning Activities

Step	Activity
Opening Activities (10 minutes)	1. The teacher says greeting
	2. The teacher and student pray together
	3. The teacher checks student attendance
	4. The teacher conveys the learning objectives that will be achieved
Core Activities (70 minutes)	Orientation:
	1. Students are given a stimulus about the material to be learned by playing video or sharing learning document
	2. Students are asked questions about the learning material
	3. The teacher explains briefly about the learning material
	Exploration:
	1. Students are divided into several group
	2. The teacher gives LKPD (Student Worksheet) for every group to generate ideas and responses from students on the material that will be studied
	3. Students discusses with their friends within a group about questions that are in LKPD (Student Worksheet)
	4. The teacher strolls around to every group and helps if there are any obstacles
	5. The teacher motivates student on solving the problem in LKPD (Student Worksheet)
	Review and Presentation:
	1. Students from every group display the answer and present the result of their discussion
	2. The teacher and students discuss LKPD (Student Worksheet)
Consolidation and Discussion:	
1. The teacher and students evaluate about the conclusion of their discussion together	
Closing Activities (10 minutes)	1. The teacher gives feedback on the lesson
	2. The teacher and student make a reflection on the learning
	3. The teacher informs student about the next meeting
	4. The teacher leads the closing prayer

B. Previous Related Studies

To conduct this research, some relevant studies that has been taken to compare this research with other research. Some related research are the following:

The first research is conducted by Yuliana Krisanti Lotu, Elisna Huan, and Dewi I.N. Bili Bora (2023) entitled “*The Illocutionary Acts Used By An English Lecturer In The Teaching And Learning Process At The English Study Program Of Nusa Cendana University*”. In this research, the researcher applied the descriptive qualitative method. Here, the researcher described the type of illocutionary acts used by an English Study Program lecturer of Nusa Cendana University in the teaching and learning process and the mostly used types of illocutionary acts by an English Study Program lecturer of Nusa Cendana University in teaching and learning process for several meetings were recorded and transcribed. The researcher found 174 utterances including four types of illocutionary acts performed by the lecturer, namely: directive that was used 128 times (73 %), representative that was used 27 times (16 %), expressive that was used 17 times (10 %), and commissive that was used 2 times (1 %). Directive were the most frequently illocutionary acts used by an English lecturer in the teaching and learning process.

The second study is conducted by Ayu Meidini, Didi Suhendi, and Izzah (2023) entitled “*Teacher And Student Directive Speech Actions In Online Teaching Learning Interactions At SMP Ignatius Global School Palembang*”. In this research, the researcher used descriptive qualitative method. Here, the

researcher described the form and function of the directive speech act of teachers and students in online teaching and learning interactions at SMP Ignatius Palembang. The researcher found the form of teacher directive speech act (namely: requestives, questions, requirements, prohibitives, permissives, advisories) and the form of student directive speech act (requestives, question, advisories) that appear in online teaching and learning interactions.

The third study entitled “*An Analysis of Directive Speech Acts Used by The Main Character in Dunkirk Movie*” by Elperinda Silaen, Mutiah, Murniwati Ndruru, and Afriana (2022). This research used descriptive qualitative method. The research was focused on various type and the form of directive actions used by the main character in “Dunkirk” Movie. The research findings show that the movie screenplay has 20 directive speech acts. The most frequently used in the movie screenplay is asking directive speech acts. Meanwhile, the least commonly utilized in the movie screenplay is advising directive speech acts.

The fourth study conducted by Shandi Kevin Tanudjaja, Nanik Mariani, and Noor Eka Chandra (2021) entitled “*An Analysis of Directive Speech Acts Used by Male Lecturer of ELESP FKIP Lambung Mangkurat University in Classroom Context*”. This research used descriptive qualitative method. The researcher focused on the form of directive speech acts that arise from the speech of male lecturer in the learning process in ELESP FKIP of Lambung Mangkurat University. The finding showed that male gender lecturer performed several directive speech acts that relative to the supremacy of the

gender itself, namely: questioning showed 92 utterances, suggesting showed 15 utterances, requesting showed 8 utterances, commanding showed 7 utterances, permitting showed 5 utterances, and encouraging showed 4 utterances. Based on the result, the most dominant directive speech acts used by male lecturer in the learning process in ELESP FKIP of Lambung Mangkurat University is questioning and suggesting.

The researcher research has different data compared to related studies. The researcher focuses only to analyze types of directives speech act that uttered by the English teacher during teaching and learning activities in the class X of *Teknik Otomotif 3* at SMK Muhammadiyah 5 Purwantoro in order to provide understanding for students during teaching and learning activities.

Table 2. 2 The Similarities and Differences

No	Previous Study	Similarities	Differences
1.	The Illocutionary Acts Used by an English Lecturer in The Teaching and Learning Process at The English Study Program of Nusa Cendana University by Yuliana Krisanti Lotu, Elisna Huan, and Dewi I.N. Bili Bora (2023)	- Using descriptive qualitative research	The subject of the study in previous study is the type of illocutionary acts and the mostly used type of illocutionary acts by an English Study Program lecturer of Nusa Cendana University in teaching and learning process. While in the researcher study, there will focused on types of directive speech acts uttered by the English teacher in teaching and learning activities at class X of <i>Teknik Otomotif 3</i> SMK Muhammadiyah 5 Purwantoro.
2.	Teacher and Student Directive Speech Actions in Online	- Using descriptive	The previous study used the directive speech act to describing forms and

	Teaching Learning Interactions at SMP Ignatius Global School Palembang by Ayu Meidini, Didi Suhendi, and Izzah (2023)	<ul style="list-style-type: none"> - qualitative research - Focus on directive speech acts 	function of the directive speech acts of teachers and students in online teaching and learning interactions at SMP Ignatius Palembang. While, the researcher focused only on types of directive speech act uttered by the English teacher in order to provide understanding for students during teaching and learning activities at class X of <i>Teknik Otomotif 3 SMK Muhammadiyah 5 Purwanto</i> .
3.	An Analysis of Directive Speech Acts Used by The Main Character in “Dunkirk” Movie by Elperinda Silaen, Mutiah, Murniwati Ndruru, and Afriana (2022)	<ul style="list-style-type: none"> - Using descriptive qualitative research - Analyzing directive speech acts 	The previous study focused in various type and form of directive actions used by the main character in “Dunkirk” Movie. While, the researcher focused in types of directive speech act uttered by the English teacher during teaching and learning activities at class X of <i>Teknik Otomotif 3 SMK Muhammadiyah 5 Purwanto</i> .
4.	An Analysis of Directive Speech Acts Used by Male Lecturer of ELESP FKIP Lambung Mangkurat University in Classroom Context by Shandi Kevin Tanudjaja, Nanik Mariani, and Noor Eka Chandra (2021)	<ul style="list-style-type: none"> - Using descriptive qualitative research - Focus in teacher/ lecturer utterances - Analyzing directive speech acts 	The previous study focus on the form of directive speech acts that arise from the speech male lecturer in the learning process in ELESP FKIP of Lambung Mangkurat University. While, the researcher focus on types of directive speech act uttered by the English teacher during teaching and learning activities at class X of <i>Teknik Otomotif 3 SMK Muhammadiyah 5 Purwanto</i> .

CHAPTER III

RESEARCH METHOD

A. Research Design

This research applies qualitative research. Qualitative research is research that focus on finding meaning or description of natural phenomenon that is presented in a narrative form. Denzin and Lincoln (in Sidiq & Choiri, 2019) stated that qualitative research is research that use a natural background with the aim of interpreting phenomena that occur by involving methods that exists in qualitative research, such as: interviews, observations, and utilization of documents. The purpose of qualitative approach is to find an answer toward a phenomenon in accordance with systematic scientific procedures.

The researcher used descriptive qualitative method. Descriptive qualitative method were used to describe, explain, and analyze the phenomena that happened behind the data. The data are taken from the utterances of the English teacher during teaching and learning activities in the classroom at SMK Muhammadiyah 5 Purwanto. The aim of this research is to identify types of directive speech act spoken by the English teacher at SMK Muhammadiyah 5 Purwanto during teaching and learning activities. The researcher analyzes directive speech acts based on Searle theory.

B. Research Setting

1. Place

The researcher conducted this research at SMK Muhammadiyah 5 Purwanto. SMK Muhammadiyah 5 Purwanto is one of many vocational high school in educational institutions. This school located in Purwanto – Pakis Baru street, Karanglo, Tegalorejo, Purwanto, Wonogiri, Central Java, email: smkmuh5_pwo@yahoo.com and the official website: smkmuh5purwanto.sch.id.

2. Time

The time of research is during English classroom activities in ten grade student at SMK Muhammadiyah 5 Purwanto. The researcher started the research in October 2023. Detail activities explained bellow:

Table 3. 1 Research Schedule

No	Activities	June	July	Aug	Sept	Oct	Nov	Des
1	Observation	■						
2	Proposal		■	■	■			
3	Reviewing Literatures		■	■	■			
4	Developing Instrument		■	■	■			
5	Collecting and Analyzing Data					■	■	
6	Writing the report					■	■	
7	Submitting the document							■

C. Subject and Object of The Research

1. Subject of The Research

The subject of the research is the English teacher utterance in ten grade student at SMK Muhammadiyah 5 Purwantoro, namely Mrs. Annis Miftahul Khoiriyah, M. Pd.

2. Object of The Research

The object of the research is directive speech act that uttered by the English teacher while in teaching and learning activities.

D. Instrument of The Research

Instrument defined as a tool that needed in the data collection technique (Siyoto & Sodik, 2015). In this research, the research instrument is the researcher herself who act as a planner, an analyzer of decision data, an interpreter and also a reporter of research result. The researcher needs to know the knowledge of language, specifically about speech act theory which is to be an important aspect in the success of the research. Beside it, there are additional tools that used to support the instrument in this research such as camera or handphone for recording the video during teaching and learning activities and laptop for type the transcript video.

E. Data and Source of The Data

1. The Data of the Research

The data in qualitative research are a word and an action that followed by additional data such as document and other. The data of this research taken from the utterances uttered by the English teacher during teaching and learning activities. The researcher gathered the data from classroom dialogue by the English teacher, Mrs. Annis Miftahul Khoiriyah, M. Pd. during English classroom activities at SMK Muhammadiyah 5 Purwanto.

2. The Source of the Data

The source of data in this research is the English teacher utterances in the form of transcript that taken from recording video during classroom activities at SMK Muhammadiyah 5 Purwanto.

F. Technique of Collecting The Data

Data collection technique is one of the important way in the research. It is because the main purpose of the research is to get the data. The data collection technique requires the right step, because the researcher will get the data in accordance with the standard of specified. Some the data collection technique commonly applied in qualitative research are observation, interview, documentation and combined or triangulation technique.

According to Sudaryanto (in Zaim, 2014) there are two types of method that used in data collection, namely listening method (*metode simak*) and speaking method (*metode cakap*). Listening method (*metode simak*) is a data collection method that is carried out through the process of listening or observing to the use of the language being researched. While, speaking method (*metode cakap*) is a data collection method that is carried out by conducting conversation between researcher and language speaker as the data source or informant. This research applied listening method (*metode simak*) in which the researcher listens and observes the directive speech acts spoken by the English teacher in teaching and learning activities at SMK Muhammadiyah 5 Purwanto.

The technique in listening method (*metode simak*) in term of the stage of its use are divided into two types of technique, including: basic technique and advanced technique. Basic technique is called tapping technique, because the listening process in this method is done by tapping on the language used in the speaker communication of a language. In basic technique stage, the researcher listens and records the teacher utterances during teaching and learning activities in the classroom. Then, advanced technique are the technique used based on basic technique that have been used.

Advanced technique themselves are divided into some types, namely: *Simak Libat Cakap* Technique, *Simak Bebas Libat Cakap* Technique, Recording Technique, and Note Taking Technique.

1. *Simak Libat Cakap* Technique

Simak Libat Cakap Technique can be done if the data collector participates in the conversation and listens to the conversation when tapping the language data is being studied. So, the researcher participates in the conversation with the source of the data at the same time pay attention to the use of the interlocutor language in the conversation. The researcher did not use this technique because the researcher only listen and pay attention without participating in the conversation.

2. *Simak Bebas Libat Cakap* Technique

The researcher does not participate the conversation process in *Simak Bebas Libat Cakap* technique. The researcher is only an interested listener who listen diligently to what is said by the people who speak. This technique is used by the researcher, because the researcher as a listener of the teacher utterances in the teaching and learning activities.

3. Recording Technique

Recording technique is a technique of collecting data by recording the use of spoken language spontaneous. The recording device are usually a tape recorder, handphone, camera or handycam. The researcher here records the teacher utterances using a camera or handphone during the teaching and learning activities in the classroom.

4. Note Taking Technique

Note taking card can be done on paper which is able to contain, simplify reading and guarantee the preservation of data. In this stage, the researcher transcribes the video recording of the teacher utterances during the teaching and learning activities in the classroom.

G. Technique of Analyzing The Data

Data analysis is the process of systematically searching and arranging the data collected by organizing data into categories, selecting what is important and will be studied, then drawing conclusions so that it is easy to understand. According to Miles and Huberman (in Sugiyono, 2013), activities in data analysis include: data reduction, data display, and conclusion drawing/ verification.

1. Data Reduction

According to Sugiyono (2013) data reduction is the important data that has been selected to present a clearer drescription and it will be easier for researcher to collect the next data. The researcher makes the transcript of recorded video and only choose the data which was needed. In this data reduction stage, the researcher just focus on the important thing in the types of directive speech acts that have been spoken by the English teacher in the classroom by categorizing their types for analysis.

2. Data Display

Data display consists of presenting the data that has been organized into brief description, chart, relationship between categories, table, matrix and so on. The function of data display is to make the data easier to be understood. Miles and Huberman (in Sugiyono, 2013) suggested that the most commonly used data presentation in qualitative research is narrative text. At this point, the researcher makes a presentation of the data in the form of a brief description or narrative text and using table after the data reduction process is complete. Next, the researcher analyzes and arranges the data according to its category that can make easier to understand in the process of drawing conclusion. The data that has been analyzed are presented in accordance with the category of directive speech acts based on Searle theory. The table system as follows:

Table 3. 2 Types of Directive Speech Act

Code	Data	Directive Speech Act by Searle							
		COM	REQ	SUG	FOR	QUE	PER	ENC	WIS

COM : Command

REQ : Request

SUG : Suggest

FOR : Forbid

QUE	: Question
PER	: Permit
ENC	: Encourage
WIS	: Wish

3. Conclusion Drawing/ Verification

After the data was analyzed and categorized based on the types of directive speech act, it is continued in drawing conclusion by answering the problem formulation. Then, verifying the data that has been collected with the theory of directive speech act based on Searle theory.

H. Trustworthiness of The Data

Qualitative research requires the validity of the data that indicate the quality of the research finding. The data was taken from the English teacher utterances during teaching and learning activities. The researcher used triangulation technique to confirm the trustworthiness of the data. Triangulation technique is a technique for checking the validity of the data that utilizes other substance (Kusumastuti & Khoiron, 2019).

Triangulation technique consists of four types, namely: method triangulation, source triangulation, investigator or analyst triangulation, and theory triangulation (Patton, 1990).

1. Method triangulation is a technique used for checking the consistency of findings generated by different data collection methods.

2. Source triangulation is a technique used to check the consistency of different data sources within the same method.
3. Investigator/ analyst triangulation is a technique that uses multiple analysts to review findings.
4. Theory triangulation is technique that use multiple perspectives or theories to interpret the data.

This research used investigator or analyst triangulation technique to verify the validity of the data by checking the data that has been collected. The researcher selects Mrs. Febriana Dian Yusniati, M.Pd., as an analyzer to observe and review the data. The researcher then gives the validation table of the data and a video recording to the analyzer, so that she can choose between the correct and the wrong data. While the validator did the validation, there was no wrong data and it means that all data were valid.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

This research used descriptive qualitative research. The subject of this research is the English teacher in ten grade student of SMK Muhammadiyah 5 Purwanto which is Miss Annis. The data of this research are the utterances that produced by the English teacher during teaching and learning process with “Recount Text” material from first meeting until second meeting. The researcher used Searle theory of directive speech act. There are eight types of directive speech act according to Searle, including: commanding, requesting, suggesting, forbidding, questioning, permitting, encouraging, and wishing. The researcher found about 407 data. The researcher found about 35 data command, 50 data request, 1 data suggest, 1 data forbid, 320 data question, there is no data permit, there is no data encourage, and there is no data wishing. Types of directive speech act uttered by the English teacher in teaching learning process at ten grade student of SMK Muhammadiyah 5 Purwanto explain as follows:

1. Opening activities

During this activity, the teacher opened the meeting with greeting to student. Next, guided student to pray together before starting the teaching and learning process. Then, checked student attendance and also asked how they were doing. Afterthat, the teacher provided a stimulus about the material. The researcher found 47 data of request and question

directive speech act in the opening activities. The directive speech act produced by the English teacher in the opening activities at ten grade student of *Teknik Otomotif 3 SMK Muhammadiyah 5 Purwantoro* explain as follow:

a. Request

Request is where the speaker wants the hearer to do some action but in a polite way. Based on the data, there was 39 utterances which categorized as request during the opening activity. The code from that utterances are:

- 1) 19.10.2023/DN1/M1/REQ
- 2) 19.10.2023/DN2/M1/REQ
- 3) 19.10.2023/DN4/M1/REQ
- 4) 19.10.2023/DN7/M1/REQ
- 5) 19.10.2023/DN8/M1/REQ
- 6) 19.10.2023/DN9/M1/REQ
- 7) 19.10.2023/DN10/M1/REQ
- 8) 19.10.2023/DN11/M1/REQ
- 9) 19.10.2023/DN12/M1/REQ, etc.

For the first example of utterances:

Teacher	:	<i>Oke silahkan disiapkan</i> (19.10.2023/DN1/M1/REQ)
Student	:	<i>Ditempat duduk, siap grak, berdo'a mulai</i>

The utterance classifies as a request. The teacher wants the student to do some action which is request one student to lead prayer

together before start teaching and learning process. Then, one of the student here lead prayer together. The mean is one of that student answer the teacher request.

Based on Leech (1983) classification, this request directive speech act required the hearer to participate and did an action. Here, the teacher request the student to lead prayer together before start teaching and learning process. Next, the student did the action after the teacher speaks an utterance. And this action given an advantage to the teacher and given a disadvantages to the student.

The second example of utterances:

Teacher : *Aditya* (19.10.2023/DN7/M1/REQ)
Student : Hadir

The utterance classifies as a request. The teacher wants the student to do some action which is ask students to provide information from their presence. Then, one of the students who was called by name confirmed his presence in the class. The mean is one of that student answer the teacher request.

Based on Leech (1983) classification, this request directive speech act required the hearer to participate and did an action. Here, the teacher request the student to provide information from their presence. Next, the student did the action after the teacher speaks an utterance. And this action given an advantage to the teacher and given a disadvantages to the student.

b. Question

Question is where the speaker receive the response, answer, or even information from the hearer. There were 8 utterances can be categorized as question of directive in opening activity. The code from that utterances are:

- 1) 19.10.2023/DN3/M1/QUE
- 2) 19.10.2023/DN5/M1/QUE
- 3) 19.10.2023/DN6/M1/QUE
- 4) 19.10.2023/DN29/M1/QUE
- 5) 19.10.2023/DN30/M1/QUE
- 6) 19.10.2023/DN42/M1/QUE
- 7) 19.10.2023/DN43/M1/QUE
- 8) 19.10.2023/DN44/M1/QUE.

The first example of utterances:

Teacher : ***How are you?*** (19.10.2023/DN3/M1/QUE)
Student : I'm fine

The utterance classifies as a question. This because the teacher wants to know about the student condition. The student then answer the question of the teacher that they are fine.

Based on Leech (1983) classification, this question directive speech act required the hearer to participate and did an action. Here, the teacher wants to know about the student condition. Next, the student did the action after the teacher speaks an utterance. And this

action given an advantage to the teacher and given a disadvantages to the student.

The second example of utterances:

Teacher : *What day is today?*
(19.10.2023/DN5/M1/QUE)
Student : Thursday

The utterance classifies as a question. This because the teacher wants to know information about what day it is. The student then answer the question of the teacher by responding “Thursday”.

Based on Leech (1983) classification, this question directive speech act required the hearer to participate and did an action. Here, the teacher wants to know information about what day it is. Next, the student did the action after the teacher speaks an utterance. And this action given an advantage to the teacher and given a disadvantages to the student.

2. Core activities

The teacher provides an explanation of the material that will be taught to students in the core activity. The teacher also invites the student to actively discuss in finding solutions to solve the problem. The researcher found 356 data of command, request, suggest, and question directive speech act. There are some stage that carried out during the core activity, namely: orientation, exploration, review and presentation, consolidation and discussion.

a. Orientation

During this activity, the teacher provides a stimulus regarding the material to be learned. Next, the student are given the opportunity to ask question about the learning material and then the teacher provides an in-depth explanation of the learning material. The directive speech act produced by the English teacher in the orientation of the core activity at ten grade student of *Teknik Otomotif 3 SMK Muhammadiyah 5 Purwanto* explain as follow:

1) Command

Command is where the speaker wants to ask or order the hearer to take an action directly. There were 7 utterances which categorized as command in the orientation of the core activity. The code from that utterances are:

- a) 19.10.2023/DN52/M1/COM
- b) 19.10.2023/DN54/M1/COM
- c) 19.10.2023/DN57/M1/COM
- d) 19.10.2023/DN58/M1/COM
- e) 19.10.2023/DN89/M1/COM
- f) 19.10.2023/DN94/M1/COM
- g) 19.10.2023/DN211/M1/COM

For the first example of utterances:

Teacher : *Ayo sampahnya ada di bawah kursi, meja bisa di buang hayo. Ayo, laci-laci. Ayo.*
(19.10.2023/DN52/M1/COM)
Student : *(Siswa mengambil sampah-sampah yang ada di tempat mereka).*

On the data above, the utterance show that the teacher uses directive of command. The teacher notices that the classroom still dirty and there is some trash around the student seat. Then, the teacher orders the student to take trash that was still around in their place. The student takes an action directly based on the teacher utterance.

