THE SPEECH ACTS OF DIALOGUE FOUND IN THE TENTH GRADE OF SENIOR HIGH SCHOOL STUDENT'S ENGLISH TEXTBOOK

(Student English Textbook for Grade X of Senior High School Published by Ministry of Education and Culture)

THESIS

Submitted in Partial Fulfillment of the Requirements
for the Degree of Bachelor of Education
in English Language Education

By:
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2019

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is definitely my own work, I am completely responsible for the content of this thesis. Other writers' opinion or finding included in the thesis are quoted or cited in accordance with ethical standards.

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Assalamualaikum wr. wb.

I inform that I have given guidance, briefing and correction to whatever extent necessary of the following thesis identify:

Title	: **The Speech Acts of Dialogue found in the Tenth Grade of Senior High School Student's English Textbook**
Name	: Muhammad Lu'lu'ul Maknun
Student Number	: 1403046109
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Wassalamualaikum wr. wb.

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Wassalamualaikum wr. wb.

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MOTTO

Verily, all things have we created in proportion and measure.

(Al-Qomar: 49)

ABSTRACT

THE SPEECH ACTS OF DIALOGUE FOUND IN THE TENTH GRADE OF SENIOR HIGH SCHOOL STUDENT'S ENGLISH TEXTBOOK (Student English Textbook for Grade X of Senior High School Published by Ministry of Education and Culture)

Researcher : Muhammad Lu'lu'ul Maknun
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This research is aimed to analyze the speech acts of dialogue found in the tenth-grade of senior high school student's English textbook; *Published by Ministry of Education and Culture* and to explain out the pedagogical implication of the speech act to the English teaching and learning. Speech acts is the study of meaning and context. The research is classified into qualitative content analysis research. The data were collected from the dialogues in the English textbook; *Published by Ministry of Education and Culture*. Documentation and interview were used to collect the data since the research question was to analyze the types of speech acts used in the dialogue of the English textbook and to explain out the pedagogical implication of this research to the English learning and teaching. The key instrument used in this research is the researcher's knowledge of the speech acts. As the supplementary tools of the instruments, some forms of data sheets were used during the research analysis. The data were analyzed by reducing the data, displaying the data based on the classifications of speech acts and drawing a conclusion. The result of this research was that speech acts found in the dialogue of tenth-grade of senior high school student's English textbook were declarative as the highest frequency of locutionary acts (76.15%), representative as the highest frequency of illocutionary acts (43.33%), and knowing something as the highest frequency of perlocutionary acts (33.92%). Based on an interview with the teacher, there is no specific material in curriculum K13 discussing speech acts (meaning and context) for the tenth-grade of senior high school. It depends on the teacher him/herself to improvise the material to give some examples that relate to speech acts.

Keywords: Dialogue, Speech Acts, Tenth-grade of senior high school.

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Finally, the researcher realizes that this thesis is still far from being perfect, therefore, the researcher will happily constructive criticism to make it better. The researcher hopes that this thesis would be beneficial for everyone. Amin.

Semarang, 25th of June 2019

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CHAPTER I

INTRODUCTION

This chapter contains the background of the research, the reason for choosing the topic, research questions, objectives of the research, significance of the research, and scope of research.

1.1. Background of The Research

A human being needs a medium to interact with other people. The medium used by the human being is called language.[1] Language is something coming from the inside of the speaking subject manifest in the meaningful intentional purpose of the individual speaker.[2] People do not always or even usually utter what they mean. People must study the understanding of a person's skill in deriving meaning from particular types of speech circumstances. By learning about speech act, people have well

[1] Nuria Dhotul Janah and Siti Tarwiyah, 'Male and Female Speech in Pride and Prejudice Novel By Jane Austen and Its Implication in Teaching Speaking', *Vision Journal*, 6.2 (2017).

[2] Jesus Martinez del Castillo, 'The Speech Act as an Act of Knowing', *International Journal of Language and Linguistics*, 3.6 (2015), 31.

understanding an expression.[3] Speech acts is the study of intentional meaning the spoken and written expressions. Furthermore, the most substantial things in the speech act are the main context of the speaker intention, so the listener comprehends a message from the speaker.[4] Brown states that language is a system of arbitrary, conventionalized vocal, written, or gestural symbols that enable members of a given community to communicate intelligibly with others.[5] Being able to communicate in two or more languages gives individuals opportunities to express their feelings and thoughts.[6]

Feeling and thoughts can be expressed through two segments, those are written and spoken. Written language is part of language which is used in writing. People are very easy to find

[3] Asmi Yuniati and Muhammad Nafi Annury, 'Directive Speech Acts in The Movie " The Message " By Moustapha Akkad', *Vision Journal*, 7.2 (2018), 92–102.

[4] Zulfa Tutuarima, 'An Analysis of Speech Act Used in London Has Fallen Movie', *Vision Journal*, 7.2 (2018), 160–69.

[5] Muhammad Nafi Annury, 'childhood and literacy (a critical study of media education as contemporary culture)', *Vision Journal*, 4.1 (2015).

[6] Lalu Thohir, 'Code Alternations A Bilingual Representation and A Communication Strategy in TGB's Islamic Speech', *Vision Journal*, 6.2 (2017).

written language such as in textbooks, newspapers, magazines, letters, scientific journals, notes and others which contain messages for the reader. With the appropriate choice of words and grammar, the message will be conveyed and understood by those who read it. It is where written language plays a role. The spoken language is the opposite of written language. It is a language produced by articulate sounds.

In reality, most People make communication unstructured but it does not become a problem as far as their speech can be understood and accepted by others. What people have to do in communication is how they use language to communicate rather than the way of language is structured internally.[7] In the effort to express and asserting himself, people not only produce grammatical structure sentences but they also produce or show actions in that language. Considering that, communication is one of the human natures. Allah stated in Al-Qur'an surah Ar-Rahman verse 1-4:

الرَّحْمَٰنُ (١) عَلَّمَ الْقُرْآنَ (٢) خَلَقَ الْإِنسَانَ (٣) عَلَّمَهُ الْبَيَانَ (٤)

[7] John R. Searle, *The Philosophy of Language* (London: Cambridge University Press, 1971).

Meaning, " (1) It is God, the Gracious. (2) Who has taught Qur'an. (3) He has created man. (4) He has taught him plain speech."[8]

Communication can also be used in many ways such as mass-media, telephone, and so on to know about a message, kind of language and action by the speakers. Thus we can be interacting with other people. There are many factors involved to ensure the success of English teaching and learning process can be achieved. The main factors are the teaching techniques and the learning materials used in the process of English teaching and learning.

One of the most popular sources of material used in teaching and learning is textbooks. Textbooks can be used to provide the learning materials and guidelines for teaching and learning processes to achieve their goals. Understanding learning material, especially from textbooks, is not an easy task. Many learning materials can come from textbooks. One of the most common aspects found in textbooks is speech acts commonly

[8] Maulawi Sher Ali, *The Holy Qur'an: Arabic Text and English Translation* (Tilford UK: Islam International Publication LTD, 2004).p.637

presented in conversation because the main purpose of the teaching and learning process is related to communication.

Understand learning materials such as conversations in textbooks requires a better understanding of linguistics from teachers and students. Regarding textbooks providing forms of written learning material, there are no external factors involved in conversations such as movements, facial expressions, tone or words stressing, so that the investigation will be different from the act of verbal speaking. On the other hand, in studying English conversations, it also requires the ability to understand the intended meaning of the speaker called pragmatic competence, which is not shared by everyone, to prevent pragmatic misunderstandings.

The success of the English language teaching occurs when the students can function in a truly communicative setting that is in a spontaneous transaction involving one or more other people.[9] The facts, however, are often in contrast with the ideal. The students still find it difficult to express their thoughts, opinions, and feelings. If the students have mastered some of the linguistic

[9] H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, Second Edi (California: San Francisco University Press, 2000).

competences and they are added with the knowledge of language use, they will undoubtedly have communicative competence. Meanwhile, the teaching and learning of English cannot be separated from the teachers, students, materials given to the students, and any other supporting elements of learning. All of the elements play important roles in the successful English teaching and learning process. Besides, Dublin and Olshtain say that there are five basic components of a language-teaching program. They are the curriculum and syllabus, students, teacher, resources, and materials.

From all the basic components mentioned above, the material is an important requirement in English teaching and learning activities. The ability to comprehend learning materials such as; Dialogue needs to understand speech acts which is the study about meaning and context of language. It becomes an important requirement for both of the teacher and students, yet it is an interesting and challenging topic to be studied in research. From the reasons above, the researcher arranges the thesis entitled *"The Speech acts of Dialogue found in the tenth grade of senior high school student's English textbook"*

1.2. Reason for Choosing The Topic

1. Language has a significant role in daily life that every people use it to communicate with one another, so a correct language must be chosen to communicate with others. By using correct language, someone will pay attention more in communicating.
2. Wherever we are, we need to communicate. Communication has a lot of benefits, when we are in another country, we know nothing and then we will ask others to get clarified. So, if we have good communication with others, we will get the information that we need.
3. To comprehend the learning materials such as; conversations, in a textbook requires a better linguistic understanding of both teacher and student. Concerning a textbook provides written forms of learning materials, there are no external factors involved in conversation such as gestures, facial expressions, tone or word stressing. So for the better comprehension, we need to understand the Speech act.

1.3. Research Questions

This research attempts to answer the questions:

1. What are the speech acts of dialogue found in the tenth-grade of senior high school student's English textbook?
2. What is the pedagogical implication of understanding the speech acts of dialogue found in the tenth-grade of senior high school student's English textbook to the English teaching and learning?

1.4. Objectives of The Research

The objectives of this study are:

1. To identify the speech acts used in the dialogue found in the tenth-grade of senior high school student's English textbook.
2. To explain out the pedagogical implication of understanding the speech acts of dialogue found in the tenth-grade of senior high school student's book to the English teaching and learning.

1.5. Significance of The Research

1. Theoretically

It is expected that the result of this research could enrich the knowledge in pragmatic analysis in term of speech acts.

2. Pedagogically.

   In a pedagogical perspective, the study is expected to help the students to understand the speech acts of dialogue found in the textbook as learning material.

3. Practically

   There are some advantages to some parties as follows:

A. To English teachers and learners, the result of this research study is expected to give a brief explanation of the speech acts of dialogue in the textbook as learning materials.

B. To other researchers, the result of this research study can be used as a source of thought for other researchers who wish to conduct similar topic of research related to the analysis of the speech acts, to get some insights of what aspects they should be concerned with.

1.6. Scope of The Research

The research study is intended to analyze the speech acts in a dialogue of the tenth-grade of senior high school textbook; *Published by Ministry of Education and Culture*. In the book, many conversations can be analyzed. To conduct the research, the study employs pragmatics theory of speech acts

classification. It means that this research is going to analyze the data found in the book based on the use of expressions in the conversations.

CHAPTER II
PREVIOUS RESEARCH, LITERATURE REVIEW, AND CONCEPTUAL FRAMEWORK

This chapter contains the previous research, literature review, and conceptual framework.

2.1. Previous Research

1. **Atika Krusdian Sari (2014) A Pragmatic Analysis of Speech Acts of The Main Character in State of Play**.[8] This research reveals three findings. First, the locutionary acts employed by the main character, Cal McAffrey, are *declarative, interrogative*, and *imperative*. He employs the *declarative* form in almost all types and functions of illocutionary acts to deliver, to assert, and to make the information clear related to fact or his opinion for his team or his interviewee. Second, Cal McAffrey employs four types of illocutionary acts. There are *representative* with 14 functions, *directive* with 7 functions, *commissive* with 4 functions, and *expressive* with 11 functions. He mostly employs the *representative* to states some facts related to

[8] Atika Krusdian Sari, *A Pragmatic Analysis of Speech Acts of The Main Character in State of Play* (Yogyakarta: Yogyakarta State University, 2014).

what actually happens when he is working in a newsroom, going out to investigate the case, or interviewing the source. Third, there are twelve types of perlocutionary acts obtained as the effect of what Cal McAffrey has uttered. There are *hearer knows something*, *hearer thinks of something*, *hearer is doing something*, *hearer is convinced*, *hearer feels irritated*, *hearer feels frightened*, *hearer is amused*, *hearer is inspired*, *hearer is impressed*, *hearer is attracted*, *hearer relieves tension*, and *hearer gives answer*. The *hearer knows something* and the *hearer gives answer* are the most dominant types. The similarities between this research and my research are same focus on speech acts analysis and conducted by descriptive qualitative method. The difference is on the subject of research. My research is focused on Analyzing the speech acts used in dialogues found in the tenth-grade of senior high school student's English textbook published by the ministry of education and culture while this research is focused on analyzing speech acts of main character state of play.

2. **Lavenia Dianty (2017) An Analysis of Illocutionary Acts Performed by The Main Character in *Divergent* Movie by Neil Burger 2014**.[9] This research is aimed to find out the types of illocutionary acts are performed by the main character's utterance, and to find out dominantly of types of illocutionary acts are used by the main character's utterance in Divergent movie by Neil Burger.

   The research uses descriptive qualitative method to describe and analyze the selected of illocutionary acts which are the watching movie and then classifies them according to John R. Searle's concept types of illocutionary acts. Technique of collecting data are (1) watching the movie for several times in order to understand the whole story (2) collecting the data, transcribing the data from the dialogue in the movie into form of list, identify the listed dialogue that contain types of illocutionary acts carried out by the participant (3) finding out the types of illocutionary acts carried out by the participant representative, directive,

[9] Lavenia Dianty, *An Analysis of Illocutionary Acts Performed by The Main Character in Divergent Movie by Neil Burger 2014* (Surakarta: State Islamic Institute of Surakarta, 2017).

commisive, expressive, and declarative. The researcher uses content analysis which is focused on analyzing types of illocutionary acts and the dominantly of types of illocutionary acts in Divergent movie carried out by the main character.

The similarity of this research with my research is both of these researches are conducted in the descriptive qualitative method. The differences from my research are on the subject and research focus of these researches, this research subject is from Divergent movie by Neil Burger and focus only on illocutionary act while my research is from the tenth-grade of senior high school students' English book and focus on whole aspects of speech acts, namely locutionary, illocutionary, and perlocutionary act.

3. **Choerunnisa Rumaria (2015) An Analysis of Speech Acts in The Dead Poets Society.**[10] This research is aimed to identify (1) the types of the illocutionary acts of Mr. Keating's utterances when teaching, (2) the types of the perlocutionary

[10] Choerunnisa Rumaira, *An Analysis of Speech Acts in the Dead Poets Society* (Yogyakarta: Yogyakarta State University, 2015).

acts of Mr. Keating's utterances when teaching, and (3) what Mr. Keating commonly does as a good teacher when teaching which reflected from the speech acts he performed in the *Dead Poets Society.*

This research employed both qualitative and quantitative method. The data were in the form of utterances spoken by the main character when teaching in the *Dead Poets Society*. The findings showed that as a good teacher in the *Dead Poets Society*, Mr. Keating often uses question form to deliver commands to the students which are a good teachers' classroom English. He also performs mostly directives as the illocutionary acts as he often asks the students to do some works as assignments and homework, to present, to read, to come to the front, and many more. He also inspires his students many times compared to other acts.

The similarity of this research with my research is concern Speech acts. The differences from my research are, first, this research uses both qualitative and quantitative approach while my research uses only qualitative approach. Second, on the subject of research, this research subject is from the Dead poet society while my research is from The tenth-grade of senior high school students' English book.

4. **Sri Meiweni Basra, Luthfiyatun Thoyyibah: A Speech Act Analysis of Teacher Talk in An Efl Classroom, International Journal of Education August 2017, Vol. 10 No.1**[11] The purposes of the research are to find out speech act classification mostly used by an EFL teacher while teaching, the reason of why certain classification was preferred and the implication of the selected speech act classification toward the teaching and learning process. This research is a case study research involving an English teacher teaching an EFL class.

   Since this study is aimed at investigating classroom speech acts performed by an English teacher in terms of speech acts classification determined by the theory of John R. Searle, this study is categorized under the principle of qualitative research design, specifically, a case study. The participant of this research is An English teacher participated in this study. She comes from West Java, Indonesia. She is 25 years old. She teaches in a well-known English course in Bandung and has been teaching for about three years.

[11] Sri Meiweni Basra and Luthfiyatun Thoyyibah, 'A Speech Act Analysis of Teacher Talk in an Efl Classroom', *International Journal of Education*, 10.1 (2017), 73.

The similarities between this research and my research are, first, using the same theory by John. R. Searle to classify the speech act. Second, this research uses the same approach, namely, Qualitative approach. The difference is in the field of the research. This research focus is on the speech act analysis of teacher talk an EFL Classroom. While my research focus is on the illocutionary act of dialogue found in the tenth-grade senior high school students' English textbook.

2.2. Literature Review

2.2.1. Pragmatics

Pragmatics is a study of linguistics that learns the relationship between context and meaning, this study learns how the delivery of meaning does not only depend on linguistics (grammar, lexicon, etc.) of speakers and listeners, but also from the context of narration, knowledge of the status of the parties involved in the conversation, the implied intention of the speaker.

Pragmatics can be defined by using a social point of view and a cognitive point of view.[12] Through a social point of view,

[12] Jenny Thomas, *Meaning in Interaction: An Introduction to Pragmatics* (London: Longman, 1995).p2

it connects pragmatic with the speaker meaning; and second, using a cognitive, pragmatic point of view is related to the interpretation of speech. The tendency in pragmatics is divided into two parts, first, by using a social point of view, connecting pragmatic with the meaning of the speaker. Second, by using a cognitive point of view, connecting pragmatic with the interpretation of speech. Furthermore, the meaning is a dynamic process that involves negotiation between the speaker and listener and between the context of utterance (physical, social, linguistic) and potential meaning of the utterance, it is defining pragmatics as a field which investigates meaning in interaction.[13]

According to Yule "Pragmatics is concerned with the study of meaning as communicated by a speaker (or writer) and interpreted by the listener (or reader)."[14] In accordance with the Yule expression above, learning pragmatics will relate to speech in the context and the language users are speakers and listener who are related in a communication process. This allows the language user to use the language according to the

[13] Thomas.p22

[14] George Yule, *Pragmatics* (New York: Oxford Univesity Press, 1996).p3

context and to understand more in the relationship between contexts and the meaning of a speech.

Levinson defines pragmatic as a language study that learns language relations with their context. The context in question is grammarized and codified so that it cannot be separated from the structure of the language. Levinson's limits can be seen in the following quotation. "Pragmatics is the study of relations between language and context that is grammaticalized or encoded in the structure of a language".[15]

Pragmatics is distinct from grammar which is the study of the internal structure of language. Pragmatics is the study of how language is used in communication. Pragmatic is a branch of linguistics that studies the structure of language externally. What is meant by that is how certain lingual units are used in actual communication.[16] It can be distinguished from the study of grammar that it considers as the study of the intricacies of the language internally. The study of grammar does not need to be related to context, while the study of pragmatic is

[15] Stephen Levinson, *Pragmatics* (New York: Cambridge University Press, 1983).p9

[16] Frank Parker, *Linguistics for Non-Linguists* (London: Taylor & Francis, 1986).p11

absolutely related to the context. In this regard, the study of grammar can be considered as independent context study. On the other hand, the study of the use of grammar in communication which is absolutely related to the background context and accommodating it. Such language studies can be referred to as dependent context studies.

From the description above, it is concluded that pragmatic is the study of speech interpretation in the language that relates to the context that is influenced by the knowledge and background of speakers and speech partners to be able to comprehend the meaning and purpose as a whole.

2.2.2. Speech Acts

The speech act that was first put forward by Austin which is the theory that resulted from his study and presented by J.O. Urmson with the title How to do thing with words? Then this theory was developed by Searle by publishing a book Speech acts: An Essay in the philosophy of language. He argues that communication is not just a sign of words or sentences, but it would be more appropriate to call a product or a result of a symbol, words or sentences that

manifest the behavior of speech acts (the performance of speech acts).[17]

Speech acts consider five aspects of speech situations which include: speaker and speech partner, the context of speech, the purpose of speech, speech act as an action/activity and speech as a verbal act product.

Speech acts are actions that are displayed through speech. Thus, it can be concluded that speech acts have psychological and social functions when communicating and as a means to do something through actions that are spoken verbally. There are many types of speech acts as the communicative intent or purpose of the speaker in producing an utterance in a context. Usually, the speaker expects that the communication intent will be known by the listener. In this process, both speakers and listeners are usually helped by the circumstances or context that participates in the speech. In these conditions, it is including other utterances, it is called a speech event in sociolinguistic studies. In many ways, the nature of the

[17] John R. Searle, *Speech Acts: An Essay in the Philosophy of Language* (New York: Cambridge University Press, 1969).

speech events determines the interpretation of utterances as utterances that perform the speech act.

2.2.3. Types of Speech Act

Differences made by Austin, Searle and others in classifying speech acts will be very useful if we examine the verbs of speech acts. This statement is based on the fact that philosophers of speech acts tend to focus on their attention to the meanings of verbs of speech acts, even though they seem to study speech acts. Besides, without being too theoretical (doctrinal) it can be assumed that possibly there are similarities between the various important differences from the analysis of verbs of speech acts that are important for the behavior of speech acts as described by verbs speech act.