Based on Leech (1983) classification, this command directive speech act required the hearer to participate and did an action. Here, the teacher orders the student to take trash that was still around in their place. Next, the student did the action after the teacher speaks an utterance. And this action given an advantage to the teacher and given a disadvantages to the student.

The second example of utterances:

Teacher : *Dibawah kursimu lihat.*
(19.10.2023/DN54/M1/COM)
Student : *Mana bu?*

On the data above, the utterance show that the teacher uses directive of command. The teacher pays attention to the students seating area and sees that their places are still dirty and there are

some trash around the students seats. Then, the teacher instructs one of the student to look at the area under his seat.

Based on Leech (1983) classification, this command directive speech act required the hearer to participate and did an action. Here, the teacher instructs one of the student to look at the area under his seat. Next, the student did the action after the teacher speaks an utterance. And this action given an advantage to the teacher and given a disadvantages to the student.

2) Request

Request is where the speaker wants the hearer to do some action but in a polite way. Based on the data, there was 1 utterance which categorized as request in the orientation of the core activity.

For the example of utterance:

Teacher : *Ayo sadar posisi gimana lagunya.*
(19.10.2023/DN136/M1/REQ)
Student : *Mboten saget*

The utterance classifies as a request. The teacher wants the student to do some action which is request one of student to sing a “*Sadar Posisi*” song. Then, one of the student answer the teacher request by answering “*mboten saget*”.

Based on Leech (1983) classification, this request directive speech act required the hearer to participate and did an action. Here, the teacher request one of student to sing a “*Sadar Posisi*” song. Next, the student did the action after the teacher speaks an

utterance. And this action given an advantage to the teacher and given a disadvantages to the student.

3) Question

Question is where the speaker receive the response, answer, or even information from the hearer. There were 157 utterances can be categorized as question of directive in the orientation of the core activity. The code from that utterances are:

- a) 19.10.2023/DN48/M1/QUE
- b) 19.10.2023/DN49/M1/QUE
- c) 19.10.2023/DN50/M1/QUE
- d) 19.10.2023/DN51/M1/QUE
- e) 19.10.2023/DN53/M1/QUE
- f) 19.10.2023/DN55/M1/QUE
- g) 19.10.2023/DN56/M1/QUE
- h) 19.10.2023/DN59/M1/QUE
- i) 19.10.2023/DN60/M1/QUE
- j) 19.10.2023/DN61/M1/QUE, etc.

The first example of utterances:

Teacher : *Oke sudah. Oke hari ini kita akan mempelajari tentang recount text. **Sudah pernah belajar recount text sebelumnya?***
(19.10.2023/DN48/M1/QUE)

Student : *Belum*

The utterance classifies as a question. This because the teacher wants to know about the student information whether the

student have learned recount text before. The student then answer the question of the teacher that they have never learned recount text before by responding “*belum*”.

Based on Leech (1983) classification, this question directive speech act required the hearer to participate and did an action. Here, the teacher wants to know about the student information whether the student have learned recount text before. Next, the student did the action after the teacher speaks an utterance. And this action given an advantage to the teacher and given a disadvantages to the student.

The second example of utterances:

Teacher : *Di SMP?* (19.10.2023/DN49/M1/QUE)
Student : *Belum*

The utterance classifies as a question. This because the teacher wants to know about the student information whether the student have learned recount text before at junior high school. The student then answer the question of the teacher that they have never learned recount text before at junior high school by responding “*belum*”.

Based on Leech (1983) classification, this question directive speech act required the hearer to participate and did an action. Here, the teacher wants to know about the student information whether the student have learned recount text before at junior high school. Next, the student did the action after the teacher

speaks an utterance. And this action given an advantage to the teacher and given a disadvantages to the student.

The third example of utterances:

Teacher : *Lha di SMP belajarnya apa?*
(19.10.2023/DN50/M1/QUE)
Student : *Belajar mapel bahasa Inggris*
Anu bu macam-macam kata kerja
Verb

The utterance classifies as a question. This because the teacher wants to know information about what students have learned while in junior high school. The student then answer the question of the teacher that they have learned some things by responding “*Belajar mapel bahasa Inggris, Anu bu macam-macam kata kerja, Verb*”.

Based on Leech (1983) classification, this question directive speech act required the hearer to participate and did an action. Here, the teacher wants to know information about what students have learned while in junior high school. Next, the student did the action after the teacher speaks an utterance. And this action given an advantage to the teacher and given a disadvantages to the student.

b. Exploration

During this activity, students develop a deeper understanding of learning materials to improve their critical thinking skills and to increase their engagement in the learning process. These activities

include various methods and strategies used to push their understanding. The teacher divides students into groups to discuss concepts or problems in the learning material and find the answer to these problems. The directive speech act produced by the English teacher in the exploration of the core activity at ten grade student of *Teknik Otomotif 3 SMK Muhammadiyah 5 Purwanto* explain as follow:

1) Command

Command is where the speaker wants to ask or order the hearer to take an action directly. There were 16 utterance which categorized as command in the exploration of the core activity. The code from that utterances are:

- a) 19.10.2023/DN214/M1/COM
- b) 19.10.2023/DN216/M1/COM
- c) 19.10.2023/DN222/M1/COM
- d) 19.10.2023/DN227/M1/COM
- e) 19.10.2023/DN232/M1/COM
- f) 19.10.2023/DN235/M1/COM
- g) 19.10.2023/DN237/M1/COM
- h) 19.10.2023/DN238/M1/COM
- i) 19.10.2023/DN239/M1/COM
- j) 19.10.2023/DN240/M1/COM, etc.

For the first example of utterances:

Teacher : *Oke nanti tolong perhatikan perintahnya*
(19.10.2023/DN222/M1/COM)
Student : *(Siswa memperhatikan perintah guru)*

On the data above, the utterance show that the teacher uses directive of command. The teacher orders student to pay attention on the instruction that given. Then, student pay attention to the instructions from the teacher.

Based on Leech (1983) classification, this command directive speech act required the hearer to participate and did an action. Here, the teacher orders student to pay attention on the instruction that given. Next, the student did the action after the teacher speaks an utterance. And this action given an advantage to the teacher and given a disadvantages to the student.

The second example of utterances:

Teacher : *Nah makanya ini semua kerja. Ini kan ada dua lembar gini kan. Nah ini bisa kamu sobek nanti yang satu bisa menggambar, yang satu bisa membuat recount-nya. Sekarang musyawarah siapa yang buat recount text, siapa yang menggambar gitu.*
(19.10.2023/DN227/M1/COM)
Student : *(Siswa bermusyawarah pembagian tugas)*

On the data above, the utterance show that the teacher uses directive of command. The teacher explains to students about the worksheet they need to prepare. Then, the teacher orders students in each group to discuss who will make the recount text and who

will draw the picture. So, students takes an action directly based on the teacher utterance.

Based on Leech (1983) classification, this command directive speech act required the hearer to participate and did an action. Here, the teacher orders students in each group to discuss who will make the recount text and who will draw the picture. Next, the student did the action after the teacher speaks an utterance. And this action given an advantage to the teacher and given a disadvantages to the student.

2) Request

Request is where the speaker wants the hearer to do some action but in a polite way. Based on the data, there was 7 utterances which categorized as request in the exploration of the core activity.

The code from that utterances are:

- a) 19.10.2023/DN218/M1/REQ
- b) 19.10.2023/DN225/M1/REQ
- c) 19.10.2023/DN231/M1/REQ
- d) 26.10.2023/DN234/M2/REQ
- e) 26.10.2023/DN242/M2/REQ
- f) 26.10.2023/DN252/M2/REQ
- g) 26.10.2023/DN261/M2/REQ

For the example of utterances:

Teacher : (*Guru mengecek kelompok lain*)
Oke silakan di tentukan apa namanya generic structure-nya ya di paragraf ke berapa kan kemaren sudah dituliskan.
(26.10.2023/DN261/M2/REQ)

Student : *Bu berarti di tulis contohnya*

The utterance classifies as a request. The teacher wants that student to do some action which is request student to determine the generic structure in their recount text. Then, the student members answer the teacher request by responding “*Bu berarti di tulis contohnya*”.

Based on Leech (1983) classification, this request directive speech act required the hearer to participate and did an action. Here, the teacher wants that student to do some action which is request student to determine the generic structure in their recount text. Next, the student did the action after the teacher speaks an utterance. And this action given an advantage to the teacher and given a disadvantages to the student.

3) Question

Question is where the speaker receive the response, answer, or even information from the hearer. There were 33 utterances can be categorized as question of directive in the exploration of the core activity. The code from that utterances are:

- a) 19.10.2023/DN213/M1/QUE
- b) 19.10.2023/DN215/M1/QUE

- c) 19.10.2023/DN217/M1/QUE
- d) 19.10.2023/DN219/M1/QUE
- e) 19.10.2023/DN220/M1/QUE
- f) 19.10.2023/DN221/M1/QUE
- g) 19.10.2023/DN223/M1/QUE
- h) 19.10.2023/DN224/M1/QUE
- i) 19.10.2023/DN226/M1/QUE
- j) 19.10.2023/DN228/M1/QUE, etc.

The first example of utterances:

Teacher : *Oke sekarang silakan membuat grup, saya acak atau pilih sendiri?*
(19.10.2023/DN213/M1/QUE)

Student : *Pilih sendiri*

The utterance classifies as a question. This because the teacher wants to know about students information whether students want to create their own groups or created by the teacher randomly. Then, students answer the question of the teacher that they want to choose their own groups by responding “*pilih sendiri*”.

Based on Leech (1983) classification, this question directive speech act required the hearer to participate and did an action. Here, the teacher wants to know about students information whether students want to create their own groups or created by the teacher randomly. Next, the student did the action after the teacher speaks an utterance. And this action given an advantage to the teacher and given a disadvantages to the student.

The second example of utterances:

Teacher : *Siapa yang dapat hero?*
(19.10.2023/DN219/M1/QUE)
Student : *(Kelompok yang mendapat undian hero mengangkat tangan)*

The utterance classifies as a question. This because the teacher wants to know information about which group gets the hero lottery. Then, the group who gets the hero lottery answers the teacher question by raising their hands.

Based on Leech (1983) classification, this question directive speech act required the hearer to participate and did an action. Here, the teacher wants to know information about which group gets the hero lottery. Next, the student did the action after the teacher speaks an utterance. And this action given an advantage to the teacher and given a disadvantages to the student.

c. Review and Presentation

Students enhance their understanding of the material, develop their ability to communicate in public, and increase their confidence in this activity. Students present the material that they have discussed with their groups. The directive speech act produced by the English teacher in the review and presentation of the core activity at ten grade student of *Teknik Otomotif 3 SMK Muhammadiyah 5 Purwantoro* explain as follow:

1) Command

Command is where the speaker wants to ask or order the hearer to take an action directly. There were 12 utterances which categorized as command in the review and presentation of the core activity. The code from that utterances are:

- a) 26.10.2023/DN275/M2/COM
- b) 26.10.2023/DN279/M2/COM
- c) 26.10.2023/DN292/M2/COM
- d) 26.10.2023/DN311/M2/COM
- e) 26.10.2023/DN316/M2/COM
- f) 26.10.2023/DN317/M2/COM, etc.

For the first example of utterances:

Teacher : *Oke kemudian coba dari siapa di baca yang ini orientation.*
(26.10.2023/DN275/M2/COM)
Student : *(Siswa membaca hasil pekerjaan mereka)*

On the data above, the utterance show that the teacher uses directive of command. The teacher orders one of group members to read their work in the orientation section. Then, the student reads their work in the orientation section. So, the student takes an action directly based on the teacher utterance.

Based on Leech (1983) classification, this command directive speech act required the hearer to participate and did an action. Here, the teacher orders one of group members to read their work in the orientation section. Next, the student did the action

after the teacher speaks an utterance. And this action given an advantage to the teacher and given a disadvantages to the student.

The second example of utterances:

Teacher : *Ya kamu ceritakan to, ceritakan tentang apa.* (26.10.2023/DN279/M2/COM)
Student : *(Siswa membaca hasil pekerjaan mereka)*

On the data above, the utterance show that the teacher uses directive of command. The teacher orders students to explain the results of their work. Students then answer the teacher command by reading their work.

Based on Leech (1983) classification, this command directive speech act required the hearer to participate and did an action. Here, the teacher orders students to explain the results of their work. Next, the student did the action after the teacher speaks an utterance. And this action given an advantage to the teacher and given a disadvantages to the student.

2) Request

Request is where the speaker wants the hearer to do some action but in a polite way. Based on the data, there was 3 utterances which categorized as request in the review and presentation of the core activity. The code from that utterances are:

- a) 26.10.2023/DN272/M2/REQ
- b) 26.10.2023/DN303/M2/REQ
- c) 26.10.2023/DN327/M2/REQ

For the example of utterances:

Teacher : *Sssttt, quiet please.*
(26.10.2023/DN327/M2/REQ)
Student : *(Siswa sedang ramai di kelas)*

The utterance classifies as a request. The teacher wants that students to do some action which is request students to be quiet. Based on Leech (1983) classification, this request directive speech act required the hearer to participate and did an action. Here, the teacher request students to be quiet. Next, the student did the action after the teacher speaks an utterance. And this action given an advantage to the teacher and given a disadvantages to the student.

3) Suggest

Suggest is an utterance that we make to another person to give our opinion on what they should or not to do. There were 1 utterance can be categorized as suggest of directive in the review and presentation of the core activity. The example of utterance:

Teacher : *Jadi kalau kamu mengerjakan, kamu juga harus bisa memahami apa yang kamu tulis paling gak tahu artinya bahasa Indonesianya apa.*
(26.10.2023/DN382/M2/SUG)
Student : *(Siswa mengangguk)*

The utterance classifies as a suggest. This because the teacher gives advice with the aim of motivating students to do some action. In this case, the teacher tells students to understand what they have been working on.

Based on Leech (1983) classification, the purpose of suggest directive speech act is to make the hearer believed the activity that was carried out would give him/her an advantages. This type required the student to participate in the action. Here, the teacher suggest the student to undertand what they have been working on. The student did the action after the teacher speaks an utterance. And this action given an advantages to the student.

4) Question

Question is where the speaker receive the response, answer, or even information from the hearer. There were 114 utterances can be categorized as question of directive in the review and presentation of the core activity. The code from that utterances are:

- a) 26.10.2023/DN269/M2/QUE
- b) 26.10.2023/DN270/M2/QUE
- c) 26.10.2023/DN271/M2/QUE
- d) 26.10.2023/DN273/M2/QUE
- e) 26.10.2023/DN274/M2/QUE, etc.

The first example of utterances:

Teacher : *Oke ini kelompok?*
(26.10.2023/DN269/M2/QUE)
Student : *Kelompok kulo bu*

The utterance classifies as a question. This because the teacher wants to know information about which group is

conducting the presentation. Students answer the question of the teacher by responding “*Kelompok kulo bu*”.

Based on Leech (1983) classification, this question directive speech act required the hearer to participate and did an action. Here, the teacher wants to know information about which group is conducting the presentation. Next, the student did the action after the teacher speaks an utterance. And this action given an advantage to the teacher and given a disadvantages to the student.

The second example of utterances:

Teacher : *Oke kamu kemaren dapat undian?*
(26.10.2023/DN270/M2/QUE)
Student : Past experience.

The utterance classifies as a question. This because the teacher wants to know the information about what lottery they got from the group who was presentations. Students answer the question of the teacher by responding “Past experience”.

Based on Leech (1983) classification, this question directive speech act required the hearer to participate and did an action. Here, the teacher wants to know information about what lottery they got from the group who was presentations. Next, the student did the action after the teacher speaks an utterance. And this action given an advantage to the teacher and given a disadvantages to the student.

The third example of utterances:

Teacher : *Apa bahasa Inggrisnya sepeda?*
(26.10.2023/DN273/M2/QUE)
Student : Bike

The utterance classifies as a question. This because the teacher wants to know the information about *sepeda* in English from students. Students answer the question of the teacher by responding “Bike”.

Based on Leech (1983) classification, this question directive speech act required the hearer to participate and did an action. Here, the teacher wants to know information about *sepeda* in English from students. Next, the student did the action after the teacher speaks an utterance. And this action given an advantage to the teacher and given a disadvantages to the student.

d. Consolidation & Discussion

Students are asked to summarize, understand, and combine their understanding about the learning material in this stage. Students are asked to be more interactive in sharing their thoughts, questions or understanding of the learning material with their peers and teachers. The directive speech act produced by the English teacher in the consolidation and discussion of the core activity at ten grade student of *Teknik Otomotif 3 SMK Muhammadiyah 5 Purwantoro* explain as follow:

1) Question

Question is where the speaker receive the response, answer, or even information from the hearer. There were 5 utterances can be categorized as question of directive in the consolidation and discussion of the core activity. The code from that utterances are:

- a) 26.10.2023/DN399/M2/QUE
- b) 26.10.2023/DN400/M2/QUE
- c) 26.10.2023/DN401/M2/QUE
- d) 26.10.2023/DN402/M2/QUE
- e) 26.10.2023/DN403/M2/QUE

The example of utterances:

Teacher : *Oke, kita kemaren membahas tentang recount text. **Recount text itu berarti menceritakan tentang apa?***
(26.10.2023/DN400/M2/QUE)

Student : *Kejadian-kejadian yang sudah terjadi.*

The utterance classifies as a question. This because the teacher wants to know about the student answer that recount text tells about what thing. The student then answer the question of the teacher that recount text tells about events that have already happened by responding “*kejadian-kejadian yang sudah terjadi*”.

Based on Leech (1983) classification, this question directive speech act required the hearer to participate and did an action. Here, the teacher wants to know about the student answer

that recount text tells about what thing. Next, the student did the action after the teacher speaks an utterance. And this action given an advantage to the teacher and given a disadvantages to the student.

3. Closing activities

The teacher ends the teaching an learning process in the closing activity. The researcher found 4 data of forbid and question directive speech act. The directive speech act produced by the English teacher in ten grade of *Teknik Otomotif 3* student at SMK Muhammadiyah 5 Purwanto explain as follow:

a. Forbid

Forbid is a type of directive speech act to ask and order the other person not to do a certain thing. There were 1 utterance can be categorized as forbid of directive in closing activity. The example of utterance:

Teacher : *Don't forget to study hard.*
(26.10.2023/DN407/M2/FOR)
Student : Yes

The utterance classifies as a forbid. This because the teacher asks students to not forget their obligation which is to study diligently.

Based on Leech (1983) classification, this forbid directive speech act required the hearer to participate and did an action. Here, the teacher asks students to not forget their obligation which is to

study diligently. Next, the student did the action after the teacher speaks an utterance.

b. Question

Question is where the speaker receive the response, answer, or even information from the hearer. There were 3 utterances can be categorized as question of directive in closing activity. The code from that utterances are:

- 1) 26.10.2023/DN404/M2/QUE
- 2) 26.10.2023/DN405/M2/QUE
- 3) 26.10.2023/DN406/M2/QUE.

The example of utterance:

Teacher : *Do you understand?*
(26.10.2023/DN406/M2/QUE)
Student : Yes.

The utterance classifies as a question. This because the teacher wants to know whether students have understood the recount text material or not. Then, students answered that they have already understood the recount text material by responding “Yes”.

Based on Leech (1983) classification, this question directive speech act required the hearer to participate and did an action. Here, the teacher wants to know whether students have understood the recount text material or not. Next, the student did the action after the teacher speaks an utterance. And this action

given an advantage to the teacher and given a disadvantages to the student.

Based on the explanation of the findings of the types of directive speech acts used by the English teacher at SMK Muhammadiyah 5 Purwanto, the researcher concluded the total of the findings in the table as follows:

Table 4. 1 Total Types of Directive Speech Acts

Activities		Types of Directive Speech Act				
		COM	REQ	SUG	FOR	QUE
Opening Activities		-	39	-	-	8
Core Activities	Orientation	7	1	-	-	157
	Exploration	16	7	-	-	33
	Review and Presentation	12	3	1	-	114
	Consolidation and Discussion	-	-	-	-	5
Closing Activities		-	-	-	1	3
Total		35	50	1	1	320

From the table above we can conclude that there are five types of directive speech act used by the English teacher according to the stage of teaching and learning process, namely: opening activity, core activity, and closing activity. There are 39 utterances of request directive speech act and 8 utterances of question directive speech act during the opening activity. The core activity here divided into four step, they are: orientation, exploration, review and presentation, consolidation and discussion. In the

orientation there are 7 utterances of command directive speech act, 1 utterance of request directive speech act, and 157 utterances of question directive speech act. In the exploration there is 16 utterances of command directive speech act, 7 utterances of request directive speech act, and 33 utterances of question directive speech act. In the review and presentation there are 12 utterances of command directive speech act, 3 utterances of request directive speech act, 1 utterance of suggest directive speech act, and 114 utterances of question directive speech act. In the consolidation and discussion there are 5 utterances of question directive speech act. While in the last stage which is closing activity there are 1 utterance of forbid directive speech act and 3 utterances of question directive speech act.