Searle in Rahardi states that in the fact there are three kinds of speech acts including:[18]

1) Locutionary act is the speech of words, phrases, and sentences according to the meaning contained by

[18] Rahardi Kunjana, *Pragmatik: Kesantnan Imperatif* (Jakarta: Airlangga, 2005).p35-36

words, phrases, and sentences. This sentence can be referred to as "the act of saying something".

2) Illocutionary act is the act of doing something with a specific purpose and function. This speech act can be said as "the act of doing something".
3) Perlocutionary act is the act of influence (giving effect) to the speech partner. This speech act is called "the act of affecting someone".

a. Locutionary act

Austin in How to do things with word said that the locutionary act is "the act of saying something"[19] which means locutionary act is the utterance delivered by the speaker in accordance with the meaning and sentence of the speech without intending to express another statement in it.

According to Searle, locutionary act is a speech act by words, phrases, and sentences according to the meaning

[19] John L. Austin, 'How Do to Things with Words' (London: Oxford Univesity Press, 1962).p94

contained by words, phrases, and sentences.[20] This sentence can be referred to as "the act of saying something". In the locutionary act, the purpose and function of the speech delivered by the speaker are not questioned.

The speeches are expressed according to the meaning which is found in the dictionary and in accordance with syntactic meaning without intending to express other statement in it. When the speaker said "tomorrow is a holiday", he stated that tomorrow is a holiday without any intention to invite speech partner to take a vacation, or other purposes and objectives.

Locutionary act takes role to say something. Locutionary act contains literal meaning. For instance: "it is hot here", the meaning of the locutionary act is related to the temperature of the place without intending to ask the partner to do anything. In other words, locutionary act is a speech act that states something in the sense of "saying" or a speech act in the form of meaningful and understandable sentences.

[20] Kunjana.p36

Based on grammatical categories, the form of locus is divided into 3. Those are:

i. Declarative

This type of locutionary act only has functions to notify something to others so listeners are expected to draw attention.

ii. Interrogative

The interrogative form serves to ask something so that listeners are expected to provide answers to the questions submitted.

iii. Imperative

The imperative form has a function to influence listeners so that the listeners give responses based on actions requested.

Some of the explanations above can be concluded conclusions that locutionary act is a speech act to express something that is not used depending on the context.

b. Illocutionary act

Austin defines illocutionary speech acts as "performance of an act in saying something".[21] Illocutionary act is an act of saying something. In illocutionary acts, speakers say something using a unique power which makes the speaker takes action according to what he says. This action has a meaning related to social functions. In the sentence "it is hot here", the meaning may be a request to open the window widely, or if the sentence is repeated continuously, it might indicate a complaint.

Searle states that illocutionary act is an act of doing things with certain intentions and functions. It can be said to be the act of doing something. This saying "my hand is itchy" was spoken by the speaker not only intended to inform the listener that when he said the utterance the itching attacks the hands of the speaker, but more than it that the speaker wanted the listener to take certain actions related to the itching in the hands of speaker. For example, the partner takes balm. Searle classifies illocutionary act into five types of speech form, each of it has a

[21] Austin.99

communicative function.[22] The five types of illocutionary act that show the function can be summarized as follows:

1) Representatives commit to tell the truth to the expressed propositional content. Some actions that can be identified as representatives are asserting, announcing, concluding, describing, informing, predicting, and accepting. e.g.
   - Asserting : “It's sunny”.
   - Greeting : “Hi, Anisa”.
2) Directives are the acts that attempt from the speaker to make the listener to perform an act represented by the propositional content. Some actions that can be identified as directives are suggesting, commanding, ordering, requesting, forbidding, questioning and recommending. e.g.
   - Commanding : “Turn off the lamp!”
   - Forbidding : “Don’t touch the wire!”
3) Commissives are one of illocutionary acts that commit the speaker to perform an act in the way represented by the propositional content. Some actions that can be

[22] Yule.p53-54

identified as commisives are offering, planning, refusing, threatening, promising and volunteering. e.g.

- Offering : “Would you like to go fishing with me?”
- Promising: “My dad and I are going to go fishing”.

4) Expressives are types of illocutionary acts to express the speaker’s psychological state. Some actions that can be defined as expressives are apologizing, thanking, and congratulating. e.g.
   - Thanking : “Thank you very much”.
   - Apologizing : “I apologize for the error”.
5) Declaratives are kinds of illocutionary acts that brings changes to the status of the speech object. Some actions that can be identified as declaratives are nominating, dismissing, declaring something and sentencing. e.g.
   - Sentencing : “I sentence you three months in prison”
   - Declaring : “I declare you as the chief of this team”

Illocutionary act is speech act that has function to say or confirm something and it is used to do something.

Utterance in illocutionary act contains certain intention and function, illocutionary act is related to who speaks to whom, when and where it happens, and what the purpose of the speech is.[23]

When in a cave, someone says "mind your head" to the partner speech. The purpose of this speech is to remind the listener that the roof of the cave is low and so that he bends or ducks when passing the cave.

c. Perlocutionary act

Perlocutionary act is referred to "the act of affecting someone" the speech uttered by a speaker commonly has the effect or perlocutionary force for those who listen to it. The effect of this speech can be occurred by the speaker intentionally or unintentionally. The effects produced by saying something is called perlocutionary act.[24]

[23] Rohmadi, *Pragmatik Teori Dan Analisis* (Yogyakarta: Lingkar Media, 2004).p31

[24] Rustono, *Pokok-Pokok Pragmatik* (Semarang: IKIP Semarang Press, 1999).p38

According to Searle, perlocutionary act is the act of growing influence (effect) on partner speech.[25] This speech act is called the act of affecting someone. Such as the saying "my hands are itchy" can be used to give an effect of fear on the speech partner. For example, fear arises because the speaker works as a bouncer who is very tough by beating and injuring others in his daily life.

The speeches by speakers are not only said events that occur by themselves, but those speeches are spoken to contain certain intentions and objectives designed to produce effects or consequences on the environment of the speech partner or listener.[26]

Perlocutionary act can produce an effect on the speech partners which results happiness, fear, anxiety, sadness, pleasure, despair, disappointment, and so on. Here are the examples of Perlocutionary act:

1) I don't have money, daddy!
2) Yesterday I was late!

[25] Kunjana.p56

[26] Henri Guntur Tarigan, *Pengajaran Pragmatik* (Bandung: Angkasa, 1987).p35

3) There is a thief!

From the various examples above it can be concluded that: (1). What a child says to his father does not only means his father telling but also asking for money, the effect of it is that the father will feel compassion and give money to his child. (2) Utterance by an employee to his boss does not only tell to his boss but also apologize for the delay which causes the boss not getting angry. (3) Someone tells a neighbor, it can mean to suggest their neighbors to be more vigilant, the effect the neighbors will be worried about it. Speeches which contain perlocutionary act have a function that affects on the speech partner.

From the explanation above, it can be understood that speech act is divided into three kinds as follow:

1. Locutionary act is the speech of words, phrases, and sentences according to the meaning contained by words, phrases, and sentences. This sentence can be referred to as "the act of saying something".
2. Illocutionary act is the act of doing something with a specific purpose and function. This speech act can be said as "the act of doing something".

3. Perlocutionary act is the act of influence (giving effect) to the speech partner. This speech act is called "the act of affecting someone".

The researcher is focused on the whole parts of speech acts for this research because speech acts in communication is important to note. Speech acts in communication becomes a form of expression that gives room for some types of actions. It is a speech that can be decoded by speakers which allow the speech partner to distinguish the interpretation of the intended meaning in action. Speech acts provide challenges in communication because the Speech acts is closely related to the context of speech.

2.2.4. Textbook

The Definition of Textbook

Textbooks are the most important resources which a teacher uses in his daily teaching. Therefore, the availability of textbook is important in education. A teacher must be able to select which textbook should be used in the teaching and learning process, and how he should do with it.

Based on Joan's opinion textbook is an edition of book specially intended for the use of student enrolled in a course of study or preparing for an examination on a subject or in an academic discipline.[27]

The textbook is produced according to the demands of educational institutions. Although most textbooks are only published in printed format, many are now available as online electronic books. The textbook is a teaching material which presents the subject matter defined by the curriculum. A textbook is required to contain the complete overview of the subject, including the theories, as well as to be more permanent character. Textbooks are one type of texts, a book for use in an educational curriculum.[28]

Regardless of the large numbers of any other learning sources that can provide learning materials, textbook maintains their roles as an integral part of the teaching and learning process. At the very least, a textbook can be used as a guideline to achieve the success of the teaching and learning process. One of the most popular textbooks used in our education is the

[27] Joan M. Reitz, *Dictionary for Library and Information Science* (British Library, 2002).p714

[28] Brown.p136

ones published by *Ministry of Education and Culture*. It gains its popularity especially in both primaries (junior) high school and secondary (senior) high school.

It is a series of English coursebook for secondary (senior) high school students. The material developed in the English book by *Ministry of Education and Culture* has been adapted from the teaching-learning cycle method which puts genres as the main tool in language learning. The book has been carefully designed to meet students' expectations in learning a foreign language that is to express their feelings and ideas.

All the activities in the book cover the four language skills: listening, speaking, reading, and writing. The activities provided in the book encourage the students to develop their competence in phonological and lexicogrammatical levels, as well as their discourse and cultural levels. The materials are organized as an integrated sequence of activities around a text type being discussed.

The book is expected to guide the students to achieve the information level of literacy that can get involved in communication using English, spoken as well as written, not only for the transactional and interpersonal purposes but also for accessing information in this global information age.

Furthermore, students should be able to create English text types in various contexts and adjust themselves to new communication demands.

2.3. Conceptual Framework

The research is to analyze the speech acts in the dialogue of the tenth grade of senior high school student's English textbook; *published by ministry of education and culture*. In the book, many dialogues can be analyzed. To conduct the research, the study employs the pragmatics theory of speech acts based on Searle's classification. It means that this research is going to analyze the data found in the book based on the use of expressions in the dialogues.

Searle's classification of speech acts analysis is used in the analysis. It is considered that the classification is believed to be reasonably well-defined. According to Searle's classification, there are three types of speech acts:

1) Locutionary act is the speech of words, phrases, and sentences according to the meaning contained by words, phrases, and sentences. This sentence can be referred to as "the act of saying something".

2) Illocutionary act is the act of doing something with a specific purpose and function. This speech act can be said as "the act of doing something".
3) Perlocutionary act is the act of influence (giving effect) to the speech partner. This speech act is called "the act of affecting someone".

This research also tries to find out the pedagogical implication of the result analysis of the speech acts of the textbook as a learning material to the teaching and learning to the English learning and teaching process to the tenth grade of senior high school students.

CHAPTER III
RESEARCH METHOD

This chapter presents the research method. It covers the research design, subject of the research, source of data, data collection technique, research instrument, and data analysis technique.

3.1 Research Design

The qualitative research notes social phenomenon competently. This explains why subjective research investigates show expansive, all-covering views in a contrast to miniaturized scope examination. The more complex, instinctual and covering the account, the appropriate the subjective examination.[29]

The researcher uses a qualitative descriptive method for this research. It means in the analysis of data, it doesn't accept or refuse a hypothesis, but the result of this analysis is the description of symptoms observed which does not have to be in form of coefficient or numbers between variable.[30]

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[29] John W Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, Second Edi (California: Sage Publication Inc., 2003).p182

[30] Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik* (Jakarta: PT. Rineka Cipta, 2010).p3

Moreover, qualitative approach is used because the research aim is to analyze a textbook, which is done by describing the target of research which has been determined.

This research is designed to analyze the speech act in the teen grade of senior high school student's English textbook. The qualitative method used in this research conduct in the content analysis since the subject of research is to express meaning of dialogue from the textbook.[31] The result of the analysis is interpreted to find out the type of speech act of dialogue in the teen grade of senior high school student's English book.

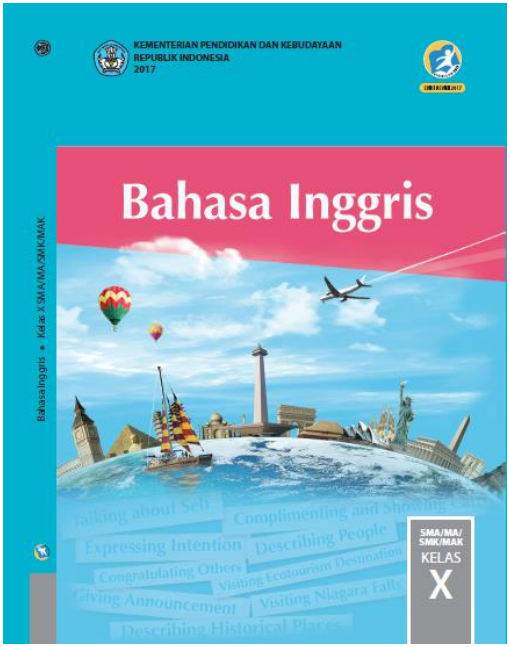
3.2 Subject of The Research

In this research, the researcher uses subject from the written conversation (dialogue) of teen grade senior high school students' book published by Ministry of Education and Culture because it becomes the most popular learning source for English learner in school and there is no specific material discussing the speech acts.

[31] John W. Best and James V. Kahn, *Research in Education*, Tenth Edition (Boston: Pearson Education Inc., 2006).p257

3.3 Source of data

The data were taken from the form of words, sentences, clauses, and expressions. They were collected as the data from the dialogues in the tenth-grade of senior high school textbook published by Ministry of Education and Culture.



3.4 Data Collection Technique

Data collection technique is an important step in research because it gives an important effect on the quality of the object which is observed. The main target of the research is to get data.[32]

A. Documentation

Documents describe a fine source for content (word) data for qualitative research. They supply the benefit of being in the language and words of the applicants, who have frequently given sympathetic thoughtfulness to them. They are also ready for investigation without the essential transcription that is required with observational or interview data.[33]

B. Interview

The goal of interviewing is to get what is in or on somebody else's thoughts. The goal of open-ended interviewing is not to put effects in person's thought (for instance, the interviewer's defined classes for organizing the

[32] John W. Creswell, *Edcational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*, Fourth Edi (Boston: Pearson Education Inc., 2012).p212

[33] John W. Creswell.p223

world) but to access the viewpoint of the person being interviewed" (Patton, 1990, p. 278). In conducting interviews it is important for researchers to keep this quote from Patton in mind. Interview data can simply become biased and misleading if the person being interviewed is aware of the view of the interviewer. Too often interviewees deliver data based on what they consider the interviewer needs to hear. So it is serious for the interviewer to make sure the person being interviewed comprehends that the researcher does not hold any preconceived ideas concerning the outcome of the research.[34]

One-on-One Interviews is the most time-intense method is to arrange individual interviews. A general method in educational research, the one-on-one interview is a data collection progression in which the researcher asks queries to and records responses from only a contributor in the research at the time. In a qualitative project, the researcher may use some one-on-one interviews. One-on-one interviews are ideal for interviewing contributors who are not shy to express their mind, who are fluent, and who can share thoughts easily.[35]

[34] Best and Kahn.p265-266
[35] John W. Creswell.p218

3.5 Instrument

This research uses a qualitative method. In the qualitative research, the researcher acts as the designer, data collector, analyst, data interpreter and finally the reporter from the research findings.[36] Therefore, the key instrument of this research is the researcher's knowledge of the speech acts to be the main key in the data analysis.

Besides, the complementary tools in the form of data sheets are used during the analysis of research. The data sheets are presented as a guide to the process of classification and data analysis. The data are transferred to data sheets to be analyzed as soon as they are classified. There are two types of data sheets. The first sheet consists of the lists of data. The second sheet consists of the classification of speech acts. The form of data sheets are viewed in the tables below.

Table 1. **The First Form of Data Sheet**

No.	Data
1	Hi, Mary. Are you busy tonight?
2	No. why?
3	Well, I'm giving a farewell party for Tom. Can you come?
4	Yes, I'd love to. What time is it going to be?

[36] Lexi J. Moleong, *Metodologi Penelitian Kualitatif* (Bandung: Remaja Rosdakarya, 2016).p121

Table 2. **The Second Form of Data Sheet**

| No. Of Data | Types of Speech Acts | | |

like).[38] These are the sequential stages of data analysis that should be reached:

A. Data Reduction

On the data reduction phases, the researcher accomplished data selection, focused on the data, made the effort of interpretation, idea, and alteration. Besides, in choosing, classification is also made for essential and less essential information.

In this step, the researcher selected data from the dialogue of the English textbook of tenth-grade student. The researcher focused only on the dialogue which is contained some expressions and conversations. Therefore, the researcher reduced the unimportant data which is not relevant to the goal of this research.

B. Data Display

The second main phase of analysis activity is data display. Usually, a display is an organized, compressed assembly of data that lets conclusion drawing and action. Seeing at displays leads us to comprehend what is

[38] Donald Ary, *Introduction to Research in Education*, Eight Edit (California: Wadsworth Cengage Learning, 2010)..p32

happening and to do somewhat either analyzed further or take action based on that comprehension.

In this step of data display, the researcher uses some tables as the complementary tools to show the data list and the types of speech act used in the dialogues.

C. Conclusion and Verification

Conclusion and verification are used to show the result of the research. For the last step, the researcher interprets the conclusion relates to the topics of research. Those are the types of speech acts used in the dialogue in the tenth-grade student's English textbook and the pedagogical implication of the research for learning and teaching activity.

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSIONS

This chapter contains research finding, discussion, and pedagogical implication of this research.

4.1. Research Findings

As mentioned in Chapter I, the objective of this research was to analyze the speech acts of dialogue found in the tenth-grade of senior high student's English textbook; Published by Ministry of Education and Culture, and to explain out the pedagogical implication of this research for English learning and teaching. The research findings can be seen below.

It was found out that there are 18 dialogues in the English textbook; *published by the Ministry of Education and Culture* which were classified as the data. After the data classification was complete, the data were analyzed, and the speech acts of each datum were identified from the dialogues in the tenth-grade of senior high school textbook: *published by Ministry of Education and Culture*. The frequency of occurrence of each type of functions is different from the others, as shown in the following table.

Table 3. **The Frequency of Occurrence of the Language Functions**

Types of Speech acts			Frequency		Percentage (%)	
Locutionary	Declarative		182		76.15%	
	Interrogative		43		17.99%	
	Imperative		14		5.86	
Total			**239**		**100%**	
Illocutionary	Representative	Informing	79	104	32.92%	43.33%
		Asserting	14		5.83%	
		Greeting	8		3.33%	
		Accepting	3		1.25%	
	Directive	Questioning	37	42	15.83%	17.92%
		Suggesting	3		1.25%	
		Requesting	2		0.83%	
	Comissive	Offering	5	14	2.08%	5.83%
		Refusing	2		0.83	
		Planning	7		2.92%	
	Expressive	Thanking	22	79	9.17	32.92%
		Complementing	26		10.83%	
		Exp. Opinion	10		4.17%	
		Exp. Happiness	6		2.5%	
		Exp. Hope/Wish	8		3.35%	
		Exp. Surprise	7		2.92%	
Total			**239**		**100%**	
Perlocutionary	Knowing Something		80		33.47%	
	Impressing		6		2.51%	
	Doing Something		8		3.35%	
	Convincing		21		8.79%	
	Giving Answer		41		17.15%	
	Making Happy		78		32.64%	
	Attracting		4		1.67%	

	Relieve Tension	1	0.42%
Total		**239**	**100%**

The table above showed that declarative held the highest frequency of occurrence or the most frequently used in the locutionary act. It was used 182 times or 76.15% out of the total number of the dialogue. The highest of illocutionary act frequency was representative, which was used in the dialogues 104 times or 43.33% out of the total number of the data. Knowing something became the highest frequency of the perlocutionary act. It was employed 80 times or 33.47% out of the total percentage of the data.

It was found that there is no specific material discussing speech acts in the curriculum K13. The teacher should improve their material to give some example of how to use language appropriate to its context to avoid students miss understanding in communication.

4.2. Discussions

4.2.1. Locutionary Act

The locutionary act is the act of saying something that is not related to the context. If seeing the results of the research on dialogue found in the tenth-grade of senior high school, it was

found locutionary act as declarative, interrogative, and imperative.

1. **Declarative**

A form of declarative is generally used by speakers to make statements so that its content is to inform to the speech partner. The type of declarative is the same as the form of the statement that functions only to notify information to other people. The example of declarative in this research can be seen as follows:

Data 45

Abdel: Oh, I'm going to take the driving test tomorrow.

Data 145

Bayu: We plan to go fishing in a lake near my uncle's house.

Data 174

Orville: Our dad gave us a toy helicopter that flew with the help of rubber bands.

Data 45 is the statement of Abdel to Fuad (Dialogue 6). The utterance spoken by Abdel above only intended to inform to speech partner, namely Fuad.

Data 145, the speaker intended to inform the speech partner that the speaker had a plan to go fishing in a lake near his uncle's house.

Data 174, the speaker informed the speech partner that the inspiration came up when his dad gave a toy helicopter that flew with the help of rubber bands.

From the examples above, the declarative of locutionary act only had a function to inform something to speech partner. Speaker stated something as it was, without any other intention to the speech partner in the dialogue.

2. Interrogative

Forms of interrogative (question) are terminated with a question mark (?) at the end of the speech. The interrogative form consists of two kinds that only require yes or no answers, and the question that needs an explanation from the speech partner. The interrogative form found in this research can be seen in the following example.

Data 39

Dina: What's your daughter doing these days?

Data 77

Mr. Sultoni: Thanks a lot. Rani, I heard you won the Math Olympiad. Is it true?