B. Discussion

Directive speech act is one type of speech act in which the speaker instructs the hearer to do some action through an utterance. The speaker is the English teacher and the hearer is the student. The teacher delivers what she want in order to make the student do a certain thing. The teacher in the ten grade student of SMK Muhammadiyah 5 Purwantoro have the right to command, request, suggest, forbid and ask question to the student.

There are several types of directive speech act uttered by the English teacher in the teaching and learning process at ten grade student of SMK Muhammadiyah 5 Purwantoro. The types of directive speech act are based on Searle (in Tanudjaja, Mariani, & Chandra, 2021) theory. The types

are commanding, requesting, suggesting, forbidding, questioning, permitting, encouraging, and wishing.

There is one problem statement proposed in this study and the discussion only focuses on them. As mentioned in the previous chapter, the aim of the study are to know the types of directive speech act that used by the English teacher in the teaching learning process at SMK Muhammadiyah 5 Purwantoro. Based on the findings above, the researcher found five types of directive speech act in this research. The types of directive speech act are commanding, requesting, suggesting, forbidding, and questioning. The researcher found 35 data command from 407 data. Command uttered by the speaker when he or she wants to ask or order the hearer to take an action. This type of directive speech act can be done by depending on the power of the speaker or listener. The teacher at ten grade student of SMK Muhammadiyah 5 Purwantoro have the power in order to give a command to the student.

Request is an expression of what the speaker requires the hearer to do or not to do. Request does not assume the speaker control on the hearer. In English the request can be represented by the use of some word for the example are please, can, could, shall, should, will, would. In Indonesian the request can be represented by the use of some word for the example is *silahkan*. During this research, the researcher found 50 data request from 407 data. The researcher found that the teacher often used the word “please” in English and “*silakan*” in Indonesian when request the student for to do

some action. It can be concluded that the teacher used request in a polite way.

Suggest defined as the speaker thought that conveyed to the hearer. This expression was oriented toward an opinion or an idea from the speaker to the hearer that can influence the hearer consideration to take an action in the future. The researcher found 1 data suggest from 407 data in this research. From here, the teacher also have the role to suggest the student, not only to command or request to the student. The teacher suggest the student about their worksheet.

Forbid is a type of directive speech act to ask and order the other person not to do a certain thing. Here, the teacher ask student to not do a certain thing which to not forget their obligation for study hardly. The researcher found 1 data forbid from 407 data in this research.

Question presented by the speaker to receive a response, an answer, or even information from the hearer. The researcher found 320 data question from 407 data in this research. The researcher concluded that the most common directive speech act used by the English teacher at ten grade student of SMK Muhammadiyah 5 Purwantoro is question directive speech act. The teacher here want make the class to be more active. The way to make the class to be more active is using question and answer session. It can be conclude that the reason from the teacher common used question directive speech act is to make the class more active. This result is same

with the previous research written by Shandi Kevin Tanudjaja, Nanik Mariani, and Noor Eka Chandra entitled “*An Analysis of Directive Speech Acts Used by Male Lecturer of ELESP FKIP Lambung Mangkurat University in Classroom Context*” (2021).

The researcher concluded that the English teacher mostly used question directive speech act in teaching and learning process at ten grade student of SMK Muhammadiyah 5 Purwantoro. Question displayed by the speaker to receive a response, answer, or even information from the hearer. The mean is the teacher get a response, answer, or even information from students. The question directive speech act often arise because the teacher wants to keep the class more active while maintaining interaction, discussion, question and answer with the student.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The researcher concerned with the pragmatic analysis of the directive speech act used by the English teacher in teaching and learning process at SMK Muhammadiyah 5 Purwanto. In line with the objective of the research, to identify the types of directive speech act used by the English teacher in classroom conversation at SMK Muhammadiyah 5 Purwanto. The research result can be concluded as follows:

The types of directive speech act based on Searle theory that produces by the English teacher of ten grade student at SMK Muhammadiyah 5 Purwanto during teaching and learning process are five types, namely: command, request, suggest, forbid and question. The researcher found that 35 data are command, 50 data are request, 1 data is suggest, 1 data is forbid, and 320 data are question. The researcher then finds out the most uses directive speech act that produces by the English teacher of ten grade student at SMK Muhammadiyah 5 Purwanto during teaching and learning process is question directive speech act with 320 utterances.

B. Suggestion

Based on the conclusion and implication that have been explained above, some suggestion will be directed toward the English teacher and other researcher.

1. To English teacher

The teacher should keep interacting with the students so that the class is being active. In addition, the teacher also needs to speak more in English, which will help the students hear more and learn new vocabulary.

2. To other researcher

The purpose of this research is only limited to identify the types of Searle directive speech acts that performed by the English teacher in teaching and learning process. Hopefully, the limitation of this study can encourage other researchers to conduct research in other scope of pragmatics.

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APPENDICES

Appendix 1

Transcript Video

TRANSCRIPT VIDEO

Subject : Bahasa Inggris
Class : X. To. 3
Topic : Recount Text
Teacher : Annis Miftahul Khoiriyah, M.Pd.

The classroom conversation in the first meeting.

Teacher : Oke silahkan di siapkan
Student : Ditempat duduk, siap grak, berdo'a mulai
Teacher & Student : *Bismillahir-rahmanir-rahim, al-hamdu lillahi rabbil-'alamin, ar-rahmanir-rahim, maliki yaumid-din, iyyaka na'budu wa iyyaka nasta'in, ihdinas-siratal-mustaqim, siratallazina an'amta 'alaihim gairil-magdubi 'alaihim wa lad-dallin. Rodlitu billahi robba, wabil-islaamidina, wabimuhhammadin nabiyya warasulla, Robbi zidni ilman nafi'a warzuqni fahma. Aamiin. (Berdo'a bersama)*
Teacher : Assalamu'alaikum Warahmatullahi Wabarakatuh
Student : Wa'alaikumussalam Warahmatullahi Wabarakatuh
Teacher : Good morning
Student : Good morning
Teacher : How are you
Student : I'm fine
Teacher : Nice to meet you
Student : Nice to meet you too
Teacher : What day is today?
Student : Thursday
Teacher : What date is today?
Student : Nineteen October Two Thousand and Twenty Three
Teacher : Aditya
Student : Hadir
Teacher : Ahmad Taufik

Student : Hadir
Teacher : Aji
Student : Hadir
Teacher : Alfariza
Student : Hadir
Teacher : Alim
Student : Hadir
Teacher : Alvin
Student : Hadir
Teacher : Amirul
Student : Hadir
Teacher : Andika Riski
Student : Hadir
Teacher : Anton
Student : Sakit bu
Teacher : Apri
Student : Hadir
Teacher : Aziz
Student : Hadir
Teacher : Dhinda
Student : Hadir
Teacher : Dimas
Student : Hadir
Teacher : Dimas Al
Student : Hadir
Teacher : Dimas Wah
Student : Hadir
Teacher : Dony
Student : Hadir

Teacher : Egik
Student : Hadir
Teacher : Exzel
Student : Hadir
Teacher : Fahega
Student : Hadir
Teacher : Fahrell
Student : Hadir
Teacher : Fajar
Student : Izin
Teacher : Farelleo
Student : PMR, izin.
Teacher : Farelleo PMR.
Fajar izin kemana?
Student : Fajar sakit bu
Teacher : Sakit apa izin?
Student : Izin sakit bu nggih niku maksud e
Teacher : Febrian
Student : Hadir
Teacher : Ghaitsa
Student : Hadir
Teacher : Jefry
Student : Hadir
Teacher : Lean
Student : Hadir
Teacher : Linda
Student : Hadir
Teacher : Moza
Student : Hadir

Teacher : Ajid

Student : Hadir

Teacher : Aris

Student : Hadir

Teacher : Nafa

Student : Hadir

Teacher : Rafi

Student : Hadir

Teacher : Rezha

Student : Izin bu.

Teacher : Kemana?

Student : Kepentingan.

Teacher : Kepentingan apa?

Student : Kepentingan keluarga.

Teacher : Sudah punya keluarga?

Student : Mpun rabi Alhamdulillah.

Teacher : Romi

Student : Hadir

Teacher : Vicky

Student : Hadir

Teacher : Yuli

Student : Hadir

Teacher : Oke sudah.

Oke hari ini kita akan mempelajari tentang recount text.

Sudah pernah belajar recount text sebelumnya?

Student : Belum

Teacher : Di SMP?

Student : Belum

Teacher : Saya kira sudah itu pelajaran kelas sembilan kayanya

Student : Dereng bu

Teacher : Lha di SMP belajarnya apa?

Student : Belajar mapel Bahasa Inggris.
Anu bu macam-macam kata kerja.
Verb.

Teacher : Oke recount text nanti ada beberapa, saya tanya dulu sebelum ke pembahasan.
Sebelumnya sudah di piketi ini?

Student : Mpun.
Mpun kulo pel bu niki wau.
Mpun di resiko.

Teacher : Ayo sampahnya ada di bawah kursi, meja bisa di buang hayo.
Ayo, laci-laci.
Ayo.

Student : (Siswa mengambil sampah-sampah yang ada di tempat mereka)

Teacher : (Guru berkeliling mengecek kebersihan kelas)

Student : (Siswa membuang sampah yang sudah mereka temukan)

Teacher : Sampah ada?

Student : Tidak.

Teacher : Dibawah kursimu lihat.

Student : Mana bu?

Teacher : Kan sering di bilang apa, 5R budaya kerja.
5R apa?

Student : Ringkas, Rapih, Resik, Rawat, Rajin.

Teacher : Nah, disitu sudah terpajang.
Seiri, Seiton, Seiso, Seiketsu, adalagi?

Student : Shitsuke

Teacher : Nah, itu diterapkan. Sudah ada garisnya, mejanya. Diluruskan.

Student : (Siswa merapikan dan meluruskan meja mereka)

Teacher : Mejanya di luruskan. Garisnya dimana? Hayo.

Student : Lha ini lo bu di tata kemajuan lo bu.

Teacher : Gimana? Mundur-mundur

Student : (Siswa merapikan meja mereka)

Teacher : Perasaan bianane bersih to kelas ini.

Student : Bersih banget bu.

Teacher : Hari ini tadi kok ngga di piketi to.

Student : Sengojo bu trae bu.

Sengaja bu karo gawe sampean nesu-nesu.

Sengaja bu biar ngga di puji terus.

Teacher : Ooo maunya dimarahin berarti?

Student : Mboten bu.

Iya bu biar semangat, dimarahi.

Nangis nanti dimarahi.

Teacher : Oke, saya mau tanya. Have you ever go to Bali?

Student : Gabisa Bahasa Inggris.

No.

Teacher : Siapa yang pernah ke Bali?

Student : Belum pernah.

Kulo mboten bu.

Sudah bu.

Teacher : Dimana?

Student : Lewat.

Bali, bali rumah.

Teacher : Lewat mau kemana?

Student : Pulang, bali rumah bu.

Teacher : Oke, have you ever go to museum?

Student : Mpun.

Teacher : Kemana museum nya?

Student : Semarang. Madiun.

Teacher : Museum Angkut dimana, museum Angkut?

Student : Malang bu.

Teacher : Malang.

Student : Museum anu Jepang bu.

Teacher : Museum Jepang?

Student : Gubernur. Eh bupati bu, museum bupati bu.

Teacher : Mana?

Student : Opo enek Bupati dadi museum.

Teacher : Oke, have you ever write a diary? Pernah nulis diary?

Student : Pernah bu.

Mboten bu.

Teacher : Biasanya yang wanita-wanita suka nulis diary?

Student : Ada bu.

Teacher : Pernah?

Student : Senengane baper lo bu. Senengane ora sabaran.

Teacher : Ada yang suka menceritakan misalkan dia setelah ada kegiatan misale curhat atau misale habis ngapain, kabur, pernah? Menceritakan kembali pernah?

Student : Pernah.

Teacher : Pengalaman-pengalaman pernah?

Student : Pernah bu.

Teacher : Pernah menemui kejadian yang sangat lucu?

Student : Pernah.

Teacher : Yang mengesankan sampai sekarang pernah?

Student : Pernah bu di TV.

Teacher : Jadi kita akan mempelajari recount text itu adalah menceritakan kembali. Apa yang di ceritakan?

Student : Peristiwa.

Teacher : Kejadian yang sudah terjadi. Misalkan kaya kamu nulis di buku diary. Kemudian mungkin kamu punya pengalaman-pengalaman kamu ceritakan. Kemudian apalagi?

Student : (Siswa terdiam)

Teacher : Oke kamu mempunyai idol ngga?

Student : Punya.

Teacher : Siapa idolnya?

Student : Nabi Muhammad.

Teacher : Nabi Muhammad.

Student : MasyaAllah.

Teacher : Atau mempunyai favorite actress?

Student : Mboten bu.

Teacher : Favorite actor, ada?

Student : Raffi Ahmad.

Teacher : Raffi Ahmad? Kenapa bisa jadi favorite?

Student : Sugih bu. Ngueri pol.

Teacher : Raffi Ahmad apa sultan Andara?

Student : Niki, sing niki bu sing istimewa

Teacher : Kamu punya seorang hero?

Student : Punya

Teacher : Siapa hero kamu?

Student : Mon sama ajaambi

Teacher : Raja, itu sama aja membully

Student : Lha niku hero mobile legend bu

Teacher : Oh tapi kan kamu ada kiasan tersendiri, memang saya tidak tahu.

Student : (Siswa tertawa)

Teacher : Saya tahu yang kamu maksud siapa, ngga boleh seperti itu.

Student : (Siswa tertawa)

Teacher : Oke siapa hero atau panutan di dalam hidup kamu?

Student : Ayah. Mama.

Teacher : Ayah

Student : Ibu

Teacher : Siapa?

Student : Roru bu

Teacher : Ha?

Student : Roru

Teacher : Biasanya pada ribut pada hero pahlawan, jadi sok pahlawan kesiangannya.

Student : Boys ever

Teacher : Siapa girlfriend or boyfriend gitu

Student : Ma'had bu

Teacher : Oke. Ngga ada yang punya idola selain orang tua, kalau orang tua itu wajib ya jadi idola kita.

Student : Wajib jadi orang tua bu.
Habib Syekh.

Teacher : Habib Syekh siapa idolamu?

Student : Habib Syekh

Teacher : (Guru menulis materi di papan tulis)

Student : Yuh nulis to bu.
Haduh bu nulis to.

Teacher : Oke Fajar coba dibaca

Student : Akeh eram i

Teacher : Apa itu?

Student : Niku nopo bu R to

Teacher : R (Guru membenarkan tulisan di papan tulis)

Student : Recount text is a text use to retell the past experience.

Teacher : Ya recount text is a text use to retell the past experience.
Maksudnya apa tadi masih ingat, recount text menceritakan kembali

Student : Kejadian

Teacher : Menceritakan kembali apa?

Student : Kejadian yang terjadi

Teacher : The past experience pengalaman yang sudah?

Student : Terjadi

Teacher : Kapan?

Student : Masa lalu

Teacher : Oke kemaren. Kemudian (Guru menulis materi tambahan di papan tulis).

Teacher : Egik tolong dibaca Gik yang kedua. Coba dibaca yang kedua

Student : The use recount in diary book, letter or email, biogrfy dan history

Teacher : Oke biasanya text recount itu di gunakan untuk menulis diary book, apa itu diary book?

Student : Keseharian

Teacher : Buku?

Student : Harian

Teacher : Oke mungkin kamu menceritakan kejadian sehari-hari yang kamu

Student : Alami

Teacher : Misalkan kayak kemarin kejadian apa kemarin yang kamu alami?

Student : Tidur

Teacher : Mungkin bisa kamu ceritakan dari bangun tidur sampai tidur lagi kejadian yang kamu alami mungkin. Atau mungkin kamu kemaren mendapati hal-hal yang kurang menyenangkan.

Student : Nggeh bu

Teacher : Atau mungkin kamu mendapati sesuatu hal yang menyenangkan atau keberuntungan atau dapat rezeki mungkin. Terkadang kita jadi tipe orang yang kan ada orang introvert sama ekstrovert.

Student : Nggeh

Teacher : Apa itu introvert sama ekstrovert?

Student : Introvert itu nolep

Teacher : Introvert itu?

Student : (Siswa terdiam)

Teacher : Orang yang kepribadian introvert itu gimana?

Student : Malu

Teacher : Malu, pendiam, dan suka menyen?.

Student : Diri

Teacher : Tapi kalau ekstrovet?

Student : Hiperaktif

Teacher : Yang mudah bersosialisasi orangnya aktif. Nah terkadang walaupun laki-laki, terkadang kalau dia mempunyai pikiran seringnya di pendam sendiri atau diceritakan?

Student : Pendam sendiri

Teacher : Kalau dia punya beban seringnya diceritakan atau di pendam sendiri?

Student : Pendam sendiri

Teacher : Beda kalau sama perempuan, kalau perempuan dia punya masalah?

Student : Ngumpulne rekane bu.
Ngalay neng SW kabeh.
Alay bu

Teacher : Ya apalagi sekarang banyak sosial media itu buat apa?

Student : Curhat

Teacher : Bukan buat informasi tapi malah buat?

Student : Curhat

Teacher : Contone?

Student : Mamah Dede

Teacher : Kok Mamah Dede

Student : Di kelasku seluas samudra
(Semua siswa tertawa)

Teacher : (Guru tersenyum)
Mesti bar moco sw ne sopo ngono

Student : Wong ngarep wi lo bu

Teacher : Terus biasane misalkan aduh aku habis jatuh terus kakiku luka memar-memar.

Student : (Siswa tertawa)

Teacher : Nah kemudian letter or email, masih musimkah letter? Apa itu letter? Letter apa letter?

Student : Latar belakang

Teacher : Latar itu. Letter, surat

Teacher : Masih musim ngga surat itu?

Student : Mboten

Teacher : Email, semua punya email?

Student : Punya

Teacher : Ya karena kalau di handphone itu semuanya harus dia terkoneksi sama email. Ya kan kalau kamu mau playstore pake?

Student : Email

Teacher : Mau aplikasi kadang juga connectnya ke email.

Student : Login twitter ngangge email

Teacher : Oke mungkin misalkan yang suka nulis lewat letter atau email mungkin dia punya teman yang ada di luar negeri dia bisa ngemail. Dia bisa cerita atau mungkin dia ngirim ke emailnya sendiri misalkan dia suka nulis berawal dari curhatan-curhatan bisa jadi karya tulisan kan

Student : Nggeh

Teacher : Masih ada yang suka baca-baca buku, novel-novel?

Student : Mboten
Kadang-kadang
Skip bu ngeten niku
Lebih suka dengar daripada baca teks

Teacher : Tapi mungkin lebih suka podcast. Kamu lebih suka baca atau melihat?

Student : Melihat bu

Teacher : Kamu lebih suka melihat, mendengar atau membaca?

Student : Melihat dan mendengar Bu.

Teacher : Terkadang orang kan eh kalau pendengar aja ada yang dia juga paham walaupun dia sebenarnya mungkin kayak tidur atau kayak dia gak fokus tapi ternyata dia mendengarkan. Ada juga yang dia itu kalau ada orang ngomong dia harus melihat baru dia bisa paham. Ada juga apa tadi melihat mendengar sama membaca. Ada juga dia suka yang baca atau kutu buku, bukan kutune dibuku loh ya. Nah dan ada juga yang tadi gerakan-gerakan kayak kinestetik seperti itu. Dia mungkin tau mana aja yang aktif, dia kayak ngga menghiraukan, kayak mendengarkan, kayak dolanan. Tapi ketika dia ditanya di paham, pernah menemui orang seperti itu?

Student : Pernah

Teacher : Nah karena gaya belajar orang itu berbeda-beda ada yang audio, ada yang visual, ada yang kinestetik. Kemudian biografi, apa itu biografi?

Student : Gambar

Teacher : Gambar?

Student : Gambaran

Teacher : Gambaran. Apa biografi itu. Kayak daftar riwayat hidup seseorang

Student : Riwayat keseharian

Teacher : Kayak dia menceritakan sosok orang tersebut. Kayak tadi kamu punya hero?

Student : Nggih

Teacher : Punya hero?

Student : Punya

Teacher : Siapa hero kamu?

Student : Gilga

Teacher : Ha?

Student : Gatot bu

Teacher : Gatotkaca. Ya kamu gambarkan gatotkaca itu sosok yang bagaimana kamu ceritakan.

Student : Roamer bu

Teacher : Ha?

Student : Roamer tank bu

Teacher : Oke kemudian histori, apa itu histori?

Student : Sejarah

Teacher : Sejarah. Mungkin tadi yang sering suka mengunjungi museum-museum purbakala, biasanya museum purbakala ada di mana yang kamu ketahui atau yang sudah pernah kamu kunjungi?

Student : Enggak tahu.
Semarang.

Teacher : Semarang ada?

Student : Jogja

Teacher : Jogja terus manalagi?

Student : Jakarta

Teacher : Jakarta ada?

Student : Ada

Teacher : Oke, siapa Pahlawan Pendidikan?

Student : Pak Jokowi

Teacher : Pak Jokowi, pahlawan pendidikan siapa?

Student : R.A. Kartini
Habibi.
Ganjar Bu.

Teacher : Astagfirullah, lha terus yang kalian tahu siapa?

Student : Pak bupati (Siswa tertawa)

Teacher : Pahlawan pendidikan kalian loh siapa?

Student : Ki Hajar Dewantoro.

Teacher : Ki Hajar Dewantoro, dia dengan semboyan nya apa? Ing Ngarso, ngko ojo-ojo ra apal.

Student : Sung tulodho

Teacher : Ing Ngarso?

Student : Mulyo

Teacher : Sekarang saya tanya lagu yang lagi viral apa?