In the data 39 above showed the interrogative form of locutionary act. Those form used the kind of question that needed the information from the speech partner. The speaker expressed it to ask the information about what speech partner's daughter was doing those days.

The interrogative of locutionary act in Data 77 used the form of the question that only needed yes or no answer. The speaker (Mr. Sultoni) used this question to ask the speech partner (Rani) whether it was true that she won the Math Olympiad.

Based on several examples above, it could be concluded that the interrogative form of locutionary act served to ask speech partner information needed by the speaker without any tendency. The interrogative form of locutionary often appeared in a dialogue.

3. Imperative

An imperative form has several functions such as command, prohibitions, invitation, etc. The type of the imperative has the function to make speech partner immediately performs the action ordered by the speaker. The following can be seen as examples of locutionary act of imperative form in this research.

Data 33

Ditto: Don't worry, you're a very good storyteller.

Data 128

Sinta: Let me see the contents.

In data 33, the speaker forbade the speech partner to worry facing the storyteller competition. This is kind of imperative as prohibition.

Data 128, the speaker commended the speech partner to show the content of the book written by the speech partner. This is kind of imperative as command

Based on the examples above, it could be concluded that the imperative form of locutionary act had functions to instruct the speech partner to do something ordered by the speaker.

4.2.2. Illocutionary Act

In this section of the chapter, it discussed the illocutionary acts that were found in the book. It had already been explained in the research finding that there were four types of the illocutionary acts used in the book, namely: representatives, directives, commissives, and expressives, while the Declaratives acts were not found. The following are the discussions of those acts.

1. Representatives

In the previous sections of this chapter, it was mentioned that 104 data had been identified as those of representatives.

Representatives were those kinds of illocutionary acts that committed the speaker of the truth to the expressed propositional content. From these 104 expressions or 43.33% out of the total data could be more specified into four acts. Based on the research findings, the representatives acts divided into; informing, asserting, accepting, and greeting.

a. Informing

The act of informing held the highest occurrence of all acts. There were 79 of informing acts used in the written conversations in the textbook, as seen, for example, in data 64, 171 and 174 below:

Data 64

Anisa : I've never seen you in that hat. Where did you buy it?

Rani : **My mom bought it** for me when she went to the market.

Data 171

Host : Airplane? What is the tool for?

Wilbur : **It's a tool** that will help human being to fly!

Data 174

Host : Oohhh, is it like a flying car? How did you get the inspiration?

Orville : **Our dad gave us** a toy helicopter that flew with the help of rubber bands. We've been interested in the idea since then.

Data 64 is a part of the tenth conversation and data 171 and data 174 are the part of fifteen Dialogue which was found in the book. The examples of the data were employed by the speakers to deliver information to the listener. Data 64 and 174 applied to deliver information about how the speaker does, while data 171 used to deliver what the speaker does.

b. Asserting

The acts of asserting occurred in 14 times. It was the second-highest act of Representative used in the book. The asserting act was used by the speaker to say the truth or fact happened. Below is the example of asserting acts:

Data 88

Rudi : My sister bought it for me when she went to Singapore.

Ben : Oh, **I see**.

Data 134

Sinta : Your publisher should send it to all bookstores here.

Rahmi : **Yes, you're right**. The publisher will do it for me.

Data 154

Bayu : Are you going to bake choco chips cookies like the last time?

Riri : Well, **yes**. That is my favorite. But we will also try to make

ginger cookies.

Each data was an asserting act which confirmed the fact or truth.

c. Greeting

The greeting acts occurred on 8 occasions, which was 3.33% out of the total percentage of the data. This act was found, for example, in data 38, 58 and 82 as seen below:

Data 38

Dina : **Hi, Yuni**. What's your daughter doing these days?

Yuni : Oh, she's in college. In fact, she plans to graduate this June.

Data 58

Rani : **Hi, Anisa.**

Anisa : Hi, you look great in that pink head scarf. What a nice scarf!

Data 82

Rudi : **Hi Ben.** How are you?

Ben : Hi, you look great in that black jacket.

Three sentences above were efforts from the speaker in greeting to the speaker partner. Data 38 and 82 were uttered by the speaker that meant to greet the asking to a person. While data 58 which is a part of the tenth conversation was only to greet the speaker partner.

d. Accepting

This act of accepting classified as one of the lowest-frequency acts used in the conversations in the book. It only occurred 3 times or 1.25% of total percentage data, as seen in the following datum:

Data 120

Sinta : Oh, Rahmi, can I ask you something?

Rahmi : **Oh, sure.** Please.

It was the expression used by the speaker in the twelfth of the analyzed dialogue. By saying that, the speaker meant to accept what was requested to the speaker in the previous situation.

2. Directives

Based on the research finding, it was known that the directives acts found 43 times in the conversations. It was worth 17.92% out of the total acts used in the book. Directives classified as an illocutionary act which is an attempt from the speaker to make the listener to perform and act represented by the propositional content. Directives are concerned with guiding the behavior of others. According to the research findings, it was found out that three acts can be classified as directives. They are questioning acts which occur 38 times, suggesting 3 acts, requesting 2 acts.

a. Questioning

This particular act of questioning was the second most employed act. In the conversations, questioning acts were used as a tool on whether to start or to maintain the conversation itself. There were 38 acts of questioning were found, some can be seen in the examples below:

Data 121 and 125

Sinta : **Have you finished writing the book we discussed two months ago?**

Rahmi : Yes. Come to my room. Look at this. **What do you think?**

Sinta : Terrific. I like the cover. Let me see the contents. This book is excellent. You really did a great job.

Data 222

Riza : When I was in Junior High School, my school held a program called "Keep our city clean and green!"

Ami : **What did you do?**

Riza : My schoolmates, my teachers, and I rallied in the monument area at 6 a.m and began to clean the area around the monument until it's clean and tidy.

The examples of the data above (data 121, 125 and 222) were acts of questioning performed by the speaker which requires an answer from the other speaker as a response.

b. Suggesting

The suggesting acts only occur 3 times in conversations that were analyzed in this research. The examples of those acts can be seen in data 112 and 133.

Data 112

Rahmi : I'm feeling great today. How was your weekend with your family in Batu?

Sinta : Excellent! We had a lovely time there. **You should have gone there with us.**

Data 133

Rahmi : Thanks a lot. You've inspired me to do this.

Sinta : **Your publisher should send it to all bookstores here.**

Rahmi : Yes, you're right. The publisher will do it for me.

The examples were illocutionary acts of giving suggestions performed by the speaker. Data 112 was uttered by the speaker to suggest the listener to do what the speaker had experienced before, while data 133 suggested what the listener should do after the dialogue occurred.

c. Requesting

The act of requesting was found 2 times in the analysis. One of it was used in dialogue 12. The data can be seen as follow.

Data 128

Sinta : Have you finished writing the book we discussed two months ago?

Rahmi : Yes. Come to my room. Look at this. What do you think?

Sinta : Terrific. I like the cover. **Let me see the contents.** This book is excellent. You really did a great job.

In this case, it is an illocutionary act employed by the speaker to request to "have a look" of the content of the book, to help by giving a response to the other speaker's question.

3. Commissives

The commissives acts occurred less than the other class. It also had fewer types of the acts. There were only three types of commissives act that were found in the dialogues. These three types of commissives act occurred 14 times, which meant it held only 5.83% out of total data. The commissives acts that were found in the textbook consist of the acts of offering, refusing, and planning.

a. Offering

The first type of commissives acts is offering. It occurred 5 times in the dialogues. Here are three examples of the acts which were used in those dialogues. The use of offering acts can be seen in the following example:

Data 94

Rudi : Look. What a nice new hairstyle! Where did you have a haircut? I like it a lot.

Ben : I am glad you think so. My brother did it. **I can ask him to do yours if you want to.**

Rudi : Yes, please. Look! Andi is coming.

Data 157

Santi : Lucky you. Your mom is a real baker, isn't she?

Bayu : Ha ha, ha. Do you still want to stay home alone?

Riri : Or, **would you like to join me to learn baking cookies? You can come to my house.**

Data 160

Bayu : It's a good idea! **Or will you go fishing with me and my dad?**

Santi : I think I would like to bake cookies with Riri. Thanks for

inviting me, Riri.

The examples of data above are the same illocutionary acts of offering performed by the speaker, even data 157 and 160 have a similar sentence pattern. The difference between them is only in what they offered to the listener. In data 157 and 160, it was an activity to do together (baking cookies and fishing) that was offered, while in data 94 the speaker offered an action (to give haircut treatment).

b. Refusing

All of the refusing acts found in the analysis are uttered following the offering acts because refusing act is one of the expressions to respond to the offering acts. There were 2 acts were found, as seen, for example, in data 147 and 161 below:

Data 147

Bayu : No. We plan to go fishing in a lake near my uncle's house.Would you like to come with us?

Santi : **I don't really like fishing.** But I would rather stay at home

than go fishing.

Data 161

Riri : Or, would you like to join me to learn baking cookies? You can come to my house.

Bayu : It's a good idea! Or will you go fishing with me and my dad?

Santi : **Uhm, not fishing I guess.** But I think I would like to bake cookies with Riri. Thanks for inviting me, Riri.

Riri : No problem. I will tell you the time on Friday.

These two forms of utterances had the same function which was refusing response from the speakers. Data 147 and 161 used complex form of words (added by a reason) to refuse the offer.

c. Planning

7 planning acts were found in the conversations. Planning acts were used by the speakers to express a commitment to perform an action that speakers would do in the future. In the analysis, the use of planning acts can be seen in the following data:

Data 144

Santi : So, what about you Bayu? Do you have any plans?

Bayu : Definitely! **My dad and I are going to go fishing.**

Santi : Fishing? Are you going to go fishing in the river near your house?

Data 151

Bayu : What about you, Riri? What would you like to do on the long weekend?

Riri : **I have made a plan with my mother about what to do on this long weekend.** We are going to practice baking cookies.

Data 144 and 151 are expressions from the speakers to show that the speakers commit themselves to do an action in the future, which are "to go fishing" as shown in data 144, and "to practice baking cookies" as uttered in data 151.

4. Expressives

Expressives are the illocutionary acts to express the speakers' psychological state. Expressives held 32.92% out of total data with 79 times of occurrence. On the analysis, it was found out that there were 6 types of actions that were classified as expressives. It was the highest number than the others. Those 6 types of actions are thanking, complimenting, expressing an opinion, expressing surprise, expressing happiness, and expressing hope/wish.

a. Thanking

It was found out that the expressions of thanking occurred 22 times in the conversations. The example of the expressions can be seen in the following data:

Data 3

Samuel: Alif, congratulations. You deserved it, man.

Alif : **Thank you very much.** This is because you always help me.

Data 35

Ditto : I hope you will win as well in the next competition.

Cita : I hope so. But I'm nervous.

Ditto : Don't worry, you're a very good story teller. Good luck.

Cita : **Thanks.** I'll do my best. Wish me luck.

Data 50

Tuti : How is your business, Ria?

Ria : It's good I've sold 100 items these two days.

Tuti : Congratulations! That's a popular business right now.

Ria : **Thanks a lot.**

The utterances above were examples of how to express thanking acts. Thanking acts was considered as the least favor-returning acts.

b. Complimenting

Complimenting act occurred 26 times. It was worth 10.83% out of the total analyzed data. The examples of expressions can be seen in data 15, 24 and 49, as the least examples.

Data 15

Ivan : **That was great.** You must be very proud of your achievement.

Alif : Thanks. I'm glad you think so. But I still have to learn a lot.

Data 24

Ditto : **Cita, congratulations for being the first winner of the school story telling competition! Excellent. You really did it well.**

Cita : Thanks, Ditto.

Data 49

Tuti : How is your business, Ria?

Ria : It's good I've sold 100 items these two days.

Tuti : **Congratulations! That's a popular business right now.**

Ria : Thanks a lot.

Complimenting is an act that is expressed to show the speakers' appreciation of others. Mostly this act is expressed to appreciate what other speaker have done.

c. Expressing Opinion

The acts of expressing an opinion are found 10 times in the analysis of 18 dialogues. The example can be seen in the following data:

Data 59

Rani : Hi, Anisa.

Anisa : **Hi, you look great in that pink head scarf**. What a nice scarf!

Rani : It's nice of you to say that.

Data 190

Wilbur : Yes. Recently, I took a newly designed airplane that we called the Flyer II for the first flight lasting over 5 minutes.

Host : How amazing! **I think this invention will be a big thing soon.**

Wilbur : Our father has asked us not to fly together. He said it's for the safety reason.

These acts were the ways the speakers express their idea. It is also used to express either the speaker's thought or judgment of something or someone they were talking about. Data 59 was used by the speaker to express her judgment of thing worn by another speaker, while data 190 is used to express the speaker's impression of an invention.

d. Expressing Surprise

Out of 7 expressives acts, there were four acts considered as expressing surprise acts. There were data 113 and 117 that could be used as an example of the acts.

Data 113

Sinta : Excellent! We had a lovely time there. You should have gone there with us.

Rahmi : **Really?** Hey, what a beautiful skirt you are wearing. It matches your blouse.

Data 117

Sinta : Thanks a lot. My sister bought it for me last month.

Rahmi : **Wow!** That's wonderful.

Considering it was a written dialogue, there was no such thing as support like speaker's face-expression or tone-stressing-which always used in the expressing surprise acts as in the actual

conversation. It used punctuation, such as; question mark or exclamation instead. It is fair to say that the expressing surprise acts are the expressions that less in content but meaningful in the context.

e. Expressing Happiness

The next act classified in the expressives acts is expressing happiness acts. The acts were used 6 times. They can be seen, in the following data:

Data 18

Ivan : That was great. You must be very proud of your achievement.

Alif : Thanks. **I'm glad you think so.** But I still have to learn a lot.

Data 80

Mr. Sultoni : Thanks a lot. Rani, I heard you won the Math Olympiad. Is it true?

Rani : Yes, I won the second prize last week.

Anisa : Congratulations!

Mr. Sultoni : **I'm happy to hear that**.

Data 92

Rudi : Look. What a nice new hair style! Where did you have a haircut? I like it a lot.

Ben : **I am glad you think so.** My brother did it. I can ask him to

do yours if you want to.

Rudi : Yes, please. Look! Andi is coming.

The acts above are the examples of the speaker's expression of saying their joy of the facts that happened in the real context. As in the expressions above, the data are the expressions of speakers' joy of the facts, that, the speaker was very happy for complimenting from his friend (data 18), the speaker was happy for the achievement of his student (data 80), and complimenting about speaker's haircut (data 92).

f. Expressing Wish / Hope

The acts of expressing wish/hope occurred 8 times in the conversations. The example of the acts can be seen in the following data:

Data 11

Deni : That's wonderful, Alif.

Alif : Oh, thanks.

Santi : Good for you. **Good luck.**

Alif : Thank you very much.

Data 30

Ditto : I heard that you will be the representative of our school in the

story telling competition of our regency. Is it true?

Cita : Yes, you're right.

Ditto : **I hope you will win as well in the next competition.**

Data 37

Ditto : Don't worry, you're a very good story teller. Good luck.

Cita : Thanks. I'll do my best. **Wish me luck.**

The acts were used by speakers to show their expectation of what might they endure in the future once the dialogue between them was over. The expressions can be considered as a good way to end a conversation, regarding they show some respect and politeness of the speakers.

4.2.3. Perlocutionary Act

Perlocutionary act is a kind of speech act that has an effect to influence the speech partner. Based on the research conducted from the tenth-grade of senior high school student's English textbook: *published by the ministry of education and culture*, some perlocutionary acts were found as follows.

Data 1

Samuel: Alif, Congratulations.

Data 6

Sinta: Now, that you are the director of the company, I believe the company will develop even faster.

Data 33

Ditto: Don't worry, you are a very good storyteller.

Data 39

Dina: What's your daughter doing these days?

Data 123

Rahmi: Come to my room.

The data 1 is a speech from Samuel to Alif since he was appointed as the director of the company after a long struggle and hard work. The perlocutionary act of the speech is to make Alif happy because of complimenting from Samuel as the friend who worked at the same company.

The data 6 occurred in dialogue among Samuel, Sinta, and Alif after Alif was appointed as the new director of the company. Perlocutionary act from the speech is that Sinta convinces Alif that the company would develop faster since he was appointed as the director.

Next, the data 33 appeared when the dialogue between Ditto and Cita after she had won the storytelling competition in her school. Perlocutionary act of the data 6 is that ditto convinced cita that she

was a good storyteller and she could be the winner again for the next competition.

The data 39 occurred in the dialogue between Yuni and Dina. That speech contained an interrogative form of locutionary act and Question form of illocutionary act. It affected the speech partner to give an answer as perlocutionary act.

The data 123 was said by Rahmi to Sinta after Sinta asked her about the book written by her. That speech contained an imperative form locutionary act. That speech affected Sinta to come to Rahmi's room and saw the book written by Rahmi.

Based on some samples of speech data analysis above, it was concluded that perlocutionary act is a kind of speech act that has the power of influence or effect for the speech partner.

4.3. Pedagogical Implication

Interview to the teacher was conducted on to know teacher's view on the importance of teaching speech acts during senior high school and to explain the possible solution to overcome such problems which were faced by students when they were trying to understand dialogue text. Here is the result of the interview to the English teacher of the tenth-grade students of MA Hidayatus

Syubban Semarang in the academic year of 2018/2019 that had been conducted on 17 May 2019:

Teaching meaning and context is teaching on how to organize our idea nicely to be well-understood by others. The presence of teaching meaning and context in senior high school is required since meaning and context will maintain our organizational ideas. If students have good knowledge about meaning and context (speech acts), they will be able to vary their translation and avoid making a fatal effect on their translation.

A possible solution to overcome such problems is students still need to be taught and trained more to use correct meaning and context in their English. In designing his or her material, the teacher must consider the importance of teaching meaning and context to their students in senior high school. It is applied to anticipate students' future errors in English on their writing and speaking, especially in dialogue. To design students' material, the teacher doesn't need to provide a special chapter that is discussing language and context (speech acts). Possibly, he or she can combine it with other material or topic to be effective and easy to be understood by students. The media and the way he or she delivers the material must be fun and exciting as well in order to stimulate students' interest toward in the material.

To maintain teachers' view on the importance of teaching meaning and context during senior high school, a syllabus design for tenth-grade students must explain explicitly about the importance of using the context of speech correctly. Although implicitly it had been covered, it will be more effective when it is presented explicitly to be more considered by an English teacher.

To ensure the pedagogical implication of this research to the learning and teaching activity, the researcher suggests the teacher how to apply the step of teaching speech acts according to the material in the English textbook use by students. Here is the suggestion; every teaching and learning activity, there is a dialogue, the teacher reads the dialogue, then at the same time explains the context in the dialogue, what speech acts contain in the dialogue and gives further examples of the speech act that is familiar in the daily activities of students that relates to the material of the learning.

Finally, from the finding of the research, Researcher realizes that level of students' understanding of speech acts cannot be measured precisely because there is no specific material discussing speech acts (Meaning and Context). But this finding of this research may give a broader overview to everyone toward the importance of using speech acts correctly in communication and

teaching it to tenth-grade students since it is essential to them to communicate by using correct and appropriate meaning according to the context because it will influence people's understanding and interpretation.

CHAPTER V
CONCLUSION AND SUGGESTION

This chapter deals with two parts, namely conclusion and suggestion. The first part presented the finding conclusions derived from the research study. The second part presented suggestions intended for the English teachers and learners and the other researchers.

5.1 Conclusion

Based on research findings and discussions that had been carried out. Conclusions can be seen as follows:

Speech acts found in dialogues of tenth-grade of senior high school student's English textbook are locutionary act, illocutionary act, and perlocutionary act since the first goal of the research was to analyze the speech acts of dialogues in the tenth-grade English textbook.

The second was Pedagogical Implication. It was found that there was no specific material in curriculum K13 discussing speech acts (meaning and context). So it depends on the teacher by giving some examples of using appropriate English according to the context.

5.2 Suggestion

After getting the result of the research, the researcher would like to give some suggestion as a consideration which is important for English learners, English teachers, and other researchers.

The English learners

It is suggested to the English learners to keep and improve their awareness of the situational contexts of the dialogue in communications.

The English Teachers

It is suggested for the English teachers, to be more open-minded to the use of an alternative method as additional supports of knowledge in the teaching and learning process to strengthen students awareness of using English relates to its context.

The other researchers

The researcher hopes that the next researcher can prepare the research as well as possible to conduct the research, and can give the follow up this research.

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APPENDIX

I

THE DIALOGUES

APPENDIX 1: The Dialogue

Dialogue 1 (Page 23)

Samuel : Alif, congratulations. You deserved it, man.

Alif : Thank you very much. This is because you always help me.

Sinta : I am very happy for you, Alif. Now, that you are the director of the company, I believe the company will develop even faster.

Alif : Thank you. I cannot forget your collaboration with me, and I will still need your help.

Dialogue 2 (Page 23)

Deni : That's wonderful, Alif.

Alif : Oh, thanks.

Santi : Good for you. Good luck.

Alif : Thank you very much.

Bejo : Well done.

Alif : Thank you for saying so.

Ivan : That was great. You must be very proud of your achievement.

Alif : Thanks. I'm glad you think so. But I still have to learn a lot.

Dialogue 3 (Page 24)

Eny : Please accept my warmest congratulations, Sir.

Alif : It’s very kind of you to say so. Thank you.