Student : Dumes

Mimi sayang pipi

Pelanggaran Bu

Sadar posisi

Teacher : Sadar posisi gimana lagunya?

Student : (Siswa tertawa)

Teacher : Ayo sadar posisi gimana lagunya

Student : Mboten saget

Teacher : Lah iya mboso di takok i pahlawan pendidikan gak tahu. Artis yang lagi viral siapa sekarang?

Student : Lucinta Luna

Siti Badriah bu

Teacher : Saya tanya Lucinta Luna itu girl or boy, man or woman?

Student : Boy

Teacher : Male or female?

Student : Male

Teacher : Male?

Student : Rombakan bu

Teacher : Rombakan

Student : Sudah tidak standar bu

Teacher : Ha sudah tidak standar, lha standar e gimana?

Student : Standar e nggih lanang bu

Teacher : (Guru menulis materi di papan tulis)

Student : (Siswa menunggu guru menulis materi di papan tulis)

Teacher : Oke the purposes or social function is to inform or entertain the reader. Tujuan dari recount text itu adalah to inform or to entertain, apa itu inform?

Student : Informasi

Teacher : Untuk menginformasikan. Kemudian entertain untuk?

Student : (Siswa tidak menjawab)

Teacher : Menghibur. Dia bisa untuk menginformasikan kepada pembaca atau menghibur si?

Student : Pembaca.

Teacher : Untuk menginformasikan apa, mungkin dari biografi seseorang, dari tokoh-tokoh seseorang, dari sejarah para pahlawan. Kemudian untuk entertain, untuk menghibur apa mungkin dari pengalaman-pengalaman diceritakan kembali bisa jadi sebuah hiburan. Kamu kan katanya tadi kayak Rafi dia pernah apa tadi fi?

Student : Nopo bu?

Teacher : Hal yang lucu di dalam hidupnya sampai sekarang terkesan. Kira-kira yang lain kejadian apa yang sampai sekarang sulit dilupakan?

Student : Sunat.

Teacher : Sunat?

Student : Nggeh

Teacher : Sunat itu enak enggak?

Student : Wah enak banget
Dapat uang bu

Teacher : Rasanya gimana kapok engga?

Student : Ngga bu
Rasane koyo di cokot gajah

Teacher : Ada yang belum sunat?

Student : Mamat
Uis he uis.

Teacher : Oke kemudian yang selanjutnya gimana caranya kita membuat teks recount generic structure-nya ada berapa?

Student : Tiga

Teacher : Apa ada yang tahu apa itu?

Student : Mboten

Teacher : Ada tiga orientation, event, sama re-orientation. Apa itu orientation?

Student : Orientasi

Teacher : Dia biasanya kalau di dalam teks itu di pembuka teksnya. Dia menceritakan tentang karakter-karakter, latar belakang, kemudian nah ini loh explain setting.

Nah orientation disini dia explain setting, apa itu setting?

Student : Pengatur

Teacher : Setting itu dia tempat kejadian, when dan where. Apa when artinya?

Student : Kapan

Teacher : Where?

Student : Dimana

Teacher : Jadi kapan dan di mana kejadian tersebut terjadi. And character, apa itu karakter?

Student : Pelaku

Teacher : Who berarti?

Student : Siapa

Teacher : Happening in the passage at the beginning, dia terjadi di awal. Biasanya itu di paragraf ke berapa berarti kalau di awal?

Student : Kesatu

Teacher : Kemudian event, pasti tahulah event itu apa?

Student : Nggeh

Teacher : Event itu apa?

Student : Acara

Teacher : (Guru menulis materi di papan tulis)

Nah explain a series of happening in temporal sequence. Temporal sequence itu dia sebuah kejadian, sebuah kegiatan, sebuah cerita kejadian diceritakan dari awal sampai akhir.

Jadi dari beginning sampai the end itu adalah event, inti dari cerita. Kalau re-orientation berarti kalau ada pembukaan, isi, ada?

Student : Penutup

Teacher : (Guru menulis materi di papan tulis)

Oke dia describe what happens in the end of the story. In the end berarti dia adalah conclusion-nya atau kesimpulan dari sebuah cerita, biasanya di paragraf ke berapa?

Student : Terakhir

Teacher : Kalau event biasanya di paragraf?

Student : Tengah-tengah.

Teacher : (Guru menulis materi di papan tulis)

Oke di sini ada grammatical-nya, ada bahasa-bahasanya yang digunakan untuk kita ketika membuat teks recount. Masih ingat deskriptif?

Student : Mboten

Teacher : Ya Allah sebelum UTS kemarin deskriptif apa?

Student : Deskripsi

Teacher : Apa itu deskripsi?

Student : Mendeskripsikan

Teacher : Apa yang dideskripsikan?

Student : Sebuah cerita atau berupa teks

Teacher : Mendeskripsikan sesuatu, sesuatu itu bisa berupa?

Student : Barang, orang, benda, tempat

Teacher : Nah ini ada descriptive word, to give detail about who. Apa itu Who?

Student : Siapa

Teacher : What?

Student : Apa

Teache : When?

Student : Kapan

Teacher : Where?

Student : Dimana

Teacher : Who?

Student : Siapa

Arek who-ne double

Teacher : Ha who-nya double (Guru membenarkan tulisan who menjadi How).

Oh ini bukan who jadi how. Berarti konsentrasi.

How itu apa?

Student : Bagaimana

Teacher : Oke kemudian dia menggunakan past tense. Nah apa itu past tense?

Student : Kata ganti

Teacher : Kata ganti. Past tense dia kata kerja atau dia waktunya untuk masa lampau, yang sudah terjadi. Tadi katanya Apri sudah mempelajari kata kerja apa, kata kerja kan bentuknya ada tiga kata kerja pertama, kedua, dan ketiga. Nah past tense ini menggunakan kata kerja kedua, jadi rumusnya subject plus verb two. Contohnya misalkan pergi bahasa Inggrisnya apa?

Student : Go

Teacher : Ketika dia jadi bentuk kedua jadinya?

Student : Going

Teacher : Bukan, go-went-gone. Pernah suruh hafalan?

Student : Mboten

Teacher : Go-went-gone, kemudian study-studied-studied, sing-sang-sang.

Oke kemudian dia menggunakan conjunction. Conjunction itu adalah kata penghubung. Di dalam sebuah kata penghubung ya kamu kalau bikin kalimat misalkan dalam bahasa Indonesia kata penghubung itu contohnya apa aja?

Student : Dan, atau, dengan, lalu, kemudian.

Teacher : Nah itu dia menggunakan kata penghubung. Kalau dalam bahasa Inggris contohnya?

Student : And

Teacher : because bisa, terus or, or itu apa?

Student : Atau

Teacher : Next itu selanjutnya, setelahnya. Kemudian then.

Student : Sebelum

Sesudah Bu

Teacher : Sebelum itu apa?

Student : Because

Teacher : Before-after to. Before itu apa?

Student : Sebelum

Teacher : After?

Student : Sesudah

Teacher : Kalau because itu artinya apa?

Student : Karena

Teacher : Kemudian after that berarti after tadi?

Student : Setelah

Teacher : Oke, finally?

Student : Akhirnya

Teacher : For example, apa for example, example itu apa?

Student : Contoh

Teacher : Oke kemudian ada time connector-nya. Time connector itu waktu yang untuk penghubung nya kayak tadi ada after, before, kemudian apa until. Until itu apa?

Student : (Siswa tidak tahu)

Teacher : Sampai

Student : Until bu?

Teacher : Until atau till, finally kemudian as soon as, at first, second, suddenly. Suddenly apa?

Student : (Siswa tidak tahu)

Teacher : Suddenly itu tiba-tiba. Kemudian dia pakai adverb of time. Adverb of time yang di gunakan pasti sudah terjadi kayak kemarin bahasa Inggrisnya apa kemaren?

Student : Yesterday

Teacher : Kalau kemaren lusa?

Student : Yesterday day
Nek besok aku mudeng bu

Teacher : Besok apa?

Student : Tomorrow

Teacher : Ya tapi kalau untuk recount text dia gak pakai yang dia belum terjadi, dia pakainya yang sudah terjadi kayak kemaren, kemaren lusa, kemudian beberapa hari yang lalu, terus apalagi dua hari yang lalu. Two days ago misalkan, dua hari yang lalu. Last night, apa itu last night?

Student : Hari terakhir

Teacher : Night itu apa night?

Student : Malam

Teacher : Kemaren?

Student : Malam

Teacher : The day before yesterday?

Student : (Siswa tidak tahu)

Teacher : Kemaren

Student : Lusa

Teacher : Oke ada yang ditanyakan?

Student : Mboten

Teacher : Do you understand?

Student : No

Teacher : (Guru tersenyum) Any question?

Student : Yes

Teacher : What?

Student : No

Teacher : Ada pertanyaan?

Student : No

Teacher : Oke coba saya ulang, recount text itu apa?

Student : Menceritakan sesuatu yang telah terjadi

Teacher : Contohnya recount text ada?

Student : Tiga

Teacher : Contohnya

Student : Cerita kemarin

Teacher : Iya cerita kemarin berupa apa?

Student : Diary book

Teacher : Terus

Student : Letter, email, biografi, histori

Teacher : Oke kemudian generic structure-nya ada tiga apa?

Student : Orientation, event, re-orientation

Teacher : Orientation apa tadi?

Student : Pembukaan

Teacher : Iya dia pembuka dari latar belakang, kemudian event?

Student : Inti cerita

Teacher : Pokok cerita, isi cerita, inti cerita. Oke dia kejadian dari awal sampai?

Student : Akhir

Teacher : Re-orientation?

Student : Kesimpulan

Teacher : Oke kemudian bahasa-bahasa yang digunakan grammatical-nya ada apa aja?

Student : What, when, where

Teacher : Ada descriptive word, ada past tense, ada adverb, conjunction, time conector dan lain sebagainya. Oke bisa ditulis dulu.

Student : (Siswa menulis materi)

Teacher : Finish?

Student : Finish

Teacher : Oke sekarang silakan membuat grup, saya acak atau pilih sendiri?

Student : Pilih sendiri

Teacher : Oke kalau pilih sendiri silakan sekarang empat orang dalam satu grup. Oke silakan membentuk empat orang dalam satu grup.

Student : (Siswa membentuk grup) Mpun

Teacher : Oke karena tiga puluh dua, eh tiga puluh enam yang enggak masuk empat. Tiga puluh dua dibagi empat, delapan. Jadi nanti ada delapan kelompok. Oke silakan sudah?

Student : Mpun

Teacher : Salah satu dari kelompok silakan maju ke depan, perwakilan dari kelompok untuk ambil undian. Oke ayo.

Student : (Beberapa siswa perwakilan dari setiap grup maju ke depan mengambil undian)

Teacher : Satu, dua, tiga empat, lima, enam (Guru menghitung jumlah perwakilan kelompok), kurang dua perwakilan siapa?

Student : (Perwakilan kelompok maju ke depan)

Teacher : Satu, dua, tiga, empat, lima, enam, tujuh, delapan (Guru menghitung kembali jumlah perwakilan setiap kelompok)

Student : (Siswa berdiri mengitari guru)

Teacher : (Guru membagi kertas undian)

Student : (Perwakilan anggota kelompok mengambil kertas undian)

Teacher : Oke sudah sudah, oke silakan sit down please

Student : (Siswa kembali ke tempat duduk mereka)

Teacher : Siapa yang dapat Hero?

Student : (Kelompok yang mendapat undian hero mengangkat tangan)

Teacher : Oke kemudian idol?

Student : (Kelompok yang mendapat undian idol mengangkat tangan)

Teacher : Oke kemudian past experience?

Student : (Kelompok yang mendapat undian past experience mengangkat tangan)

Teacher : Oke berarti yang terakhir histori?

Student : (Kelompok yang mendapat undian histori mengangkat tangan)

Teacher : Oke nanti tolong perhatikan perintahnya.

Student : (Siswa memperhatikan perintah guru)

Teacher : Oke dengarkan nanti cukup di lembar kertas saja ya jadi salah satu mengikhlaskan lembar kertas nya ya, oke. Kemudian nanti jangan lupa ditulis nama dan judul dari apa namanya undian kamu tadi. Nah kemudian setelah itu silakan kamu bebas membuat recount text, jadi ada empat orang ya?

Student : Iya

Teacher : Oke nanti yang pertama silakan bebas membuat recount text sesuai undiannya, kalau history place misalkan dari tempat-tempat bersejarah bebas mau tempat bersejarah manapun, museum manapun. Kemudian kalau hero berarti pahlawan bebas mau siapa pahlawan yang kalian senang. Kemudian idol otomatis seorang idola terserah. Biasanya kalau idol atau hero biasanya membuat biografi teks recount-nya. Kalau history itu membuat cerita dari sebuah tempatnya itu tadi. Kemudian yang terakhir past experience, eh eksperimen, eh experience benar ya. Past experience itu adalah pengalaman yang sudah terjadi, berarti pengalaman secara?

Student : Masa lalu

Teacher : Nah pengalaman apa mungkin yang menyenangkan atau menyedihkan atau mengecewakan atau apa terserah pengalaman pribadi dari kalian gitu ya. Oke sudah paham tugas yang pertama membuat text recount tersebut, kan empat orang kan.

Student : Iya

Teacher : Yang kedua

Student : Akehmen to bu

Teacher : Kan empat orang, satu orang membuat text recount, yang kedua menggambar.

Student : Menggambar apa bu?

Teacher : Menggambar misalkan idolanya siapa, misalkan Denny Caknan berarti kamu menggambar Denny Caknan.

Student : Gak bisa bu

Teacher : Ya maksudnya nggak harus sama persis gitu ya tapi kayak ilustrasi kayak kemarin, eh belum pernah saya suruh ya. Oke kemudian orang yang ketiga sama keempat tugasnya dia menentukan generic structure, mana orientation, mana event, mana re-orientation. Sama menentukan dari yang membuat recount text tadi menentukan mana past tense, mana conjunction, mana time connector, mana adverb of time-nya. Waktu kejadiannya itu mana, terus apa namanya kata kerja bentuk kedua itu yang mana gitu. Jadi semua empat orang kelompok ini kerja, jadi biar tidak apa iren karena kalau kelompok biasanya kerja cuma berapa orang?

Student : Satu orang

Teacher : Nah makanya ini semua kerja. Ini kan ada dua lembar gini kan. Nah ini bisa kamu sobek nanti yang satu bisa menggambar, yang satu bisa membuat recount-nya. Sekarang musyawarah siapa yang buat recount text, siapa yang menggambar gitu.

Student : (Siswa bermusyawarah pembagian tugas)

Teacher : Kalau past experience yang digambar itu misalkan kamu menceritakan pengalaman apa?

Student : Di sekolah

Teacher : Misalkan di sekolah berarti kamu gambar sekolah.

Student : Sekolah e digambar berarti

Teacher : (Guru berkeliling ke setiap kelompok)

History place itu kan tempat bersejarah berarti kamu mau tempat bersejarah mana, museum-museum mana. Tempat bersejarah kan gak hanya museum to, banyak toh ada Gedung Sate, apa yang di Bandung Lautan Api, terus apa monas bisa kan pokoknya banyak.

Ada yang ditanyakan lagi, any question?

Student : No

Teacher : Kamu tentukan siapa yang bikin recount text, kamu tentukan siapa yang bikin gambarannya, siapa yang tentukan generic structure sama grammatical-nya.

Oke ada yang ditanyakan?

Student : Bu bahasa Indonesia juga di tulis?

Teacher : Ngga, in English

Student : Ceritanya nganggo bahasa Inggris bu?

Teacher : Iya.
Oke ada yang ditanyakan?

Student : Tidak

Teacher : (Guru berkeliling ke setiap kelompok)

Student : Bu gimana bu?

Teacher : Ya kan kamu apa past experience, event nya apa, pengalamannya apa

Student : Di sekolah bu berarti gambar sekolahan. Pengalaman di sekolah, dimana tempatnya

Teacher : Iya, berarti yang mencerminkan yang kamu ceritakan

Student : Masa ya di gambar bu?

Teacher : Ini kan semua kerja toh. Ini kamu sobek enggak apa-apa nanti satu dia gambar, satu dia bikin teksnya, kemudian nanti yang kedua orang itu menemukan generic structure sama grammatical-nya dari teksnya mana orientation, mana event, mana re-orientation.

Student : (Setiap kelompok mengerjakan tugas mereka)

Teacher : (Bel berbunyi) Finish?

Student : Belum

Teacher : Oke karena sudah habis silakan di selesaikan kita lanjutkan hari Rabu depan

Student : Hari Kamis

Teacher : Eh hari Kamis depan, oke the next Thursday.

Student : Yes

Teacher : Oke ada yang ditanyakan sebelumnya?

Student : No

The classroom conversation in the second meeting.

- Teacher : Berdiri. Oke sekarang silakan ke kelompok masing-masing yang kemaren ya.
- Student : Ada yang ga masuk bu
- Teacher : Ya sesuai yang masuk kelompok yang kemaren kan tugasnya belum selesai
- Student : Wengi tugas e opo
- Teacher : Sudah ke kelompok masing-masing?
- Student : (Siswa menuju ke kelompok masing-masing)
- Teacher : Oke sit down please
- Student : (Siswa kembali duduk)
- Teacher : Oke sudah per kelompok. Ini kelompoknya Nafa, Moza (Guru membagikan lembar tugas kelompok)
- Student : (Kelompok yang terpanggil mengambil kertas yang di bagikan guru)
- Teacher : Yang kemaren ga masuk siapa?
- Student : Gatau lupa bu ngga ingat
- Teacher : Terus ini Lean
- Student : (Kelompok yang terpanggil mengambil kertas yang di bagikan guru)
- Teacher : Dimas
- Student : (Kelompok yang terpanggil mengambil kertas yang di bagikan guru)
- Teacher : Doni
- Student : (Kelompok yang terpanggil mengambil kertas yang di bagikan guru)
- Teacher : Terus ini siapa ini R.A. Kartini.
- Student : (Kelompok yang terpanggil mengambil kertas yang di bagikan guru)
- Teacher : Nabi Muhammad
- Student : (Kelompok yang terpanggil mengambil kertas yang di bagikan guru)
- Teacher : Oke silakan dilanjutkan tugasnya

Student : Bu lupa pertanyaannya

Teacher : Oke sudah digambar?

Student : Mpun

Teacher : Oke terus sudah membuat text recount-nya?

Student : Mpun

Teacher : Oke kemudian silakan ditentukan generic structure-nya sudah?

Student : Dereng

Teacher : Kemaren generic structure-nya ada berapa?

Student : Tiga

Teacher : Haa tiga ada apa aja?

Student : Pembukaan, isi, penutup

Teacher : Iya pembukaan, isi, penutup. Ada orientation, event sama reorientation. Itu kamu pilih paragrafnya, oke saya tulis ya (Guru menulis tugas yang harus di kerjakan siswa).

Student : (Siswa menunggu guru menulis)

Teacher : Tentukan generic structure berarti kemaren generic structure ada 3 kamu tentukan di paragraf ke berapa. Kan ada tiga orientation, event sama reorientation. Orientation-nya di paragraf berapa. Jadi kamu buat teksnya ada berapa paragraf?

Student : Tiga

Teacher : Gitu ya nanti misalkan orientation paragraf berapa, kemudian event paragraf berapa, reorientation paragraf berapa. Sampai sini paham?

Student : Paham

Teacher : Oke kemudian yang kedua menentukan verb two atau past?

Student : Tense

Teacher : Berarti kata kerja bentuk ke?

Student : Dua

Teacher : Kemudian menentukan adverb of place and time berarti menentukan keterangan waktu dan tempat. Sudah itu saja, oke silakan dilanjutkan tugas yang kemaren

Student : Nggih bu

Teacher : Yang sudah bisa dikumpulkan ya

Student : Nggih (Siswa mengerjakan tugas kelompok)

Teacher : (Guru berkeliling mengecek pekerjaan siswa)

Student : Bu? (Salah satu siswa memanggil guru)

Teacher : Iya (Guru menghampiri siswa yang memanggilnya)

Student : Sor meja bu liatin (Ada siswa yang sembunyi di bawah meja)

Teacher : Heh mas ayo

Student : (Siswa kembali ke tempat duduknya)

Teacher : Ini tinggal kurang apa? (Guru bertanya ke kelompok lain)

Student : Gambar

Teacher : Generic structure nya sudah?

Student : Belum

Teacher : Ayo tinggal di di tentukan generic structure-nya.

Student : (Siswa melanjutkan tugas mereka)

Teacher : Ini kurang? (Guru bertanya ke kelompok lain)

Student : Generic structure-nya bu

Teacher : Gambarnya udah, terus ini teksnya, oke terus di tentukan generic structurenya di bawah ini di paragraf ke berapa?

Student : Niko bu (Siswa menunjuk ke papan tulis)

Teacher : Haa ya menentukan generic structure terus menentukan kata kerja bentuk kedua sama keterangan tempat sama waktunya

Student : (Siswa melanjutkan tugas mereka)

Teacher : (Guru mengecek kelompok lain)

Oke silakan ditentukan apa namanya generic structure-nya ya di paragraf ke berapa kan kemaren sudah di tulis kan.

Student : Bu berarti ditulis contohnya

Teacher : Engga kan gini lo ini kan generic structure ada tiga to orientation, event, sama reorientation kan. Nah terus ini berarti kamu jawab generic structure kemudian orientation-nya di paragraf ke berapa ini kamu tentukan. Event-nya paragraf berapa. Paragraf satu, dua, tiga.

Student : Berarti contohnya mboten di tulis?

Teacher : Engga kan udah disini to. Kemudian kamu cari kata kerja bentuk ke?