Bintari : I must congratulate you on your success.

Alif : Thank you very much for saying so.

Dialogue 4 (Page 24)

Ditto : Cita, congratulations for being the first winner of the school story telling competition! Excellent. You really did it well.

Cita : Thanks, Ditto.

Ditto : I heard that you will be the representative of our school in the story telling competition of our regency. Is it true?

Cita : Yes, you’re right.

Ditto : I hope you will win as well in the next competition.

Cita : I hope so. But I’m nervous.

Ditto : Don’t worry, you’re a very good story teller. Good luck.

Cita : Thanks. I’ll do my best. Wish me luck.

Dialogue 5 (Page 26)

Dina : Hi, Yuni. What’s your daughter doing these days?

Yuni : Oh, she’s in college. In fact, she plans to graduate this June.

Dina : That’s wonderful! You must be very proud of her.

Dialogue 6 (Page 27)

Fuad :Hi Abdel. What's new?

Abdel : Oh, I'm going to take the driving test tomorrow.

Fuad : That's great, Abdel Good luck!

Dialogue 7 (Page 27)

Tuti : How is your business, Ria?

Ria : It's good I've sold 100 items these two days.

Tuti : Congratulations! That's a popular business right now.

Ria : Thanks a lot.

Dialogue 8 (Page 27)

Rudi : You look gorgeous in this wedding dress! Congratulations!

Ian : Thank you very much, I'm glad you think so.

Dialogue 9 (Page 27)

Ihsan : You look so cute in the new hair cut.

Ali : Oh, thanks for mentioning that. By the way, congratulations for the 1st prize. Great job, Man!

Ihsan : Thanks.

Dialogue 10 (Page 28)

Rani : Hi, Anisa.

Anisa : Hi, you look great in that pink head scarf. What a nice scarf!

Rani : It's nice of you to say that.

Anisa : I've never seen you in that hat. Where did you buy it?

Rani : My mom bought it for me when she went to the market.

Anisa : I see.

Rani : Look. The teacher is coming!

Anisa : Pak Sultoni.

Mr. Sultoni : Hi, how are you?

Rani : We're good. Thanks.

Anisa : Excellent.

Rani : I like your new hair cut, Pak Sultoni.

Anisa : Yes, you're looking good with your hair style.

Mr. Sultoni : Thanks a lot. Rani, I heard you won the Math Olympiad. Is it true?

Rani : Yes, I won the second prize last week.

Anisa : Congratulations!

Mr. Sultoni : I'm happy to hear that.

Rani : Thank you very much for saying so.

Dialogue 11 (Page 28)

Rudi : Hi Ben. How are you?

Ben : Hi, you look great in that black jacket.

Rudi : Thank you very much for saying so.

Ben : I've never seen you in that outfit. Is it new?

Rudi : My sister bought it for me when she went to Singapore.

Ben : Oh, I see.

Rudi : Look. What a nice new hair style! Where did you have a haircut? I like it a lot.

Ben : I am glad you think so. My brother did it. I can ask him to do yours if you want to.

Rudi : Yes, please. Look! Andi is coming.

Ben : Hi Andi, I heard you won the Speech Contest last month. Congratulations! You deserved that

Rudi : Fantastic! It's a great job, bro!

Andi : Oh, thanks. It's nothing special actually.

Dialogue 12 (Page 32)

Rahmi : Hello. How are things going on, Sinta?

Sinta : Hi. Good, and you?

Rahmi : I'm feeling great today. How was your weekend with your family in Batu?

Sinta : Excellent! We had a lovely time there. You should have gone there with us.

Rahmi : Really? Hey, what a beautiful skirt you are wearing. It matches your blouse.

Sinta : Thanks a lot. My sister bought it for me last month.

Rahmi : Wow! That's wonderful.

Sinta : Oh, Rahmi, can I ask you something?

Rahmi : Oh, sure. Please.

Sinta : Have you finished writing the book we discussed two months ago?

Rahmi : Yes. Come to my room. Look at this. What do you think?

Sinta : Terrific. I like the cover. Let me see the contents. This book is excellent. You really did a great job.

Rahmi : Thanks a lot. You've inspired me to do this.

Sinta : Your publisher should send it to all bookstores here.

Rahmi : Yes, you're right. The publisher will do it for me.

Sinta : Well, that's great. I am proud of you, Rahmi. By the way, I've got to go now. Have a nice day!

Rahmi : You, too.

Dialogue 13 (Page 40)

Riri : It will be a long weekend soon. Do you have any plans?

Santi : Uhm, I'm not sure. I don't have any idea yet. I think I might stay at home.

Bayu : Stay at home? Well, you could do something more interesting!

Santi : So, what about you Bayu? Do you have any plans?

Bayu : Definitely! My dad and I are going to go fishing.

Santi : Fishing? Are you going to go fishing in the river near your house?

Bayu : No. We plan to go fishing in a lake near my uncle'shouse. Would you like to come with us?

Santi : I don't really like fishing. But I would rather stay at home than go fishing.

Bayu : What about you, Riri? What would you like to do on the long weekend?

Riri : I have made a plan with my mother about what to do on this long weekend. We are going to practice baking cookies.

Santi : That sounds like a very good plan!

Bayu : Are you going to bake choco chips cookies like the last time?

Riri : Well, yes. That is my favorite. But we will also try to make ginger cookies.

Santi : Lucky you. Your mom is a real baker, isn't she?

Bayu : Ha ha, ha. Do you still want to stay home alone?

Riri : Or, would you like to join me to learn baking cookies? You can come to my house.

Bayu : It's a good idea! Or will you go fishing with me and my dad?

Santi : Uhm, not fishing I guess. But I think I would like to bake cookies with Riri. Thanks for inviting me, Riri.

Riri : No problem. I will tell you the time on Friday.

Santi : Thanks a lot. I can't wait to join you.

Bayu : Have a nice long weekend, everyone.

Riri, Santi: You too.

Dialogue 14 (Page 43)

Santi : So, what about you, Bayu? Do you have any plans?

Bayu : Definitely! My dad and I are going to go fishing**.** We plan to go fishing in a lake near my uncle's house. Would you like to come with us?

Santi : I don't really like fishing. I would rather stay at home than go fishing. What about you, Riri? What would you like to do on the long weekend?

Riri : I have made a plan with my mother about what to do on this long weekend. We are going to practice baking cookies.

Bayu : Are you going to bake choco chips cookies like the other day?

Riri : Well, yes. That is my favorite. But we are going to try to make ginger cookies too.

Riri : Oh, would you like to join me to learn baking cookies? You can come to my house.

Bayu : It's a good idea! Or will you go fishing with me and my dad?

Santi : Uhm, not fishing I guess. But I think I would like to bake cookies with Riri. Thanks for asking me to join you Riri.

Dialogue 15 (Page 97)

Host : Hello and welcome to our talkshow tonight, Great Inventors! Today we have very special guests, Orville and Wilbur Wright.

We are going to ask them about their revolutionary inventions.What do you call your invention?

Orville : We invented airplane.

Host : Airplane? What is the tool for?

Wilbur : It's a tool that will help human being to fly!

Host : Oohhh, is it like a flying car? How did you get the inspiration?

Orville : Our dad gave us a toy helicopter that flew with the help of rubber bands. We've been interested in the idea since then.

Wilbur : Orville has always liked to build kites, so, we have experimented with making our own helicopters for a while now.

Host : But that was only a toy, what about the actual plane?

Wilbur : Orville made the first flight with our first plane at Kitty Hawk on December 14, 1903.

Host : Why did you choose Kitty Hawk?

Orville : Kitty Hawk had a hill, good breezes, and was sandy. The condition would help soften the landings in case of a crash. The first flight lasted 12 seconds and they flew for 120 feet.

Wilbur : We have worked and experimented with gliders to perfect the wing design and controls since then.

Host : I see. So you've had the newest version of your airplane?

Wilbur : Yes. Recently, I took a newly designed airplane that we called the Flyer II for the first flight lasting over 5 minutes.

Host : How amazing! I think this invention will be a big thing soon.

Wilbur : Our father has asked us not to fly together. He said it's for the safety reason.

Orville : Yes, we will continue making more experiment so that airplane will be available for everyone soon.

Host : Okay, we wish you good luck with the next experiments.

Dialogue 16 (Page 112)

Dika : Hi, Mida, You look so happy.

Mida : Hi, Dika. You're right. I'm really happy.

Dika : Really? Why?

Mida : I met my favorite idol, Agnes Mo yesterday.

Dika : Wow…, it sounds interesting.

Mida : I was so excited. She was really awesome and friendly.

Dika : Did you meet her in a concert?

Mida : No, I didn't. It's a meet-and-greet event with Agnes Mo in Plaza Indonesia. Big crowd, hundreds of her fans!

Dika : Did you meet her directly?

Mida : Yes, I did. I took some pictures with her. I also got her autograph on her last CD Album.

Dika : It's amazing. How did you feel at that time?

Mida : I felt nervous and speechless.

Dika : Anyway, how did you meet other fans?

Mida : I met them in a fan meeting.

Dika : It must be a memorable experience for you.

Mida : Yeah, indeed. I will never forget it.

Dialogue 17 (Page 129)

Ami : Riza, look! That heroic monument stands high and strong.

Riza : Hmm…. It is a remembrance for us to our heroes' struggle on this country.

Ami : Yeah, many of them became casualties of the war.

Riza : I had an unforgettable experience there.

Ami : Really? What was it?

Riza : When I was in Junior High School, my school held a program called "Keep our city clean and green!"

Ami : What did you do?

Riza : My schoolmates, my teachers, and I rallied in the monument area at 6 a.m and began to clean the area around the monument until it's clean and tidy.

Ami : That's a very good program.

Riza : Yes, it was. We also planted some trees around it.

Dialogue 18 (Page 140)

Nadia : Who is your idol, Rima?

Rima : My parents. What about you?

Nadia : BJ Habibie. I like him very much.

Rima : He is one of geniuses from Indonesia. He studied in Germany.

Nadia : You're right.

Rima : He worked and stayed in Germany, right?

Nadia : He did. But he never forgets his country. He once made us proud for his achievement in making planes avowed by the world.

Rima : He relinquished his good job in Germany to develop his own country.

Nadia : He promised that he would share his knowledge to everyone needing it.

Rina : Now, he seems to enjoy his retirement with family.

Nadia : That's why I love him.