Student : Dua

Teacher : Setelah itu kamu cari keterangan tempat sama waktu. Nah tempatnya dimana, waktunya kapan gitu ya.

Student : Nggih

Teacher : Kayak waktu itu kan bisa morning, bisa evening dan lain sebagainya. Last year, last week itukan waktu.

Student : Iya

Teacher : Kalau tempat berarti kayak in the class, in the mosque dan sebagainya

Student : Nggih

Teacher : Paham ya?

Student : Paham

Teacher : (Guru mengecek kelompok lain)
Oke ini udah selesai sampai mana ini?

Student : Belum

Teacher : Ini gambarnya udah?

Student : Udah

Teacher : Terus ini teksnya udah berarti tinggal menentukan generic structure-nya kan ada tiga. Kamu tentukan yang kamu catat kemaren ini to ada orientation, event, sama reorientation berarti kamu tulis orientation ini paragraf ke berapa. Terus event-nya disini paragraf ke berapa. Kamu tulis paragraf satu, paragraf dua, paragraf tiga kamu tuliskan itu.

Student : (Siswa mengangguk paham)

Teacher : Setelah itu kamu cari kata kerja bentuk kedua. Setelah itu kamu cari keterangan tempat dan waktu gitu ya, paham?

Student : Nggih

Teacher : Oke

Student : Bu kalau menentukan generic structure nggih ngangge bahasa Inggris bu?

Teacher : Kan kamu tinggal paragraf satu, paragraf dua gitu tok

Student : Nggih

Teacher : Paham?

Student : Iya

Teacher : (Guru mengecek kelompok lain)

Student : (Kelompok yang sudah selesai maju ke depan untuk presentasi)

Teacher : Oke ini kelompok? (Guru membaca lembar kerja siswa)

Student : Kelompok kulo bu

Teacher : Oke kamu kemaren dapat undian?

Student : Past experience

Teacher : Past experience oke. Ini yang kamu buat menceritakan tentang apa?

Student : Sepeda

Teacher : Sepeda oke ini ya gambarnya

Student : Nggeh

Teacher : Apa bahasa Inggrisnya sepeda?

Student : Bike

Teacher : Bike boleh, yang lain?

Student : Bicycle

Teacher : Oke kemudian coba dari siapa di baca yang ini orientation

Student : (Siswa membaca tugas mereka)

Teacher : Oke ini menceritakan tentang apa?

Student : (Siswa membaca hasil pekerjaan mereka)

Teacher : Terus ceritanya lha itukan baru pendahuluan to?

Student : Nggih

Teacher : Terus intinya?

Student : Ini di baca kabeh bu?

Teacher : Ya kamu ceritakan to, ceritakan tentang apa

Student : (Siswa membaca hasil pekerjaan mereka)

Teacher : Terus kesimpulan-nya?

Student : Aktivitas membuatku kelelahan

Teacher : Oke berarti ini cerita tentang aktivitas sehari-hari yang sudah terjadi.

Student : Nggih

Teacher : Oke ini ada tiga paragraf, generic structure-nya ada berapa ini?

Student : Nnggen mriku enten lo bu

Teacher : Lha iya generic structure ada berapa?

Student : Dua

Teacher : Ada berapa paragraf ini?

Student : Tiga

Teacher : Haa generic structure-nya ada berapa?

Student : Empat

Teacher : Kamu kemaren masuk engga?

Student : Masuk bu ning lupa

Teacher : Hayo generic structure ada?

Student : Orientation

Teacher : Haa terus?

Student : Event

Teacher : Haa sama?

Student : Reorientation

Teacher : Iya benar, orientation-nya di paragraf berapa?

Student : Pertama

Teacher : Oke, event-nya?

Student : Kedua

Teacher : Oke, reorientation-nya?

Student : Terakhir

Teacher : Oke kemudian disini ciri-ciri recount text ada past tense, past tense-nya ini yang mana. Disini ada wanted, went, played, remembered, did. Masih ada yang kurang ini ada felt

disini, ada spent kemudian went udah ya, terus had udah terus disini played udah terus wanted udah, remembered udah. Berarti kurang tiga yang belum ditulis ya.

- Student : Nggih
- Teacher : Oke kemudian keterangan tempat nya ini ada di in the morning oke, school, home oke, ini ada afterthat, ini ada 3 p.m., 8 p.m., nah ini ada last Wednesday. Last Wednesday nya belum di tulis. Oke sudah thankyou.
- Student : (Siswa kembali ke tempat duduknya setelah presentasi)
- Teacher : Oke apa ini? (Kelompok selanjutnya presentasi)
- Student : Nopo niku sing tentang sejarah
- Teacher : Sejarah oke, histori place ya
- Student : Nggeh
- Teacher : Oke ini tentang apa?
- Student : Tugu Jogja
- Teacher : Oke sejarahnya tugu Jogja gimana?
- Student : (Siswa tersenyum dan berfikir)
- Teacher : Tugu Jogja itu letaknya dimana?
- Student : Jogja bu
- Teacher : Yang sekarang terkenalnya apa?
- Student : Malioboro
- Teacher : Ini menceritakan tentang apa hayo?
- Student : Tugu Jogja
- Teacher : Yang buat siapa?
- Student : Niki Sri Sultan Hamengku Buwono 1
- Teacher : Ada berapa paragraf ini ?
- Student : Tiga
- Teacher : Tiga oke kemudian generic structure-nya ada apa aja?
- Student : Orientation, event, sama reorientation.
- Teacher : Oke. Orientation di paragraf berapa?
- Student : (Siswa menunjuk orientation di paragraf ke tiga pada lembar kerja mereka)

Teacher : Orientation lo

Student : (Siswa menunjuk orientation di paragraf pertama pada lembar kerja mereka)

Teacher : Oke apa orientation itu?

Student : Opo orientation?

Teacher : Otomatis kalau di paragraf pertama itu biasanya apa?

Student : Pembukaan

Teacher : Oke menceritakan tentang apa?

Student : Awal mula.

Teacher : Awal mula oke. Kemudian yang kedua event, event itu menceritakan tentang?

Student : Kejadian

Teacher : Oke kalau reorientation?

Student : Penutup

Teacher : Penutup berarti apa artinya?

Student : Akhir

Teacher : Kemudian ini kata bentuk keduanya cuma dua ini built oke, known oke. Terus said, ini ada said. Terus used, ini ada used. Terus removed nih ada banyak. Oke kemudian adverb of place sama time. Ini place-nya ini sama ini (Guru menunjuk lembar kerja siswa). Yang kaya di pagi hari ngga ada ya?

Student : Mboten bu

Teacher : Oke thankyou

Student : (Siswa kembali ke tempat duduknya setelah presentasi)

Teacher : Oke ini tentang apa? (Kelompok selanjutnya maju presentasi)

Student : Lomba lari bu

Teacher : Lomba lari oke, kemaren dapatnya apa undiannya?

Student : Past experience

Teacher : Oke past experience, pengalaman ya?

Student : Nggih

Teacher : Ini ceritanya gimana ini?

Student : Ceritanya niku ki

Teacher : Rodok maju

Student : (Siswa maju ke depan)

Teacher : Sstttt

Student : (Siswa diam)

Teacher : Ceritanya gimana ini?

Student : Ceritane ki

Teacher : Hayo kalian yang bercerita

Student : Soal lomba bu

Teacher : Haa lombanya dimana pengalamannya ini?

Student : Pengalamane dari kecil pun ikut lomba bu

Teacher : Haa

Student : Terus opo (Siswa saling bertanya kepada temannya)

Teacher : Oke ada berapa paragraf?

Student : Tiga

Teacher : Generic structure-nya apa?

Student : (Siswa saling melihat temannya)

Teacher : Generic structure-nya recount text?

Student : (Siswa melihat lembar kerja mereka)

Teacher : Ini ada orientation, event, sama reorientation. Orientation-nya di paragraf berapa?

Student : Satu

Teacher : Event-nya?

Student : Dua

Teacher : Reorientation-nya?

Student : Tiga

Teacher : Iya, orientation-nya menceritakan apa kalau di paragraf pertama biasanya menceritakan apa?

Student : Pengalaman

Teacher : Yang orientation-nya lo menceritakan pendahuluannya to latar belakangnya, kalau event-nya berarti ceritanya pengalamannya, kalau reorientation kesimpulan.

Student : Nggih

Teacher : Ssttt, queit please.

Student : (Siswa sedang ramai di kelas)

Teacher : Oke kemudian ini kata kerja bentuk kedua ini ada apa aja?

Student : Got

Teacher : Got oke dari kata get, kemudian helped ya dari kata help, kemudian gave ini bisa dari kata give. Oke kemudian keterangan waktu sama tempatnya?

Student : Stadion Purwodadi

Teacher : Mana yang menunjukkan stadion Purwodadi?

Student : (Siswa tersenyum)

Teacher : Terus waktunya?

Student : Jam delapan

Teacher : Selain itu ini kan ada last year to

Student : Nggih

Teacher : Oke thank you

Student : (Siswa kembali ke tempat duduknya setelah presentasi)

Teacher : Tokoh ya? (Kelompok selanjutnya presentasi)

Student : Nggih

Teacher : Siapa?

Student : Nabi Muhammad

Teacher : Biografinya gimana ini?

Student : Niku di kertas bu

Teacher : Kan ada lagunya to?

Student : Mboten ngertos bu

Teacher : Biografinya Nabi Muhammad, ibunya siapa namanya?

Student : Aminah

Teacher : Bapaknya?

Student : Abdullah

Teacher : Istrinya?

Student : Khodijah, Aisyah

Teacher : Iya itu istrinya tapi sing pertama?

Student : Khodijah

Teacher : Tanggal lahir e?

Student : Dua belas yaumul isnain

Teacher : Oke kemudian ini menceritakan apa ini banyak sekali ada berapa paragraf ini?

Student : Tiga

Teacher : Nah oke menceritakan apa ini?

Student : Membawa agama Islam

Teacher : Haa terus ini pendahuluannya ini menceritakan apa ini yang paragraf pertama?

Student : Menceritakan tentang Nabi Muhammad adalah Nabi terakhir dalam agama Islam

Teacher : Ini tu nanti menceritakan kehidupan Nabi Muhammad dulu ya ini jadi yatim terus ini sama pamannya Abu Thalib, jadi pedagang. Kemudian ini yang kedua dia menceritakan ini dapat wahyu dari Malaikat Jibril. Terus paragraf terakhir apa?

Student : Sama bu cerita Nabi Muhammad

Teacher : Lha ini sampai kematian Nabi Muhammad gitu lo. Berarti ini menceritakan dari awal sampai akhir. Oke generic structure-nya ada?

Student : Tiga

Teacher : Apa aja?

Student : Orientation, event, reorientation

Teacher : Oke past tense-nya?

Student : Said

Teacher : Oke terus adverb of place and time-nya?

Student : Madinah

Teacher : Waktunya?

Student : Waktunya disitu bu

Teacher : Okay thank you

Student : (Siswa kembali ke tempat duduknya setelah presentasi)

Teacher : Kelompoknya dapat tentang apa ini? (Kelompok selanjutnya presentasi)

Student : Monas

Teacher : Monas itu dimana?

Student : Jakarta

Teacher : Sudah pernah ke Monas?

Student : Belum

Teacher : Sama sekali?

Student : Belum

Teacher : Nggak ada saudara di dekat Monas?

Student : Nggak ada

Teacher : Oke ini yang kamu buat ini ada berapa paragraf?

Student : Tiga

Teacher : Oke ada apa aja generic structure-nya?

Student : Orientation, event, reorientation

Teacher : Oke orientation-nya di paragraf ke berapa?

Student : Satu

Teacher : Event-nya?

Student : Dua

Teacher : Reorientation-nya?

Student : Tiga

Teacher : Orientation menceritakan apa?

Student : Pembuka

Teacher : Pembukanya ini menceritakan apa?

Student : Sejarah Monas

Teacher : Gimana sejarahnya?

Student : Bupati

Teacher : Walikota masa bupati. Oke kata kerja keduanya mana ini?

Student : Ini bu (Siswa menunjuk lembar kerja mereka)

Teacher : Cuma dua ini?

Student : Iya bu

Teacher : Nah ini ada known dari kata know, began dari kata begin, ada opened. Kemudian keterangan waktu sama tempatnya mana ini?

Student : Ngga ada bu

Teacher : Lha ini Jakarta, ini Juli, ini Agustus. Oke sudah thank you

Student : (Siswa kembali ke tempat duduknya setelah presentasi)

Teacher : Oke menceritakan apa ini? (Kelompok selanjutnya presentasi)

Student : Nabi Muhammad

Teacher : Nabi Muhammad bagaimana ini?

Student : Sejarah kehidupan

Teacher : Oke sejarah kehidupannya bagaimana?

Student : Ayo koe (Siswa melempar jawaban ke temannya)

Teacher : Biografi Nabi Muhammad paling ngga tahulah ayahnya, ibunya, istrinya

Student : Istrinya Aisyah

Teacher : Istrinya oke, ibunya?

Student : Siti Aminah

Teacher : Haa bapaknya?

Student : Abdullah

Teacher : Ada lagunya to?

Student : Ngga tahu bu

Teacher : Lahirnya?

Student : Senin, 12 Rabiul Awal

Teacher : Oke ini hampir sama kayak sing kelompok e tadi, tapi ceritanya tak kira beda. Ya beda sedikitlah kalau tadi dia sampai meninggal, ini ngga sampai meninggal.

Student : Mboten

Teacher : Oke generic structure-nya ada berapa?

Student : Tiga

Teacher : Apa aja?

Student : Orientation, event, reorientation

Teacher : Oke orientation-nya paragraf ke berapa?

Student : Pertama

Teacher : Oke menceritakan tentang apa paragraf pertama itu?

Student : Tanggal lahirnya

Teacher : Paragraf kedua tadi event, oke event ini menceritakan tentang apa?

Student : Paragraf kedua sing nopo bu?

Teacher : Sing inti cerita ini

Student : Yang lain ngejibke lo bu

Teacher : Ayo apa?

Student : (Siswa saling melihat teman kelompoknya)

Teacher : Jadi kalau kamu mengerjakan, kamu juga harus bisa memahami apa yang kamu tulis paling gak tahu artinya bahasa Indonesianya apa.

Student : (Siswa mengangguk)

Teacher : Oke kemudian verb duanya, kata kerja keduanya Cuma satu ini appointed itu. Ayo coba di cari sama-sama.

Student : (Siswa mencari kata kerja bentuk kedua bersama)

Teacher : Became, terus said, terus saw. Oke terus keterangan waktu dan tempatnya?

Student : 12 Rabiul Awwal

Teacher : Iya

Student : Makkah

Teacher : Piye yang lain ki ngko nilai ne gur siji

Student : Gapapa bu aku ikhlas kok (Salah satu teman kelompoknya menjawab)

Teacher : Oke sudah thank you

Student : (Siswa kembali ke tempat duduknya setelah presentasi)

Teacher : R.A. Kartini itu siapa? (Kelompok selanjutnya presentasi)

Student : Masjid Al-Hasyimi

Teacher : Hah Masjid Al-Hasyimi, pahlawan to. Pahlawan apa?

Student : Pahlawan Pendidikan bu

Teacher : Pendidikan?

Student : (Siswa tersenyum) Sing jahit bendera kae

Teacher : Itu Fatmawati, hayo dia sing bukunya terkenal habis?

Student : Habis gelap terbitlah terang.

Teacher : RA Kartini lahir di peringati setiap hari apa tanggal berapa?

Student : Tujuh belas

Teacher : R.A. Kartini Astaqfirullah, dua puluh satu?

Student : April

Teacher : Dia yang biasanya berjuang untuk emansipasi

Student : Emansipasi niku nopo bu?

Teacher : Emansipasi wanita jadi kesetaraan antara laki-laki sama perempuan.

Student : (Siswa mengangguk paham)

Teacher : Generic structure-nya ada berapa?

Student : Tiga

Teacher : Orientation-nya di paragraf?

Student : Satu

Teacher : Event-nya dua sama tiga.

Student : (Siswa mengangguk)

Teacher : Kesimpulannya baru ke?

Student : Empat

Teacher : Orientasinya menceritakan tentang apa?

Student : Pembuka

Teacher : Iya orientasi itu pembukaan to, awal mulanya, latar belakangnya tentang siapa karakternya, dimana tempatnya, tanggal lahirnya. Event berarti isinya, rentetan urutan

kegiatannya dan sebagainya. Terakhir kesimpulan atau penutup. Terus ini kata kerja bentuk keduanya mana?

- Student : Wedded
- Teacher : Gone, felt, expressed banyak ini.
- Student : (Siswa memperhatikan penjelasan guru)
- Teacher : Kalau tempatnya lahir dimana R.A. Kartini?
- Student : Di (Siswa saling melihat teman kelompoknya)
- Teacher : Di Rembang. Waktunya ini tanggal lahirnya. Oke sudah thank you
- Student : (Siswa kembali ke tempat duduknya setelah presentasi)
- Teacher : Oke semua sudah maju ya tinggal yang kurang satu, yang temannya enggak ada berarti next week. Oke sudah paham semua?
- Student : Yes
- Teacher : Oke, kita kemaren membahas tentang recount text. Recount text itu berarti menceritakan tentang apa?
- Student : Kejadian-kejadian yang sudah terjadi.
- Teacher : Oke, generic structure-nya ada berapa?
- Student : Tiga
- Teacher : Oke, ada?
- Student : Orientation, event, reorientation.
- Teacher : Oke, kalau recount text itu menggunakan kata kerja bentuk ke?
- Student : Kedua
- Teacher : Oke any question, ada yang ditanyakan?
- Student : Tidak
- Teacher : Tidak?
- Student : No
- Teacher : Do you understand?
- Student : Yes
- Teacher : Oke thank you. See you next Thursday.
- Student : Yes

Teacher : Don't forget to study hard
Student : Yes
Teacher : Oke thank you, Assalamu'alaikum Warahmatullahi Wabarakatuh.
Student : Wa'alaikumussalam Warahmatullahi wabarakatuh.

Appendix 2

Table of Coding

TABLE OF CODING

The finding types of directive speech act used by the English teacher at SMK Muhammadiyah 5 Purwantoro.

COM	: Command
REQ	: Request
SUG	: Suggest
FOR	: Forbid
QUE	: Question
PER	: Permit
ENC	: Encourage
WIS	: Wish
DN1	: Number of the data
M1	: Meeting 1
M2	: Meeting 2
19.10.2023	: Date of data collection
26.10.2023	: Date of data collection

Code	Data	Directive Speech Act by Searle							
		COM	REQ	SUG	FOR	QUE	PER	ENC	WIS
19.10.2023/ DN1/M1/REQ	Teacher: Oke silahkan di siapkan Student: Ditempat duduk, siap grak, berdo'a mulai		✓						
19.10.2023/ DN2/M1/REQ	Teacher: Good morning Student: Good morning		✓						
19.10.2023/ DN3/M1/QUE	Teacher: How are you? Student: I'm fine					✓			
19.10.2023/ DN4/M1/REQ	Teacher: Nice to meet you Student: Nice to meet you too		✓						
19.10.2023/ DN5/M1/QUE	Teacher: What day is today? Student: Thursday					✓			
19.10.2023/ DN6/M1/QUE	Teacher: What date is today? Student: Nineteen October Two Thousand and Twenty Three					✓			
19.10.2023/ DN7/M1/REQ	Teacher: Aditya Student: Hadir		✓						
19.10.2023/ DN8/M1/REQ	Teacher: Ahmad Taufik Student: Hadir		✓						
19.10.2023/ DN9/M1/REQ	Teacher: Aji Student: Hadir		✓						
19.10.2023/ DN10/M1/REQ	Teacher: Alfariza Student: Hadir		✓						
19.10.2023/ DN11/M1/REQ	Teacher: Alim Student: Hadir		✓						

19.10.2023/ DN12/M1/REQ	Teacher: Alvin Student: Hadir		✓						
19.10.2023/ DN13/M1/REQ	Teacher: Amirul Student: Hadir		✓						
19.10.2023/ DN14/M1/REQ	Teacher: Andika Riski Student: Hadir		✓						
19.10.2023/ DN15/M1/REQ	Teacher: Anton Student: Sakit bu		✓						
19.10.2023/ DN16/M1/REQ	Teacher: Apri Student: Hadir		✓						
19.10.2023/ DN17/M1/REQ	Teacher: Aziz Student: Hadir		✓						
19.10.2023/ DN18/M1/REQ	Teacher: Dhinda Student: Hadir		✓						
19.10.2023/ DN19/M1/REQ	Teacher: Dimas Student: Hadir		✓						
19.10.2023/ DN20/M1/REQ	Teacher: Dimas Al Student: Hadir		✓						
19.10.2023/ DN21/M1/REQ	Teacher: Dimas Wah Student: Hadir		✓						
19.10.2023/ DN22/M1/REQ	Teacher: Dony Student: Hadir		✓						
19.10.2023/ DN23/M1/REQ	Teacher: Egik Student: Hadir		✓						
19.10.2023/ DN24/M1/REQ	Teacher: Exzel Student: Hadir		✓						
19.10.2023/ DN25/M1/REQ	Teacher: Fahega Student: Hadir		✓						

19.10.2023/ DN26/M1/REQ	Teacher: Fahrell Student: Hadir		✓						
19.10.2023/ DN27/M1/REQ	Teacher: Fajar Student: Izin		✓						
19.10.2023/ DN28/M1/REQ	Teacher: Farelleo Student: PMR, izin.		✓						
19.10.2023/ DN29/M1/QUE	Teacher: Farelleo PMR. Fajar izin kemana? Student: Fajar sakit bu					✓			
19.10.2023/ DN30/M1/QUE	Teacher: Sakit apa izin? Student: Izin sakit bu nggih niku maksud e					✓			
19.10.2023/ DN31/M1/REQ	Teacher: Febrian Student: Hadir		✓						
19.10.2023/ DN32/M1/REQ	Teacher: Ghaitsa Student: Hadir		✓						
19.10.2023/ DN33/M1/REQ	Teacher: Jefry Student: Hadir		✓						
19.10.2023/ DN34/M1/REQ	Teacher: Lean Student: Hadir		✓						
19.10.2023/ DN35/M1/REQ	Teacher: Linda Student: Hadir		✓						
19.10.2023/ DN36/M1/REQ	Teacher: Moza Student: Hadir		✓						
19.10.2023/ DN37/M1/REQ	Teacher: Ajid Student: Hadir		✓						
19.10.2023/ DN38/M1/REQ	Teacher: Aris Student: Hadir		✓						
19.10.2023/ DN39/M1/REQ	Teacher: Nafa Student: Hadir		✓						

19.10.2023/ DN40/M1/REQ	Teacher: Rafi Student: Hadir		✓						
19.10.2023/ DN41/M1/REQ	Teacher: Rezha Student: Izin bu.		✓						
19.10.2023/ DN42/M1/QUE	Teacher: Kemana? Student: Kepentingan.					✓			
19.10.2023/ DN43/M1/QUE	Teacher: Kepentingan apa? Student: Kepentingan keluarga.					✓			
19.10.2023/ DN44/M1/QUE	Teacher: Sudah punya keluarga? Student: Mpun rabi Alhamdulillah.					✓			
19.10.2023/ DN45/M1/REQ	Teacher: Romi Student: Hadir		✓						
19.10.2023/ DN46/M1/REQ	Teacher: Vicky Student: Hadir		✓						
19.10.2023/ DN47/M1/REQ	Teacher: Yuli Student: Hadir		✓						
19.10.2023/ DN48/M1/QUE	Teacher : Oke sudah. Oke hari ini kita akan mempelajari tentang recount text. Sudah pernah belajar recount text sebelumnya? Student: Belum					✓			
19.10.2023/ DN49/M1/QUE	Teacher: Di SMP? Student: Belum					✓			
19.10.2023/ DN50/M1/QUE	Teacher: Lha di SMP belajarnya apa? Student: Belajar mapel Bahasa Inggris. Anu bu macam-macam kata kerja. Verb.					✓			
19.10.2023/ DN51/M1/QUE	Teacher: Oke recount text nanti ada beberapa, saya tanya dulu sebelum ke pembahasan. Sebelumnya sudah di piketi ini?					✓			

	Student: Mpun. Mpun kulo pel bu niki wau. Mpun di resiki.								
19.10.2023/DN52/ M1/COM	Teacher: Ayo sampahnya ada di bawah kursi, meja bisa di buang hayo. Ayo, laci-laci. Ayo. Student: (Siswa mengambil sampah-sampah yang ada di tempat mereka)	✓							
19.10.2023/DN53/ M1/QUE	Teacher: Sampah ada? Student: Tidak.					✓			
19.10.2023/DN54/ M1/COM	Teacher: Dibawah kursimu lihat. Student: Mana bu?	✓							
19.10.2023/ DN55/M1/QUE	Teacher: Kan sering di bilang apa, 5R budaya kerja. 5R apa? Student: Ringkas, Rapih, Resik, Rawat, Rajin.					✓			
19.10.2023/ DN56/M1/QUE	Teacher: Nah, disitu sudah terpanjang. Seiri, Seiton, Seiso, Seiketsu, adalagi? Student: Shitsuke					✓			
19.10.2023/DN57/ M1/COM	Teacher: Nah, itu diterapkan. Sudah ada garisnya, mejanya. Diluruskan. Student: (Siswa merapikan dan meluruskan meja mereka)	✓							
19.10.2023/DN58/ M1/COM	Teacher: Gimana, mundur-mundur Student: (Siswa merapikan meja mereka)	✓							
19.10.2023/ DN59/M1/QUE	Teacher: Ooo maunya dimarahin berarti? Student: Mboten bu. Iya bu biar semangat, dimarahi. Nangis nanti dimarahi.					✓			
19.10.2023/ DN60/M1/QUE	Teacher: Oke, saya mau tanya. Have you ever go to Bali? Student: Gabisa Bahasa Inggris. No.					✓			
19.10.2023/ DN61/M1/QUE	Teacher: Siapa yang pernah ke Bali? Student: Belum pernah.					✓			

	Kulo mboten bu. Sudah bu.								
19.10.2023/ DN62/M1/QUE	Teacher: Dimana? Student: Lewat. Bali, bali rumah.					✓			
19.10.2023/ DN63/M1/QUE	Teacher: Lewat mau kemana? Student: Pulang, bali rumah bu.					✓			
19.10.2023/ DN64/M1/QUE	Teacher: Oke, have you ever go to museum? Student: Mpun.					✓			
19.10.2023/ DN65/M1/QUE	Teacher: Kemana museum nya? Student: Semarang. Madiun.					✓			
19.10.2023/ DN66/M1/QUE	Teacher: Museum Angkut dimana, museum Angkut? Student: Malang bu					✓			
19.10.2023/ DN67/M1/QUE	Teacher: Museum Jepang? Student: Gubernur. Eh bupati bu, museum bupati bu.					✓			
19.10.2023/ DN68/M1/QUE	Teacher: Mana? Student: Opo enek Bupati dadi museum.					✓			
19.10.2023/ DN69/M1/QUE	Teacher: Oke, have you ever write a diary? Pernah nulis diary? Student: Pernah bu. Mboten bu.					✓			
19.10.2023/ DN70/M1/QUE	Teacher: Biasanya yang wanita-wanita suka nulis diary? Student: Ada bu.					✓			
19.10.2023/ DN71/M1/QUE	Teacher: Pernah? Student: Senengane baper lo bu. Senengane ora sabaran.					✓			
19.10.2023/ DN72/M1/QUE	Teacher: Ada yang suka menceritakan misalkan dia setelah ada kegiatan misale curhat atau misale habis ngapain, kabur, pernah? Menceritakan kembali pernah?					✓			

	Student: Pernah								
19.10.2023/ DN73/M1/QUE	Teacher: Pengalaman-pengalaman pernah? Student: Pernah bu.					✓			
19.10.2023/ DN74/M1/QUE	Teacher: Pernah menemui kejadian yang sangat lucu? Student: Pernah.					✓			
19.10.2023/DN75 M1/QUE	Teacher: Yang mengesankan sampai sekarang pernah? Student: Pernah bu di TV.					✓			
19.10.2023/ DN76/M1/QUE	Teacher: Jadi kita akan mempelajari recount text itu adalah menceritakan kembali. Apa yang di ceritakan? Student: Peristiwa.					✓			
19.10.2023/ DN77/M1/QUE	Teacher: Oke kamu mempunyai idol ngga? Student: Punya.					✓			
19.10.2023/ DN78/M1/QUE	Teacher: Siapa idolnya? Student: Nabi Muhammad.					✓			
19.10.2023/ DN79/M1/QUE	Teacher: Atau mempunyai favorite actress? Student: Mboten bu.					✓			
19.10.2023/ DN80/M1/QUE	Teacher: Favorite actor, ada? Student: Raffi Ahmad.					✓			
19.10.2023/ DN81/M1/QUE	Teacher: Raffi Ahmad kenapa bisa jadi favorite? Student: Sugih bu. Ngueri pol.					✓			
19.10.2023/ DN82/M1/QUE	Teacher: Raffi Ahmad apa sultan Andara? Student: Niki, sing niki bu sing istimewa					✓			
19.10.2023/ DN83/M1/QUE	Teacher: Kamu punya seorang hero? Student: Punya					✓			
19.10.2023/ DN84/M1/QUE	Teacher: Siapa hero kamu? Student: Mon sama ajaambi					✓			

19.10.2023/ DN85/M1/QUE	Teacher: Oke siapa hero atau panutan di dalam hidup kamu? Student: Ayah. Mama.					✓			
19.10.2023/ DN86/M1/QUE	Teacher: Siapa? Student: Roru bu					✓			
19.10.2023/ DN87/M1/QUE	Teacher: Ha? Student: Roru					✓			
19.10.2023/ DN88/M1/QUE	Teacher: Habib Syekh siapa idolamu? Student: Habib Syekh					✓			
19.10.2023/DN89 M1/COM	Teacher: Oke Fajar coba dibaca Student: Niku nopo bu R to	✓							
19.10.2023/ DN90/M1/QUE	Teacher: Ya recount text is a text use to retell the past experience. Maksudnya apa tadi masih ingat recount text menceritakan kembali? Student: Kejadian					✓			
19.10.2023/ DN91/M1/QUE	Teacher: Menceritakan kembali apa? Student: Kejadian yang terjadi					✓			
19.10.2023/ DN92/M1/QUE	Teacher: The past experience pengalaman yang sudah? Student: Terjadi					✓			
19.10.2023/ DN93/M1/QUE	Teacher: Kapan? Student: Masa lalu					✓			
19.10.2023/ DN94/M1/COM	Teacher: Oke kemaren. Kemudian (Guru menulis materi tambahan di papan tulis). Egik tolong dibaca Gik yang kedua. Coba dibaca yang kedua Student: The use recount in diary book, letter or email, biografi dan histori	✓							
19.10.2023/ DN95/M1/QUE	Teacher: Oke biasanya text recount itu di gunakan untuk menulis diary book, apa itu diary book? Student: Keseharian					✓			

19.10.2023/ DN96/M1/QUE	Teacher: Buku? Student: Harian					✓			
19.10.2023/ DN97/M1/QUE	Teacher: Misalkan kayak kemarin kejadian apa kemarin yang kamu alami? Student: Tidur					✓			
19.10.2023/ DN98/M1/QUE	Teacher: Apa itu introvert sama ekstrovert? Student: Introvert itu nolep					✓			
19.10.2023/ DN99/M1/QUE	Teacher: Introvert itu? Student: (Siswa terdiam)					✓			
19.10.2023/DN100 /M1/QUE	Teacher: Orang yang kepribadian introvert itu gimana? Student: Malu					✓			
19.10.2023/DN101 /M1/QUE	Teacher: Malu, pendiam, dan suka menyen?. Student: Diri					✓			
19.10.2023/DN102 /M1/QUE	Teacher: Tapi kalau ekstrovet? Student: Hiperaktif					✓			
19.10.2023/DN103 /M1/QUE	Teacher: Yang mudah bersosialisasi orangnya aktif. Nah terkadang walaupun laki-laki, terkadang kalau dia mempunyai pikiran seringnya di pendam sendiri atau diceritakan? Student: Pendam sendiri					✓			
19.10.2023/DN104 /M1/QUE	Teacher: Kalau dia punya beban seringnya diceritakan atau di pendam sendiri? Student: Pendam sendiri					✓			
19.10.2023/DN105 /M1/QUE	Teacher: Beda kalau sama perempuan, kalau perempuan dia punya masalah? Student: Ngumpulne rekane bu. Ngalay neng SW kabeh. Alay bu					✓			

19.10.2023/DN106 /M1/QUE	Teacher : Ya apalagi sekarang banyak sosial media itu buat apa? Student: Curhat					✓			
19.10.2023/DN107 /M1/QUE	Teacher: Bukan buat informasi tapi malah buat? Student: Curhat					✓			
19.10.2023/DN108 /M1/QUE	Teacher: Contone? Student: Mamah Dede					✓			
19.10.2023/DN109 /M1/QUE	Teacher: Nah kemudian letter or email, masih musimkah letter? Apa itu letter? Letter apa letter? Student: Latar belakang					✓			
19.10.2023/DN110 /M1/QUE	Teacher: Latar itu. Letter, surat. Masih musim ngga surat itu? Student: Mboten					✓			
19.10.2023/DN111 /M1/QUE	Teacher: Email, semua punya email? Student: Punya					✓			
19.10.2023/DN112 /M1/QUE	Teacher: Ya karena kalau di handphone itu semuanya harus dia terkoneksi sama email. Ya kan kalau kamu mau playstore pake? Student: Email					✓			
19.10.2023/DN113 /M1/QUE	Teacher: Masih ada yang suka baca-baca buku, novel-novel? Student: Mboten. Kadang-kadang. Skip bu ngeten niku. Lebih suka dengar daripada baca					✓			
19.10.2023/DN114 /M1/QUE	Teacher: Tapi mungkin lebih suka podcast. Kamu lebih suka baca atau melihat? Student: Melihat bu					✓			
19.10.2023/DN115 /M1/QUE	Teacher: Kamu lebih suka melihat, mendengar atau membaca? Student: Melihat dan mendengar Bu.					✓			
19.10.2023/DN116 /M1/QUE	Teacher: Terkadang orang kan eh kalau pendengar aja ada yang dia juga paham					✓			

	walaupun dia sebenarnya mungkin kayak tidur atau kayak dia gak fokus tapi ternyata dia mendengarkan. Ada juga yang dia itu kalau ada orang ngomong dia harus melihat baru dia bisa paham. Ada juga apa tadi melihat mendengar sama membaca. Ada juga dia suka yang baca atau kutu buku, bukan kutune dibuku loh ya. Nah dan ada juga yang tadi gerakan gerakan kayak kinestetik seperti itu. Dia mungkin tau mana aja yang aktif, dia kayak ngga menghiraukan, kayak mendengarkan, kayak dolanan. Tapi ketika dia ditanya di paham, pernah menemui orang seperti itu? Student: Pernah								
19.10.2023/DN117 /M1/QUE	Teacher: Nah karena gaya belajar orang itu berbeda-beda ada yang audio, ada yang visual, ada yang kinestetik. Kemudian biografi, apa itu biografi? Student: Gambar					✓			
19.10.2023/DN118 /M1/QUE	Teacher: Gambar? Student: Gambaran					✓			
19.10.2023/DN119 /M1/QUE	Teacher: Kayak dia menceritakan sosok orang tersebut. Kayak tadi kamu punya hero? Student: Nggih					✓			
19.10.2023/DN120 /M1/QUE	Teacher: Punya hero? Student: Punya					✓			
19.10.2023/DN121 /M1/QUE	Teacher: Siapa hero kamu? Student: Gilga					✓			

19.10.2023/DN122 /M1/QUE	Teacher: Ha? Student: Gatot bu					✓			
19.10.2023/DN123 /M1/QUE	Teacher: Ha? Student: Roamer tank bu					✓			
19.10.2023/DN124 /M1/QUE	Teacher: Oke kemudian histori, apa itu histori? Student: Sejarah					✓			
19.10.2023/DN125 /M1/QUE	Teacher: Sejarah. Mungkin tadi yang sering suka mengunjungi museum-museum purbakala, biasanya museum purbakala ada di mana yang kamu ketahui atau yang sudah pernah kamu kunjungi? Student: Enggak tahu. Semarang.					✓			
19.10.2023/DN126 /M1/QUE	Teacher: Semarang ada? Student: Jogja					✓			
19.10.2023/DN127 /M1/QUE	Teacher: Jogja terus manalagi? Student: Jakarta					✓			
19.10.2023/DN128 /M1/QUE	Teacher: Jakarta ada? Student: Ada					✓			
19.10.2023/DN129 /M1/QUE	Teacher: Oke, siapa Pahlawan Pendidikan? Student: Pak Jokowi					✓			
19.10.2023/DN130 /M1/QUE	Teacher: Pak Jokowi, pahlawan pendidikan siapa? Student: R.A. Kartini, Habibi, Ganjar Bu.					✓			
19.10.2023/DN131 /M1/QUE	Teacher: Astagfirullah, lha terus yang kalian tahu siapa? Student: Pak bupati (Siswa tertawa)					✓			
19.10.2023/DN132 /M1/QUE	Teacher: Pahlawan pendidikan kalian loh siapa? Student: Ki Hajar Dewantoro.					✓			
19.10.2023/DN133 /M1/QUE	Teacher: Ki Hajar Dewantoro, dia dengan semboyan nya apa? Ing Ngarso, ngko ojo-ojo ra apal.					✓			

	Student: Sung tulodho								
19.10.2023/DN134 /M1/QUE	Teacher: Ing Ngarso? Student: Mulyo					✓			
19.10.2023/DN135 /M1/QUE	Teacher: Sekarang saya tanya lagu yang lagi viral apa? Student: Dumes, Mimi sayang pipi, Pelanggaran Bu, Sadar posisi					✓			
19.10.2023/DN136 /M1/QUE	Teacher: Sadar posisi gimana lagunya? Student: (Siswa tertawa)					✓			
19.10.2023/DN137 /M1/REQ	Teacher: Ayo sadar posisi gimana lagunya Student: Mboten saget		✓						
19.10.2023/DN138 /M1/QUE	Teacher: Lah iya mboso di takok i pahlawan pendidikan gak tahu. Artis yang lagi viral siapa sekarang? Student: Lucinta Luna, Siti Badriah bu					✓			
19.10.2023/DN139 /M1/QUE	Teacher: Saya tanya Lucinta Luna itu girl or boy, man or woman? Student: Boy					✓			
19.10.2023/DN140 /M1/QUE	Teacher: Male or female? Student: Male					✓			
19.10.2023/DN141 /M1/QUE	Teacher: Male? Student: Rombakan bu					✓			
19.10.2023/DN142 /M1/QUE	Teacher: Ha sudah tidak standar, lha standar e gimana? Student: Standar e nggih lanang bu					✓			
19.10.2023/DN143 /M1/QUE	Teacher: Oke the purposes or social function is to inform or entertain the reader. Tujuan dari recount text itu adalah to inform or to entertain, apa itu inform? Student: Informasi					✓			

19.10.2023/DN144 /M1/QUE	Teacher: Untuk menginformasikan. Kemudian entertain untuk? Student: (Siswa tidak menjawab)					✓			
19.10.2023/DN145 /M1/QUE	Teacher: Menghibur. Dia bisa untuk menginformasikan kepada pembaca atau menghibur si? Student: Pembaca.					✓			
19.10.2023/DN146 /M1/QUE	Teacher: Hal yang lucu di dalam hidupnya sampai sekarang terkesan. Kira-kira yang lain kejadian apa yang sampai sekarang sulit dilupakan? Student: Sunat.					✓			
19.10.2023/DN147 /M1/QUE	Teacher: Sunat? Student: Nggeh					✓			
19.10.2023/DN148 /M1/QUE	Teacher: Sunat itu enak enggak? Student: Wah enak banget. dapat uang bu					✓			
19.10.2023/DN149 /M1/QUE	Teacher: Rasanya gimana kapok engga? Student: Ngga bu, rasane koyo di cokot gajah					✓			
19.10.2023/DN150 /M1/QUE	Teacher: Ada yang belum sunat? Student: Mamat					✓			
19.10.2023/DN151 /M1/QUE	Teacher: Oke kemudian yang selanjutnya gimana caranya kita membuat teks recount generic structure-nya ada berapa? Student: Tiga					✓			
19.10.2023/DN152 /M1/QUE	Teacher: Apa ada yang tahu apa itu? Student: Mboten					✓			
19.10.2023/DN153 /M1/QUE	Teacher: Ada tiga orientation, event, sama re-orientation. Apa itu orientation?					✓			

	Student: Orientasi								
19.10.2023/DN154 /M1/QUE	Teacher: Dia biasanya kalau di dalam teks itu di pembuka teksnya. Dia menceritakan tentang karakter-karakter, latar belakang, kemudian nah ini loh explain setting. Nah orientation disini dia explain setting, apa itu setting? Student: Pengatur					✓			
19.10.2023/DN155 /M1/QUE	Teacher: Setting itu dia tempat kejadian, when dan where. Apa when artinya? Student: Kapan					✓			
19.10.2023/DN156 /M1/QUE	Teacher: Where? Student: Dimana					✓			
19.10.2023/DN157 /M1/QUE	Teacher: Jadi kapan dan di mana kejadian tersebut terjadi. And character, apa itu karakter? Student: Pelaku					✓			
19.10.2023/DN158 /M1/QUE	Teacher: Who berarti? Student: Siapa					✓			
19.10.2023/DN159 /M1/QUE	Teacher: Happening in the passage at the beginning, dia terjadi di awal. Biasanya itu di paragraf ke berapa berarti kalau di awal? Student: Kesatu					✓			
19.10.2023/DN160 /M1/QUE	Teacher: Kemudian event, pasti tahulah event itu apa? Student: Nggeh					✓			
19.10.2023/DN161 /M1/QUE	Teacher: Event itu apa? Student: Acara					✓			
19.10.2023/DN162 /M1/QUE	Teacher: (Guru menulis materi di papan tulis)					✓			

	Nah explain a series of happening in temporal sequence. Temporal sequence itu dia sebuah kejadian, sebuah kegiatan, sebuah cerita kejadian diceritakan dari awal sampai akhir. Jadi dari beginning sampai the end itu adalah event, inti dari cerita. Kalau re-orientation berarti kalau ada pembukaan, isi, ada? Student: Penutup								
19.10.2023/DN163 /M1/QUE	Teacher: (Guru menulis materi di papan tulis) Oke dia describe what happens in the end of the story. In the end berarti dia adalah conclusion-nya atau kesimpulan dari sebuah cerita, biasanya di paragraf ke berapa? Student: Terakhir					✓			
19.10.2023/DN164 /M1/QUE	Teacher: Kalau event biasanya di paragraf? Student: Tengah-tengah.					✓			
19.10.2023/DN165 /M1/QUE	Teacher: (Guru menulis materi di papan tulis) Oke di sini ada grammatical-nya, ada bahasa-bahasanya yang digunakan untuk kita ketika membuat teks recount. Masih ingat deskriptif? Student: Mboten					✓			
19.10.2023/DN166 /M1/QUE	Teacher: Ya Allah sebelum UTS kemarin deskriptif apa? Student: Deskripsi					✓			
19.10.2023/DN167 /M1/QUE	Teacher: Apa itu deskripsi? Student: Mendeskripsikan					✓			
19.10.2023/DN168 /M1/QUE	Teacher: Apa yang dideskripsikan? Student: Sebuah cerita atau berupa teks					✓			
19.10.2023/DN169 /M1/QUE	Teacher: Mendeskripsikan sesuatu, sesuatu itu bisa berupa? Student: Barang, orang, benda, tempat					✓			