APPENDIX

II

THE FIRST DATA SHEET

Appendix 2: The First Data Sheet

No.	Data (The List of Dialogue)
1	Alif, congratulations.
2	You deserved it, man.
3	Thank you very much.
4	This is because you always help me.
5	I am very happy for you, Alif.
6	Now, that you are the director of the company, I believe the company will develop even faster.
7	Thank you.
8	I cannot forget your collaboration with me, and I will still need your help.
9	That's wonderful, Alif.
10	Oh, thanks.
11	Good for you. Good luck.
12	Thank you very much.
13	Well done.
14	Thank you for saying so.
15	That was great.
16	You must be very proud of your achievement.
17	Thanks.
18	I'm glad you think so.
19	But I still have to learn a lot.
20	Please accept my warmest congratulations, Sir.
21	It's very kind of you to say so. Thank you.
22	I must congratulate you on your success.
23	Thank you very much for saying so.
24	Cita, congratulations for being the first winner of the school story telling competition! Excellent.

25	You really did it well.
26	Thanks, Ditto.
27	I heard that you will be the representative of our school in the story telling competition of our regency.
28	Is it true?
29	Yes, you're right.
30	I hope you will win as well in the next competition.
31	I hope so.
32	But I'm nervous.
33	Don't worry, you're a very good story teller.
34	Good luck
35	Thanks.
36	I'll do my best.
37	Wish me luck.
38	Hi, Yuni.
39	What's your daughter doing these days?
40	Oh, she's in college.
41	In fact, she plans to graduate this June.
42	That's wonderful!
43	You must be very proud of her.
44	Hi Abdel. What's new?
45	Oh, I'm going to take the driving test tomorrow.
46	That's great, Abdel Good luck!
47	How is your business, Ria?
48	It's good I've sold 100 items these two days.
49	Congratulations! That's a popular business right now.
50	Thanks a lot.

51	You look gorgeous in this wedding dress! Congratulations!
52	Thank you very much, I'm glad you think so.
53	You look so cute in the new haircut.
54	Oh, thanks for mentioning that.
55	By the way, congratulations for the 1st prize.
56	Great job, Man!
57	Thanks.
58	Hi, Anisa.
59	Hi, you look great in that pink head scarf.
60	What a nice scarf!
61	It's nice of you to say that.
62	I've never seen you in that hat.
63	Where did you buy it?
64	My mom bought it for me when she went to the market.
65	I see.
66	Look!
67	The teacher is coming!
68	Pak Sultoni.
69	Hi, how are you?
70	We're good.
71	Thanks.
72	Excellent.
73	I like your new haircut, Pak Sultoni.
74	Yes, you're looking good with your hair style.
75	Thanks a lot.
76	Rani, I heard you won the Math Olympiad.
77	Is it true?
78	Yes, I won the second prize last week.
79	Congratulations!

80	I’m happy to hear that.
81	Thank you very much for saying so.
82	Hi Ben.
83	How are you?
84	Hi, you look great in that black jacket.
85	Thank you very much for saying so.
86	I’ve never seen you in that outfit. Is it new?
87	My sister bought it for me when she went to Singapore.
88	Oh, I see.
89	Look! What a nice new hair style!
90	Where did you have a haircut?
91	I like it a lot.
92	I am glad you think so.
93	My brother did it.
94	I can ask him to do yours if you want to.
95	Yes, please.
96	Look!
97	Andi is coming.
98	Hi Andi, I heard you won the Speech Contest last month.
99	Congratulations!
100	You deserved that.
101	Fantastic!
102	It’s a great job, bro!
103	Oh, thanks.
104	It’s nothing special actually.
105	Hello.
106	How are things going on, Sinta?
107	Hi. Good, and you?
108	I’m feeling great today.

109	How was your weekend with your family in Batu?
110	Excellent!
111	We had a lovely time there.
112	You should have gone there with us.
113	Really?
114	Hey, what a beautiful skirt you are wearing. It makes you blouse
115	Thanks a lot.
116	My sister bought it for me last month.
117	Wow!
118	That's wonderful.
119	Oh, Rahmi, can I ask you something?
120	Oh, sure. Please.
121	Have you finished writing the book we discussed two months ago?
122	Yes.
123	Come to my room.
124	Look at this.
125	What do you think?
126	Terrific.
127	I like the cover.
128	Let me see the contents.
129	This book is excellent.
130	You really did a great job.
131	Thanks a lot.
132	You've inspired me to do this.
133	Your publisher should send it to all bookstores here.
134	Yes, you're right.
135	The publisher will do it for me.
136	Well, that's great.
137	I am proud of you, Rahmi.
138	By the way, I've got to go now.
139	Have a nice day!

140	You, too.
141	So, what about you, Bayu?
142	Do you have any plans?
143	Definitely!
144	My dad and I are going to go fishing**.**
145	We plan to go fishing in a lake near my uncle's house.
146	Would you like to come with us?
147	I don't really like fishing.
148	I would rather stay at home than go fishing.
149	What about you, Riri?
150	What would you like to do on the long weekend?
151	I have made a plan with my mother about what to do on this long weekend.
152	We are going to practice baking cookies.
153	Are you going to bake choco chips cookies like the other day?
154	Well, yes.
155	That is my favorite.
156	But we are going to try to make ginger cookies too.
157	Oh, would you like to join me to learn baking cookies?
158	You can come to my house.
159	It's a good idea!
160	Or will you go fishing with me and my dad?
161	Uhm, not fishing I guess.
162	But I think I would like to bake cookies with Riri.
163	Thanks for asking me to join you Riri.
164	Hello and welcome to our talkshow tonight, Great Inventors!

165	Today we have very special guests, Orville and Wilbur Wright.
166	We are going to ask them about their revolutionary inventions.
167	What do you call your invention?
168	We invented airplane.
169	Airplane?
170	What is the tool for?
171	It's a tool that will help human being to fly!
172	Oohhh, is it like a flying car?
173	How did you get the inspiration?
174	Our dad gave us a toy helicopter that flew with the help of rubber bands.
175	We've been interested in the idea since then.
176	Orville has always liked to build kites, so, we have experimented with making our own helicopters for a while now.
177	But that was only a toy
178	What about the actual plane?
179	Orville made the first flight with our first plane at Kitty Hawk on December 14, 1903.
180	Why did you choose Kitty Hawk?
181	Kitty Hawk had a hill, good breezes, and was sandy.
182	The condition would help soften the landings in case of a crash.
183	The first flight lasted 12 seconds and they flew for 120 feet.
184	We have worked and experimented with gliders to perfect the wing design and controls since then.
185	I see.
186	So you've had the newest version of your airplane?
187	Yes.

188	Recently, I took a newly designed airplane that we called the Flyer II for the first flight lasting over 5 minutes.
189	How amazing!
190	I think this invention will be a big thing soon.
191	Our father has asked us not to fly together.
192	He said it's for the safety reason.
193	Yes, we will continue making more experiment so that airplane will be available for everyone soon.
194	Okay, we wish you good luck with the next experiments.
195	Hi, Mida, You look so happy
196	Hi, Dika. You're right.
197	I'm really happy.
198	Really? Why?
199	I met my favorite idol, Agnes Mo yesterday.
200	Wow…, it sounds interesting.
201	I was so excited.
202	She was really awesome and friendly.
203	Did you meet her in a concert?
204	No, I didn't. It's a meet-and-greet event with Agnes Mo in Plaza Indonesia. Big crowd, hundreds of her fans!
205	Did you meet her directly?
206	Yes, I did. I took some pictures with her.
207	I also got her autograph on her last CD Album.
208	It's amazing.
209	How did you feel at that time?
210	I felt nervous and speechless.
211	Anyway, how did you meet other fans?
212	I met them in a fan meeting.
213	It must be a memorable experience for you.

214	Yeah, indeed. I will never forget it.
215	Riza, look!
216	That heroic monument stands high and strong.
217	Hmm…. It is a remembrance for us to our heroes' struggle on this country.
218	Yeah, many of them became casualties of the war.
219	I had an unforgettable experience there.
220	Really? What was it?
221	When I was in Junior High School, my school held a program called "Keep our city clean and green!"
222	What did you do?
223	My schoolmates, my teachers, and I rallied in the monument area at 6 a.m and began to clean the area around the monument until it's clean and tidy.
224	That's a very good program.
225	Yes, it was.
226	We also planted some trees around it.
227	Who is your idol, Rima?
228	My parents.
229	What about you?
230	BJ Habibie. I like him very much.
231	He is one of geniuses from Indonesia. He studied in Germany.
232	You're right.
233	He worked and stayed in Germany, right?
234	He did.
235	But he never forgets his country. He once made us proud for his achievement in making planes avowed by the world.
236	He relinquished his good job in Germany to develop his own country.

237	He promised that he would share his knowledge to everyone needing it.
238	Now, he seems to enjoy his retirement with family.
239	That’s why I love him.

APPENDIX
III
THE SECOND DATA SHEET

| No. Of Data | Types of Speech Acts | | |

| No. Of Data | Types of Speech Acts | | |

| No. Of Data | Types of Speech Acts | | |

| No. Of Data | Types of Speech Acts | | |

| No. Of Data | Types of Speech Acts | | |

| No. Of Data | Types of Speech Acts | | |

| No. OFData | Types of Speech Acts | | |

| No. Of Data | Types of Speech Acts | | |

| No. Of Data | Types of Speech Acts | | |

| No. OfData | Types of Speech Acts | | |

| No. OfDan | Types of Speech Acts | | |

APPENDIX

IV

THE INTERVIEW TRANSCRIPT

Interview to Teacher

1. What is your opinion about teaching meaning and context during senior high school? Explain!

   Regarding teaching about meaning. In my opinion, it is actually very important, because the students understand the contents of the text and conversation depends on the meaning. Meanwhile context also needs to be taught because in English, one word can have several meanings, if students do not understand the context when they are translating and carelessly it can also have fatal effects.

2. In your handbooks, there is no special chapter discuss about the use of speech acts, what is your opinion toward those facts?

   There is no material in the Senior High School discussing about speech acts. Well, the teacher himself in this condition must develop material where each can actually be associated with speech acts through the examples given by the teacher.

3. Do you ever give a material to your students especially tenth-grade students about speech acts (language and context)? How many times?

Surely there have been several times, if I was asked to count maybe I had forgotten. So the teaching about language and context is indeed, I usually associate material with everyday life, about the real meaning and meaning according to each contexts.

4. Most of the tenth-grade students of MA Hidayatus Syubban Semarang in the academic year of 2018/2019 only have limited knowledge about the speech acts (Language and context) in dialogue text. As a result, most of them made errors or just guest some answers in the test given to them without having enough knowledge about the use of speech acts. What is your opinion?

   If we look at the tenth-grade material, we have used K13 curriculum material as standard, indeed there is no specific material that discuss about speech acts themselves, so sometimes it might have an impact on students in making mistakes to interpret some meanings of words based on their context. Actually, if the students try to pay attention to the examples given by the teacher in each chapter discussed, meaning and contexts can also be understood.

5. How to overcome such problems according to your view?

   To overcome this problem cannot be forced, because the curriculum material is already standardized, so we cannot make its own material chapter which discusses speech acts, so it depends on the teacher to provide examples of speech acts on material that can be associated with speech acts.

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