19.10.2023/DN170 /M1/QUE	Teacher: Nah ini ada descriptive word, to give detail about who. Apa itu Who? Student: Siapa					✓			
19.10.2023/DN171 /M1/QUE	Teacher: What? Student: Apa					✓			
19.10.2023/DN172 /M1/QUE	Teacher: When? Student: Kapan					✓			
19.10.2023/DN173 /M1/QUE	Teacher: Where? Student: Dimana					✓			
19.10.2023/DN174 /M1/QUE	Teacher: Who? Student: Siapa					✓			
19.10.2023/DN175 /M1/QUE	Teacher: Ha who-nya double (Guru membenarkan tulisan who menjadi How). Oh ini bukan who jadi how. Berarti konsentrasi. How itu apa? Student: Bagaimana					✓			
19.10.2023/DN176 /M1/QUE	Teacher: Oke kemudian dia menggunakan past tense. Nah apa itu past tense? Student: Kata ganti					✓			
19.10.2023/DN177 /M1/QUE	Teacher: Kata ganti. Past tense dia kata kerja atau dia waktunya untuk masa lampau, yang sudah terjadi. Tadi katanya Apri sudah mempelajari kata kerja apa, kata kerja kan bentuknya ada tiga kata kerja pertama, kedua, dan ketiga. Nah past tense ini menggunakan kata kerja kedua, jadi rumusnya subject plus verb two. Contohnya misalkan pergi bahasa Inggrisnya apa? Student: Go					✓			

19.10.2023/DN178 /M1/QUE	Teacher: Ketika dia jadi bentuk kedua jadinya? Student: Going					✓			
19.10.2023/DN179 /M1/QUE	Teacher: Bukan, go-went-gone. Pernah suruh hafalan? Student: Mboten					✓			
19.10.2023/DN180 /M1/QUE	Teacher: Go-went-gone, kemudian study studied-studied, sing-sang-sang. Oke kemudian dia menggunakan conjunction. Conjunction itu adalah kata penghubung. Di dalam sebuah kata penghubung ya kamu kalau bikin kalimat misalkan dalam bahasa Indonesia kata penghubung itu contohnya apa aja? Student: Dan, atau, dengan, lalu, kemudian.					✓			
19.10.2023/DN181 /M1/QUE	Teacher: Nah itu dia menggunakan kata penghubung. Kalau dalam bahasa Inggris contohnya? Student: And					✓			
19.10.2023/DN182 /M1/QUE	Teacher: Because bisa, terus or, or itu apa? Student: Atau					✓			
19.10.2023/DN183 /M1/QUE	Teacher: Sebelum itu apa? Student: Because					✓			
19.10.2023/DN184 /M1/QUE	Teacher: After? Student: Sesudah					✓			
19.10.2023/DN185 /M1/QUE	Teacher: Kalau because itu artinya apa? Student: Karena					✓			
19.10.2023/DN186 /M1/QUE	Teacher: Kemudian after that berarti after tadi? Student: Setelah					✓			
19.10.2023/DN187 /M1/QUE	Teacher: Oke, finally? Student: Akhirnya					✓			

19.10.2023/DN188 /M1/QUE	Teacher: For example, apa for example, example itu apa? Student: Contoh					✓			
19.10.2023/DN189 /M1/QUE	Teacher: Suddenly itu tiba-tiba. Kemudian dia pakai adverb of time. Adverb of time yang di gunakan pasti sudah terjadi kayak kemarin bahasa Inggrisnya apa kemaren? Student: Yesterday					✓			
19.10.2023/DN190 /M1/QUE	Teacher: Kalau kemaren lusa? Student: Yesterday day					✓			
19.10.2023/DN191 /M1/QUE	Teacher: Besok apa? Student: Tomorrow					✓			
19.10.2023/DN192 /M1/QUE	Teacher: Ya tapi kalau untuk recount text dia gak pakai yang dia belum terjadi, dia pakainya yang sudah terjadi kayak kemaren, kemaren lusa, kemudian beberapa hari yang lalu, terus apalagi dua hari yang lalu. Two days ago misalkan, dua hari yang lalu. Last night, apa itu last night? Student: Hari terakhir					✓			
19.10.2023/DN193 /M1/QUE	Teacher: Night itu apa night? Student: Malam					✓			
19.10.2023/DN194 /M1/QUE	Teacher: Kemaren? Student: Malam					✓			
19.10.2023/DN195 /M1/QUE	Teacher: Kemaren? Student: Malam					✓			
19.10.2023/DN196 /M1/QUE	Teacher: Do you understand? Student: No					✓			

19.10.2023/DN197 /M1/QUE	Teacher: (Guru tersenyum) Any question? Student: Yes					✓			
19.10.2023/DN198 /M1/QUE	Teacher: What? Student: No					✓			
19.10.2023/DN199 /M1/QUE	Teacher: Ada pertanyaan? Student: No					✓			
19.10.2023/DN200 /M1/QUE	Teacher: Oke coba saya ulang, recount text itu apa? Student: Menceritakan sesuatu yang telah terjadi					✓			
19.10.2023/DN201 /M1/QUE	Teacher: Contohnya recount text ada? Student: Tiga					✓			
19.10.2023/DN202 /M1/QUE	Teacher: Contohnya? Student: Cerita kemarin					✓			
19.10.2023/DN203 /M1/QUE	Teacher: Iya cerita kemarin berupa apa? Student: Diary book					✓			
19.10.2023/DN204 /M1/QUE	Teacher: Terus? Student: Letter, email, biografi, histori					✓			
19.10.2023/DN205 /M1/QUE	Teacher: Oke kemudian generic structure-nya ada tiga apa? Student: Orientation, event, re-orientation					✓			
19.10.2023/DN206 /M1/QUE	Teacher: Orientation apa tadi? Student: Pembukaan					✓			
19.10.2023/DN207 /M1/QUE	Teacher: Iya dia pembuka dari latar belakang, kemudian event? Student: Inti cerita					✓			
19.10.2023/DN208 /M1/QUE	Teacher: Pokok cerita, isi cerita, inti cerita. Oke dia kejadian dari awal sampai? Student: Akhir					✓			

19.10.2023/DN209 /M1/QUE	Teacher: Re-orientation? Student: Kesimpulan					✓			
19.10.2023/DN210 /M1/QUE	Teacher: Oke kemudian bahasa-bahasa yang digunakan grammatical-nya ada apa aja? Student: What, when, where					✓			
19.10.2023/DN211 /M1/COM	Teacher: Ada descriptive word, ada past tense, ada adverb, conjunction, time conector dan lain sebagainya. Oke bisa ditulis dulu. Student: (Siswa menulis materi)	✓							
19.10.2023/DN212 /M1/QUE	Teacher: Finish? Student: Finish					✓			
19.10.2023/DN213 /M1/QUE	Teacher: Oke sekarang silakan membuat grup, saya acak atau pilih sendiri? Student: Pilih sendiri					✓			
19.10.2023/DN214 /M1/COM	Teacher: Oke kalau pilih sendiri silakan sekarang empat orang dalam satu grup. Oke silakan membentuk empat orang dalam satu grup. Student: (Siswa membentuk grup) Mpun	✓							
19.10.2023/DN215 /M1/QUE	Teacher: Oke karena tiga puluh dua, eh tiga puluh enam yang enggak masuk empat. Tiga puluh dua dibagi empat, delapan. Jadi nanti ada delapan kelompok. Oke silakan sudah? Student: Mpun					✓			
19.10.2023/DN216 /M1/COM	Teacher: Salah satu dari kelompok silakan maju ke depan, perwakilan dari kelompok untuk ambil undian. Oke ayo.	✓							

	Student: (Beberapa siswa perwakilan dari setiap grup maju ke depan mengambil undian)								
19.10.2023/DN217 /M1/QUE	Teacher: Satu, dua, tiga empat, lima, enam (Guru menghitung jumlah perwakilan kelompok), kurang dua perwakilan siapa? Student: (Perwakilan kelompok maju ke depan)					✓			
19.10.2023/DN218 /M1/REQ	Teacher: Oke sudah sudah, oke silakan sit down please Student: (Siswa kembali ke tempat duduk mereka)		✓						
19.10.2023/DN219 /M1/QUE	Teacher: Siapa yang dapat Hero? Student: (Kelompok yang mendapat undian hero mengangkat tangan)					✓			
19.10.2023/DN220 /M1/QUE	Teacher: Oke kemudian past experience? Student: (Kelompok yang mendapat undian past experience mengangkat tangan)					✓			
19.10.2023/DN221 /M1/QUE	Teacher: Oke berarti yang terakhir histori? Student: (Kelompok yang mendapat undian histori mengangkat tangan)					✓			
19.10.2023/DN222 /M1/COM	Teacher: Oke nanti tolong perhatikan perintahnya. Student: (Siswa memperhatikan perintah guru)	✓							
19.10.2023/DN223 /M1/QUE	Teacher: Oke dengarkan nanti cukup di lembar kertas saja ya jadi salah satu mengikhlaskan lembar kertas nya ya, oke. Kemudian nanti jangan lupa ditulis nama dan judul dari apa namanya undian kamu tadi. Nah kemudian setelah itu silakan kamu bebas membuat recount text, jadi ada empat orang ya? Student: Iya					✓			
19.10.2023/DN224 /M1/QUE	Teacher: Oke nanti yang pertama silakan bebas membuat recount text sesuai undiannya, kalau					✓			

	<p>history place misalkan dari tempat-tempat bersejarah bebas mau tempat bersejarah manapun, museum manapun. Kemudian kalau hero berarti pahlawan bebas mau siapa pahlawan yang kalian senangi. Kemudian idol otomatis seorang idola terserah. Biasanya kalau idol atau hero biasanya membuat biografi teks recount-nya. Kalau history itu membuat cerita dari sebuah tempatnya itu tadi. Kemudian yang terakhir past experience, eh eksperimen, eh experience benar ya. Past experience itu adalah pengalaman yang sudah terjadi, berarti pengalaman secara?</p> <p>Student: Masa lalu</p>								
19.10.2023/DN225 /M1/REQ	<p>Teacher: Nah pengalaman apa mungkin yang menyenangkan atau menyedihkan atau mengecewakan atau apa terserah pengalaman pribadi dari kalian gitu ya. Oke sudah paham tugas yang pertama membuat text recount tersebut, kan empat orang kan.</p> <p>Student: Iya</p>		✓						
19.10.2023/DN226 /M1/QUE	<p>Teacher: Ya maksudnya nggak harus sama persis gitu ya tapi kayak ilustrasi kayak kemarin, eh belum pernah saya suruh ya. Oke kemudian orang yang ketiga sama keempat tugasnya dia menentukan generic structure, mana orientation, mana event, mana re orientation. Sama menentukan dari yang</p>					✓			

	membuat recount text tadi menentukan mana past tense, mana conjunction, mana time connector, mana adverb of time-nya. Waktu kejadiannya itu mana, terus apa namanya kata kerja bentuk kedua itu yang mana gitu. Jadi semua empat orang kelompok ini kerja, jadi biar tidak apa iren karena kalau kelompok biasanya kerja cuma berapa orang? Student: Satu orang								
19.10.2023/DN227 /M1/COM	Teacher: Nah makanya ini semua kerja. Ini kan ada dua lembar gini kan. Nah ini bisa kamu sobek nanti yang satu bisa menggambar, yang satu bisa membuat recount-nya. Sekarang musyawarah siapa yang buat recount text, siapa yang menggambar gitu. Student: (Siswa bermusyawarah pembagian tugas)	✓							
19.10.2023/DN228 /M1/QUE	Teacher: Kalau past experience yang digambar itu misalkan kamu menceritakan pengalaman apa? Student: Di sekolah					✓			
19.10.2023/DN229 /M1/QUE	Teacher: Ada yang ditanyakan lagi, any question? Student: No					✓			
19.10.2023/DN230 /M1/QUE	Teacher: Oke ada yang ditanyakan? Student: Tidak					✓			
26.10.2023/DN231 /M2/REQ	Teacher: Berdiri. Oke sekarang silakan ke kelompok masing-masing yang kemaren ya. Student: Ada yang ga masuk bu		✓						

26.10.2023/DN232 /M2/COM	Teacher: Ya sesuai yang masuk kelompok yang kemaren kan tugasnya belum selesai Student: Wingi tugas e opo	✓							
26.10.2023/DN233 /M2/QUE	Teacher: Sudah ke kelompok masing-masing? Student: (Siswa menuju ke kelompok masing-masing)					✓			
26.10.2023/DN234 /M2/REQ	Teacher: Oke sit down please Student: (Siswa kembali duduk)		✓						
26.10.2023/DN235 /M2/COM	Teacher: Oke sudah per kelompok. Ini kelompoknya Nafa, Moza (Guru membagikan lembar tugas kelompok) Student: (Kelompok yang terpanggil mengambil kertas yang di bagikan guru)	✓							
26.10.2023/DN236 /M2/QUE	Teacher: Yang kemaren ga masuk siapa? Student: Gatau lupa bu ngga ingat					✓			
26.10.2023/DN237 /M2/COM	Teacher: Terus ini Lean Student: (Kelompok yang terpanggil mengambil kertas yang di bagikan guru)	✓							
26.10.2023/DN238 /M2/COM	Teacher: Dimas Student: (Kelompok yang terpanggil mengambil kertas yang di bagikan guru)	✓							
26.10.2023/DN239 /M2/COM	Teacher: Doni Student: (Kelompok yang terpanggil mengambil kertas yang di bagikan guru)	✓							
26.10.2023/DN240 /M2/COM	Teacher: Terus ini siapa ini R.A. Kartini. Student: (Kelompok yang terpanggil mengambil kertas yang di bagikan guru)	✓							
26.10.2023/DN241 /M2/COM	Teacher: Nabi Muhammad Student: (Kelompok yang terpanggil mengambil kertas yang di bagikan guru)	✓							

26.10.2023/DN242 /M2/REQ	Teacher: Oke silakan dilanjutkan tugasnya Student: Bu lupa pertanyaannya		✓						
26.10.2023/DN243 /M2/QUE	Teacher: Oke sudah digambar? Student: Mpun					✓			
26.10.2023/DN244 /M2/QUE	Teacher: Oke terus sudah membuat text recount-nya? Student: Mpun					✓			
26.10.2023/DN245 /M2/QUE	Teacher: Oke kemudian silakan ditentukan generic structure nya sudah? Student: Dereng					✓			
26.10.2023/DN246 /M2/QUE	Teacher: Kemaren generic structure-nya ada berapa? Student: Tiga					✓			
26.10.2023/DN247 /M2/QUE	Teacher: Haa tiga ada apa aja? Student: Pembukaan, isi, penutup					✓			
26.10.2023/DN248 /M2/QUE	Teacher: Tentukan generic structure berarti kemaren generic structure ada 3 kamu tentukan di paragraf ke berapa. Kan ada tiga orientation, event sama reorientation. Orientation-nya di paragraf berapa. Jadi kamu buat teksnya ada berapa paragraf? Student: Tiga					✓			
26.10.2023/DN249 /M2/QUE	Teacher: gitu ya nanti misalkan orientation paragraf berapa, kemudian event paragraf berapa, reorientation paragraf berapa. Sampai sini paham? Student: Paham					✓			
26.10.2023/DN250 /M2/QUE	Teacher: Oke kemudian yang kedua menentukan verb two atau past? Student: Tense					✓			

26.10.2023/DN251 /M2/QUE	Teacher: Berarti kata kerja bentuk ke? Student: Dua					✓			
26.10.2023/DN252 /M2/REQ	Teacher: Kemudian menentukan adverb of place and time berarti menentukan keterangan waktu dan tempat. Sudah itu saja, oke silakan dilanjutkan tugas yang kemaren Student: Nggih bu		✓						
26.10.2023/DN253 /M2/COM	Teacher: Yang sudah bisa dikumpulkan ya Student: Nggih (Siswa mengerjakan tugas kelompok)	✓							
26.10.2023/DN254 /M2/COM	Teacher: Heh mas ayo Student: (Siswa kembali ke tempat duduknya)	✓							
26.10.2023/DN255 /M2/QUE	Teacher: Ini tinggal kurang apa? (Guru bertanya ke kelompok lain) Student: Gambar					✓			
26.10.2023/DN256 /M2/QUE	Teacher: Generic structure nya sudah? Student: Belum					✓			
26.10.2023/DN257 /M2/COM	Teacher: Ayo tinggal di di tentukan generic structure-nya. Student: (Siswa melanjutkan tugas mereka)	✓							
26.10.2023/DN258 /M2/QUE	Teacher: Ini kurang? (Guru bertanya ke kelompok lain) Student: Generic structure-nya bu					✓			
26.10.2023/DN259 /M2/QUE	Teacher: Gambarnya udah, terus ini teksnya, oke terus di tentukan generic structure-nya di bawah ini di paragraf ke berapa? Student: Niko bu (Siswa menunjuk ke papan tulis)					✓			
26.10.2023/DN260 /M2/COM	Teacher: Haa ya menentukan generic structure terus menentukan kata kerja bentuk kedua sama keterangan tempat sama waktunya Student: (Siswa melanjutkan tugas mereka)	✓							
26.10.2023/DN261 /M2/REQ	Teacher: (Guru mengecek kelompok lain) Oke silakan ditentukan apa namanya generic structure-nya ya di paragraf ke berapa kan kemaren sudah di tulis kan.		✓						

	Student: Bu berarti ditulis contohnya								
26.10.2023/DN262 /M2/QUE	Teacher: Engga kan udah disini to. Kemudian kamu cari kata kerja bentuk ke? Student: Dua					✓			
26.10.2023/DN263 /M2/COM	Teacher: Setelah itu kamu cari keterangan tempat sama waktu. Nah tempatnya dimana, waktunya kapan gitu ya. Student: Nggih	✓							
26.10.2023/DN264 /M2/QUE	Teacher: Paham ya? Student: Paham					✓			
26.10.2023/DN265 /M2/QUE	Teacher: (Guru mengecek kelompok lain) Oke ini udah selesai sampai mana ini? Student: Belum					✓			
26.10.2023/DN266 /M2/QUE	Teacher: Ini gambarnya udah? Student: Udah					✓			
26.10.2023/DN267 /M2/QUE	Teacher: Setelah itu kamu cari kata kerja bentuk kedua. Setelah itu kamu cari keterangan tempat dan waktu gitu ya, paham? Student: Nggih					✓			
26.10.2023/DN268 /M2/QUE	Teacher: Paham? Student: Iya					✓			
26.10.2023/DN269 /M2/QUE	Teacher: Oke ini kelompok? (Guru membaca lembar kerja siswa) Student: Kelompok kulo bu					✓			
26.10.2023/DN270 /M2/QUE	Teacher: Oke kamu kemaren dapat undian? Student: Past experience					✓			
26.10.2023/DN271 /M2/QUE	Teacher: Past experience oke. Ini yang kamu buat menceritakan tentang apa? Student: Sepeda					✓			

26.10.2023/DN272 /M2/REQ	Teacher: Sepeda oke ini ya gambarnya Student: Nggeh		✓						
26.10.2023/DN273 /M2/QUE	Teacher: Apa bahasa Inggrisnya sepeda? Student: Bike					✓			
26.10.2023/DN274 /M2/QUE	Teacher: Bike boleh, yang lain? Student: Bicycle					✓			
26.10.2023/DN275 /M2/COM	Teacher: Oke kemudian coba dari siapa di baca yang ini orientation Student: (Siswa membaca tugas mereka)	✓							
26.10.2023/DN276 /M2/QUE	Teacher: Oke ini menceritakan tentang apa? Student: (Siswa membaca hasil pekerjaan mereka)					✓			
26.10.2023/DN277 /M2/QUE	Teacher: Terus ceritanya lha itukan baru pendahuluan to? Student: Ngguh					✓			
26.10.2023/DN278 /M2/QUE	Teacher: Terus intinya? Student: Ini di baca kabeh bu?					✓			
26.10.2023/DN279 /M2/COM	Teacher: Ya kamu ceritakan to, ceritakan tentang apa Student: (Siswa membaca hasil pekerjaan mereka)	✓							
26.10.2023/DN280 /M2/QUE	Teacher: Terus kesimpulan-nya? Student: Aktivitas membuatku kelelahan					✓			
26.10.2023/DN281 /M2/QUE	Teacher: Oke ini ada tiga paragraf, generic structure-nya ada berapa ini? Student: Nggen mriku enten lo bu					✓			
26.10.2023/DN282 /M2/QUE	Teacher: Lha iya generic structure ada berapa? Student: Dua					✓			
26.10.2023/DN283 /M2/QUE	Teacher: Ada berapa paragraf ini? Student: Tiga					✓			
26.10.2023/DN284 /M2/QUE	Teacher: Haa generic structure-nya ada berapa? Student: Empat					✓			

26.10.2023/DN285 /M2/QUE	Teacher: Kamu kemaren masuk engga? Student: Masuk bu ning lupa					✓			
26.10.2023/DN286 /M2/QUE	Teacher: Hayo generic structure ada? Student: Orientation					✓			
26.10.2023/DN287 /M2/QUE	Teacher: Haa terus? Student: Event					✓			
26.10.2023/DN288 /M2/QUE	Teacher: Haa sama? Student: Reorientation					✓			
26.10.2023/DN289 /M2/QUE	Teacher: Iya benar, orientation-nya di paragraf berapa? Student: Pertama					✓			
26.10.2023/DN290 /M2/QUE	Teacher: Oke, event-nya? Student: Kedua					✓			
26.10.2023/DN291 /M2/QUE	Teacher: Oke, reorientation-nya? Student: Terakhir					✓			
26.10.2023/DN292 /M2/COM	Teacher: Oke kemudian keterangan tempat nya ini ada di in the morning oke, school, home oke, ini ada afterthat, ini ada 3 p.m., 8 p.m., nah ini ada last Wednesday. Last Wednesday nya belum di tulis. Oke sudah thankyou. Student: (Siswa kembali ke tempat duduknya setelah presentasi)	✓							
26.10.2023/DN293 /M2/QUE	Teacher: Oke apa ini? (Kelompok selanjutnya presentasi) Student: Nopo niku sing tentang sejarah					✓			
26.10.2023/DN294 /M2/QUE	Teacher: Oke ini tentang apa? Student: Tugu Jogja					✓			
26.10.2023/DN295 /M2/QUE	Teacher: Oke sejarahnya tugu Jogja gimana? Student: (Siswa tersenyum dan berfikir)					✓			
26.10.2023/DN296 /M2/QUE	Teacher: Tugu Jogja itu letaknya dimana? Student: Jogja bu					✓			

26.10.2023/DN297 /M2/QUE	Teacher: Yang sekarang terkenal apa? Student: Malioboro					✓			
26.10.2023/DN298 /M2/QUE	Teacher: Ini menceritakan tentang apa hayo? Student: Tugu Jogja					✓			
26.10.2023/DN299 /M2/QUE	Teacher: Yang buat siapa? Student: Niki Sri Sultan Hamengku Buwono 1					✓			
26.10.2023/DN300 /M2/QUE	Teacher: Ada berapa paragraf ini ? Student: Tiga					✓			
26.10.2023/DN301 /M2/QUE	Teacher: Tiga oke kemudian generic structure-nya ada apa aja? Student: Orientation, event, sama reorientation.					✓			
26.10.2023/DN302 /M2/QUE	Teacher: Oke. Orientation di paragraf berapa? Student: (Siswa menunjuk orientation di paragraf ke tiga pada lembar kerja mereka)					✓			
26.10.2023/DN303 /M2/REQ	Teacher: Orientation lo Student: (Siswa menunjuk orientation di paragraf pertama pada lembar kerja mereka)		✓						
26.10.2023/DN304 /M2/QUE	Teacher: Oke apa orientation itu? Student: Opo orientation?					✓			
26.10.2023/DN305 /M2/QUE	Teacher: Otomatis kalau di paragraf pertama itu biasanya apa? Student: Pembukaan					✓			
26.10.2023/DN306 /M2/QUE	Teacher: Oke menceritakan tentang apa? Student: Awal mula.					✓			
26.10.2023/DN307 /M2/QUE	Teacher: Awal mula oke. Kemudian yang kedua event, event itu menceritakan tentang? Student: Kejadian					✓			
26.10.2023/DN308 /M2/QUE	Teacher: Oke kalau reorientation? Student: Penutup					✓			

26.10.2023/DN309 /M2/QUE	Teacher: Penutup berarti apa artinya? Student: Akhir					✓			
26.10.2023/DN310 /M2/QUE	Teacher: Kemudian ini kata bentuk keduanya cuma dua ini built oke, known oke. Terus said, ini ada said. Terus used, ini ada used. Terus removed nih ada banyak. Oke kemudian adverb of place sama time. Ini place-nya ini sama ini (Guru menunjuk lembar kerja siswa). Yang kaya di pagi hari ngga ada ya? Student: Mboten bu					✓			
26.10.2023/DN311 /M2/COM	Teacher: Oke thankyou Student: (Siswa kembali ke tempat duduknya setelah presentasi)	✓							
26.10.2023/DN312 /M2/QUE	Teacher: Oke ini tentang apa? (Kelompok selanjutnya maju presentasi) Student: Lomba lari bu					✓			
26.10.2023/DN313 /M2/QUE	Teacher: Lomba lari oke, kemarin dapatnya apa undiannya? Student: Past experience					✓			
26.10.2023/DN314 /M2/QUE	Teacher: Oke past experience, pengalaman ya? Student: Nggih					✓			
26.10.2023/DN315 /M2/QUE	Teacher: Ini ceritanya gimana ini? Student: Ceritanya niku ki					✓			
26.10.2023/DN316 /M2/COM	Teacher: Rodok maju Student: (Siswa maju ke depan)	✓							
26.10.2023/DN317 /M2/COM	Teacher: Sstttt Student: (Siswa diam)	✓							
26.10.2023/DN318 /M2/QUE	Teacher: Ceritanya gimana ini? Student: Ceritane ki					✓			
26.10.2023/DN319 /M2/QUE	Teacher: Haa lombanya dimana pengalamannya ini? Student: Pengalamane dari kecil pun ikut lomba bu					✓			

26.10.2023/DN320 /M2/QUE	Teacher: Oke ada berapa paragraf? Student: Tiga					✓			
26.10.2023/DN321 /M2/QUE	Teacher: Generic structure-nya apa? Student: (Siswa saling melihat temannya)					✓			
26.10.2023/DN322 /M2/QUE	Teacher: Generic structure-nya recount text? Student: (Siswa melihat lembar kerja mereka)					✓			
26.10.2023/DN323 /M2/QUE	Teacher: Ini ada orientation, event, sama reorientation. Orientation-nya di paragraf berapa? Student: Satu					✓			
26.10.2023/DN324 /M2/QUE	Teacher: Event-nya? Student: Dua					✓			
26.10.2023/DN325 /M2/QUE	Teacher: Reorientation-nya? Student: Tiga					✓			
26.10.2023/DN326 /M2/QUE	Teacher: Iya, orientation-nya menceritakan apa kalau di paragraf pertama biasanya menceritakan apa? Student: Pengalaman					✓			
26.10.2023/DN327 /M2/REQ	Teacher: Ssttt, queit please. Student: (Siswa sedang ramai di kelas)		✓						
26.10.2023/DN328 /M2/QUE	Teacher: Oke kemudian ini kata kerja bentuk kedua ini ada apa aja? Student: Got					✓			
26.10.2023/DN329 /M2/QUE	Teacher: Got oke dari kata get, kemudian helped ya dari kata help, kemudian gave ini bisa dari kata give. Oke kemudian keterangan waktu sama tempatnya? Student: Stadion Purwodadi					✓			
26.10.2023/DN330 /M2/QUE	Teacher: Mana yang menunjukkan stadion Purwodadi? Student: (Siswa tersenyum)					✓			
26.10.2023/DN331 /M2/QUE	Teacher: Terus waktunya? Student: Jam delapan					✓			

26.10.2023/DN332 /M2/COM	Teacher: Oke thank you Student: (Siswa kembali ke tempat duduknya setelah presentasi)	✓							
26.10.2023/DN333 /M2/QUE	Teacher: Tokoh ya? (Kelompok selanjutnya presentasi) Student: Nggih					✓			
26.10.2023/DN334 /M2/QUE	Teacher: Siapa? Student: Nabi Muhammad					✓			
26.10.2023/DN335 /M2/QUE	Teacher: Biografinya gimana ini? Student: Niku di kertas bu					✓			
26.10.2023/DN336 /M2/QUE	Teacher: Kan ada lagunya to? Student: Mboten ngertos bu					✓			
26.10.2023/DN337 /M2/QUE	Teacher: Biografinya Nabi Muhammad, ibunya siapa namanya? Student: Aminah					✓			
26.10.2023/DN338 /M2/QUE	Teacher: Bapaknya? Student: Abdullah					✓			
26.10.2023/DN339 /M2/QUE	Teacher: Istrinya? Student: Khodijah, Aisyah					✓			
26.10.2023/DN340 /M2/QUE	Teacher: Iya itu istrinya tapi sing pertama? Student: Khodijah					✓			
26.10.2023/DN341 /M2/QUE	Teacher: Tanggal lahir e? Student: Dua belas yaumul isnain					✓			
26.10.2023/DN342 /M2/QUE	Teacher: Oke kemudian ini menceritakan apa ini banyak sekali ada berapa paragraf ini? Student: Tiga					✓			
26.10.2023/DN343 /M2/QUE	Teacher: Nah oke menceritakan apa ini? Student: Membawa agama Islam					✓			
26.10.2023/DN344 /M2/QUE	Teacher: Haa terus ini pendahuluannya ini menceritakan apa ini yang paragraf pertama?					✓			

	Student: Menceritakan tentang Nabi Muhammad adalah Nabi terakhir dalam agama Islam								
26.10.2023/DN345 /M2/QUE	Teacher: Ini tu nanti menceritakan kehidupan Nabi Muhammad dulu ya ini jadi yatim terus ini sama pamannya Abu Thalib, jadi pedagang. Kemudian ini yang kedua dia menceritakan ini dapat wahyu dari Malaikat Jibril. Terus paragraf terakhir apa? Student: Sama bu cerita Nabi Muhammad					✓			
26.10.2023/DN346 /M2/QUE	Teacher: Lha ini sampai kematian Nabi Muhammad gitu lo. Berarti ini menceritakan dari awal sampai akhir. Oke generic structure-nya ada? Student: Tiga					✓			
26.10.2023/DN347 /M2/QUE	Teacher: Apa aja? Student: Orientation, event, reorientation					✓			
26.10.2023/DN348 /M2/QUE	Teacher: Oke past tense-nya? Student: Said					✓			
26.10.2023/DN349 /M2/QUE	Teacher: Oke terus adverb of place and time-nya? Student: Madinah					✓			
26.10.2023/DN350 /M2/QUE	Teacher: Waktunya? Student: Waktunya disitu bu					✓			
26.10.2023/DN351 /M2/COM	Teacher: Okay thank you Student: (Siswa kembali ke tempat duduknya setelah presentasi)	✓							
26.10.2023/DN352 /M2/QUE	Teacher: Kelompoknya dapat tentang apa ini? (Kelompok selanjutnya presentasi) Student: Monas					✓			
26.10.2023/DN353 /M2/QUE	Teacher: Monas itu dimana? Student: Jakarta					✓			
26.10.2023/DN354 /M2/QUE	Teacher: Sudah pernah ke Monas? Student: Belum					✓			

26.10.2023/DN355 /M2/QUE	Teacher: Sama sekali? Student: Belum					✓			
26.10.2023/DN356 /M2/QUE	Teacher: Ngga ada saudara di dekat Monas? Student: Ngga ada					✓			
26.10.2023/DN357 /M2/QUE	Teacher: Oke ini yang kamu buat ini ada berapa paragraf? Student: Tiga					✓			
26.10.2023/DN358 /M2/QUE	Teacher: Oke ada apa aja generic structure-nya? Student: Orientation, event, reorientation					✓			
26.10.2023/DN359 /M2/QUE	Teacher: Oke orientation-nya di paragraf ke berapa? Student: Satu					✓			
26.10.2023/DN360 /M2/QUE	Teacher: Event-nya? Student: Dua					✓			
26.10.2023/DN361 /M2/QUE	Teacher: Reorientation-nya? Student: Tiga					✓			
26.10.2023/DN362 /M2/QUE	Teacher: Orientation menceritakan apa? Student: Pembuka					✓			
26.10.2023/DN363 /M2/QUE	Teacher: Pembukanya ini menceritakan apa? Student: Sejarah Monas					✓			
26.10.2023/DN364 /M2/QUE	Teacher: Gimana sejarahnya? Student: Bupati					✓			
26.10.2023/DN365 /M2/QUE	Teacher: Walikota masa bupati. Oke kata kerja keduanya mana ini? Student: Ini bu (Siswa menunjuk lembar kerja mereka)					✓			
26.10.2023/DN366 /M2/QUE	Teacher: Cuma dua ini? Student: Iya bu					✓			
26.10.2023/DN367 /M2/QUE	Teacher: Nah ini ada known dari kata know, began dari kata begin, ada opened. Kemudian keterangan waktu sama tempatnya mana ini? Student: Ngga ada bu					✓			

26.10.2023/DN368 /M2/COM	Teacher: Lha ini Jakarta, ini Juli, ini Agustus. Oke sudah thank you Student: (Siswa kembali ke tempat duduknya setelah presentasi)	✓							
26.10.2023/DN369 /M2/QUE	Teacher: Oke menceritakan apa ini? (Kelompok selanjutnya presentasi) Student: Nabi Muhammad					✓			
26.10.2023/DN370 /M2/QUE	Teacher: Nabi Muhammad bagaimana ini? Student: Sejarah kehidupan					✓			
26.10.2023/DN371 /M2/QUE	Teacher: Oke sejarah kehidupannya bagaimana? Student: Ayo koe (Siswa melempar jawaban ke temannya)					✓			
26.10.2023/DN372 /M2/QUE	Teacher: Istrinya oke, ibunya? Student: Siti Aminah					✓			
26.10.2023/DN373 /M2/QUE	Teacher: Haa bapaknya? Student: Abdullah					✓			
26.10.2023/DN374 /M2/QUE	Teacher: Ada lagunya to? Student: Ngga tahu bu					✓			
26.10.2023/DN375 /M2/QUE	Teacher: Lahirnya? Student: Senin, 12 Rabiul Awal					✓			
26.10.2023/DN376 /M2/QUE	Teacher: Oke generic structure-nya ada berapa? Student: Tiga					✓			
26.10.2023/DN377 /M2/QUE	Teacher: Apa aja? Student: Orientation, event, reorientation					✓			
26.10.2023/DN378 /M2/QUE	Teacher: Oke orientation-nya paragraf ke berapa? Student: Pertama					✓			
26.10.2023/DN379 /M2/QUE	Teacher: Oke menceritakan tentang apa paragraf pertama itu? Student: Tanggal lahirnya					✓			
26.10.2023/DN380 /M2/QUE	Teacher: Paragraf kedua tadi event, oke event ini menceritakan tentang apa? Student: Paragraf kedua sing nopo bu?					✓			

26.10.2023/DN381 /M2/QUE	Teacher: Ayo apa? Student: (Siswa saling melihat teman kelompoknya)					✓			
26.10.2023/DN382 /M2/SUG	Teacher: Jadi kalau kamu mengerjakan, kamu juga harus bisa memahami apa yang kamu tulis paling gak tahu artinya bahasa Indonesianya apa. Student: (Siswa mengangguk)			✓					
26.10.2023/DN383 /M2/COM	Teacher: Oke kemudian verb duanya, kata kerja keduanya Cuma satu ini appointed itu. Ayo coba di cari sama-sama. Student: (Siswa mencari kata kerja bentuk kedua bersama)	✓							
26.10.2023/DN384 /M2/QUE	Teacher: Became, terus said, terus saw. Oke terus keterangan waktu dan tempatnya? Student: 12 Rabiul Awwal					✓			
26.10.2023/DN385 /M2/COM	Teacher: Oke sudah thank you Student: (Siswa kembali ke tempat duduknya setelah presentasi)	✓							
26.10.2023/DN386 /M2/QUE	Teacher: R.A. Kartini itu siapa? (Kelompok selanjutnya presentasi) Student: Masjid Al-Hasyimi					✓			
26.10.2023/DN387 /M2/QUE	Teacher: Hah Masjid Al-Hasyimi, pahlawan to. Pahlawan apa? Student: Pahlawan Pendidikan bu					✓			
26.10.2023/DN388 /M2/QUE	Teacher: Pendidikan? Student: (Siswa tersenyum) Sing jahit bendera kae					✓			
26.10.2023/DN389 /M2/QUE	Teacher: Itu Fatmawati, hayo dia sing bukunya terkenal habis? Student: Habis gelap terbitlah terang.					✓			
26.10.2023/DN390 /M2/QUE	Teacher: RA Kartini lahir di peringati setiap hari apa tanggal berapa? Student: Tujuh belas					✓			
26.10.2023/DN391 /M2/QUE	Teacher: R.A. Kartini Astaqfirullah, dua puluh satu? Student: April					✓			
26.10.2023/DN392 /M2/QUE	Teacher: Generic structure-nya ada berapa? Student: Tiga					✓			

26.10.2023/DN393 /M2/QUE	Teacher: Orientation-nya di paragraf? Student: Satu					✓			
26.10.2023/DN394 /M2/QUE	Teacher: Kesimpulannya baru ke? Student: Empat					✓			
26.10.2023/DN395 /M2/QUE	Teacher: Orientasinya menceritakan tentang apa? Student: Pembuka					✓			
26.10.2023/DN396 /M2/QUE	Teacher: Terus ini kata kerja bentuk keduanya mana? Student: Wedded					✓			
26.10.2023/DN397 /M2/QUE	Teacher: Kalau tempatnya lahir dimana R.A. Kartini? Student: Di (Siswa saling melihat teman kelompoknya)					✓			
26.10.2023/DN398 /M2/COM	Teacher: Di Rembang. Waktunya ini tanggal lahirnya. Oke sudah thank you Student: (Siswa kembali ke tempat duduknya setelah presentasi)	✓							
26.10.2023/DN399 /M2/QUE	Teacher: Oke semua sudah maju ya tinggal yang kurang satu, yang temannya enggak ada berarti next week. Oke sudah paham semua? Student: Yes					✓			
26.10.2023/DN400 /M2/QUE	Teacher: Oke, kita kemaren membahas tentang recount text. Recount text itu berarti menceritakan tentang apa? Student: Kejadian-kejadian yang sudah terjadi.					✓			
26.10.2023/DN401 /M2/QUE	Teacher: Oke, generic structure-nya ada berapa? Student: Tiga					✓			
26.10.2023/DN402 /M2/QUE	Teacher: Oke, ada? Student: Orientation, event, reorientation.					✓			
26.10.2023/DN403 /M2/QUE	Teacher: Oke, kalau recount text itu menggunakan kata kerja bentuk ke? Student: Kedua					✓			

26.10.2023/DN404 /M2/QUE	Teacher: Oke any question, ada yang ditanyakan? Student: Tidak					✓			
26.10.2023/DN405 /M2/QUE	Teacher: Tidak? Student: No					✓			
26.10.2023/DN406 /M2/QUE	Teacher: Do you understand? Student: Yes					✓			
26.10.2023/DN407 /M2/FOR	Teacher: Don't forget to study hard Student: Yes				✓				

Appendix 3

Letter of Permission



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI RADEN MAS SAID SURAKARTA
FAKULTAS ADAB DAN BAHASA**

Jalan Pandawa, Pucangan, Kartasura, Sukoharjo Telepon (0271) 781516 Fax (0271) 782774
Website : www.uinsaid.ac.id E-mail : fab.iainsurakarta@gmail.com

Nomor : B-4959/Un.20/F.V/PP.00.9/10/2023

11 Oktober 2023

Lamp. : -

Perihal : *Permohonan Izin Penelitian*

Kepada Yth.

Kepala SMK Muhammadiyah 5 Purwanto

di

Tempat

Assalamu'alaikum Wr. Wb.

Yang bertanda tangan di bawah ini Dekan Fakultas Adab dan Bahasa Universitas Islam Negeri Raden Mas Said Surakarta memohon ijin atas:

Nama : **FATIMAH ATIQA H ULYA**

NIM : 196121035

Program Studi : Pendidikan Bahasa Inggris

Semester : 9

Judul Skripsi : ANALYSIS OF DIRECTIVE SPEECH ACT USED BY ENGLISH TEACHER AT SMK MUHAMMADIYAH 5 PURWANTORO

Untuk mengadakan penelitian pada instansi yang Bapak/Ibu pimpin.

Adapun waktu penelitian pada tanggal 23 Oktober 2023 sampai tanggal 27 Oktober 2023.

Demikian permohonan ini disampaikan, atas perkenan dan kerjasamanya kami ucapkan terimakasih.

Wassalamu'alaikum Wr.Wb.



Dekan,

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

NIP. 19710403 199803 1 005



MAJELIS PENDIDIKAN DASAR DAN MENENGAH
SEKOLAH MENENGAH KEJURUAN
SMK MUHAMMADIYAH 5 PURWANTORO
Alamat : Jl. Raya Purwanto – Pakis Baru, Telp (0273) 415286 Kode Pos 57695
E-mail: smkmuh5_pwo@yahoo.co.id

SURAT KETERANGAN

Nomor : 421/004/SMK M.5/ XII/ 2023

Yang bertanda tangan di bawah ini :

Nama : Imron Rosidi, S.Ag., M.Pd.I.
NIP : -
Pangkat/ Golongan : -
Jabatan : Kepala Sekolah

Dengan ini menerangkan bahwa :

Nama : Fatimah Atiqah Ulya
NIM : 196121035
Semester : 9 (sembilan)
Program Studi : Bahasa Inggris

Nama tersebut diatas telah benar-benar melakukan penelitian mulai tanggal 19 Oktober sampai dengan 26 Oktober 2023 di kelas X. TO. 3 guna menyusun skripsi yang berjudul **“DIRECTIVE SPEECH ACT USED BY THE ENGLISH TEACHER AT SMK MUHAMMADIYAH 5 PURWANTORO”**.

Demikian surat keterangan ini di buat untuk dapat dipergunakan sebagaimana mestinya.

Purwanto, 04 Desember 2023
Kepala Sekolah



IMRON ROSIDI, S.Ag., M.Pd.I.
NBM : 112173071017959