

**THE ILLOCUTIONARY ACTS AND ITS IMPLICATION IN
CLASSROOM INTERACTION**

THESIS

**Submitted in Partial Fulfillment of the requirements for Gaining the
Degree of Bachelor of Education in English Language Education**



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MOTTO

وَلَا تَهِنُوا وَلَا تَحْزِنُوا وَأَنْتُمْ الْأَعْلَوْنَ إِنْ كُنْتُمْ مُؤْمِنِينَ

“And do not (feel) weak, and do not (also) be sad, because you are the highest (degree), if you are believers (Q.S. Ali Imran: 139)”

ABSTRACT

Title: THE ILLOCUTIONARY ACTS AND ITS
IMPLICATION IN CLASSROOM
INTERACTION
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The study aims to describe the types of illocutionary acts and illocutionary forces performed by English teacher and students and its implication in teaching learning process in the classroom. This research used qualitative research method and employed descriptive research design. The participants in this research are the English teacher and students of VIII A grade at MTs Darul Ulum in the academic year of 2022/2023. The researcher used observation and interview as data collection techniques. The result showed that there were four types of Illocutionary acts performed by English teacher and students in classroom interaction. They were representatives, directives, commissives and expressives. The most frequently used in illocutionary acts were directives (49,62%). While the last frequent illocutionary acts went to commissives (4,44%). The illocutionary forces performed by the teacher and students were varied. Questioning appeared to be the most dominant illocutionary forces 39 utterances (28,88%) whereas concluding, suggesting, reminding and inviting became the least produce forces (1 data). In this research, teacher's question is mainly display question and close-ended question which can not make the students participate actively in classroom. More referential question and open question should be used in English teaching and learning process so that students can participate actively in classroom. The classroom interaction of VIII A class at MTs Darul Ulum emphasizes on the teacher-centered learning. More directive the teacher express, more center learning by teacher.

Keywords: English teaching, Illocutionary acts, Pragmatics.

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Thanks to Allah, the most gracious and most merciful, who blesses the writer in completing this thesis. Sholawat and salam be given to our beloved prophet, Muhammad SAW who has guided us from the darkness era to the brightness era. By the grace of Allah, this thesis was able to completing the requirement for gaining the Degree of Bachelor of English Language Education at Walisongo State Islamic University Semarang. This thesis also hoped to be the one of materials to learning English Education.

With all sincerities of the writer's deepest heart, she realized that if there were no support and motivations from people around her, she could not complete this thesis perfectly. Therefore, she would like to express her gratitude and her appreciations to:

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8. The last but not least, the one who always believes in me no matter what and those who cannot be mentioned one by one, who have supported the writer to finish this thesis.

The writer realizes that this thesis is still far from perfection, so that constructive suggestions and criticisms from all sides for the perfection of this project are always accepted. Finally, the writer expects that this thesis would be beneficial for the further study.

Semarang, 23rd June 2023

The writer

A handwritten signature in black ink, appearing to read 'Amalia Eka Noviana Arditasari', with a large, sweeping flourish on the left side.

Amalia Eka Noviana Arditasari

DEDICATION

I dedicate this thesis to my beloved husband, daughter and my beloved parents, to Mr. Muhamad Toyib, Faradiba Elshanum Almahyra Sevim, to the late Mr. Rudi Ardi and Mrs. Siti Nurrohmah.

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CHAPTER I

INTRODUCTION

In this chapter, the researcher describes the introduction of the study. This chapter consists of six parts. They are background of the study, reason of choosing the topic, limitation of the study, research question, objectives of the study and significance of the study.

A. Background of the Research

Language is part of human needs as social beings who demand communication and interaction with each other. Language can be used to communicate feelings and emotions, which means that language has various functions not only for speaking, but also for conveying emotions (Christianto, 2020: 69). Communication is the transmission of information. Every communication involves one sender, one message, and one receiver (Faizat, 2021: 25). It might sound easy though communication is a very complex subject. In pragmatics, the speech act is an essential part of communication. Communication takes place both in the classroom and in everyday life. In the process of teaching and learning, teacher makes utterances naturally. It is undeniable that teachers engage in some communicative activities such as explaining information, asking and answering questions, explaining and giving directions or instructions. In the context of formal education, some basic goals are clear, defined from the start, teachers have intentions to teach and

students have intentions to learn. In this process, people do not only produce utterances containing some words with grammatical structure, but also perform action. Actions perform via utterances is called speech acts.

Speech in scientific studies is called communication. Al-Qur'an has become the basis and guidance, while the Prophet Muhammad SAW has become the model. So, we can imitate both of them in communicating in various social contexts at hand. Allah SWT declared on Surah An-Nisa verse 9 about saying the correct and precise words on the target.

وَلْيَخْشَ الَّذِينَ لَوْ تَرَكَوا مِنْ خَلْفِهِمْ ذُرِّيَّةً ضِعَافًا خَافُوا عَلَيْهِمْ
فَلْيَقُولُوا لِلَّهِ وَلْيَقُولُوا قَوْلًا سَدِيدًا

“And let those fear (in their behavior toward orphans) Who if they left behind them weak offspring would be afraid for them. So let them mind their duty to Allah, and speak justly.”
(QS. An-Nisa: 9)

Austin defines a speech act as the act of saying something. Speech act includes two words: speech and act. He said that when talking about things, one must not only say one thing, but also do something (Yuniati, Annury and Fadhillah, 2018: 87). Speech act theory rests on the premise that speakers use language to accomplish intended actions and, in doing so, listeners conclude intended meaning from what speakers say (Brown & Matusiz, 2019:28). His theory is that while words can invoke and inspire action, they can

also accomplish action just by being spoken. Speech act theory states that the actions taken when a speech is produced can be analyzed at different levels. The actions performed in uttering performatives can be broken down into three kinds. The first is called locutionary acts, which refers to the mere utterances of performatives. The second is called illocutionary acts, which refers to the act that is being done in uttering a performative. The last one is called perlocutionary acts which refers to the act of the speaker that eliciting a certain response from the hearer, or in making an effect on the hearer (Heidari, Tabrizi & Chalak, 2020: 2). This theory was developed by his student, John Rogers Searle. At this point, let us turn to Searle's contribution on the theory of speech acts. Nabaquiao (2018: 8) states that Searle initially preferred to use the term "speech acts" to Austin's "performative" and focused his investigations on the illocutionary acts. On the other hand, according to Acheoah and Emike (2017: 2), Like Austin, Searle distinguishes "illocutionary acts" which he regards as the complete speech acts. Searle's speech act taxonomy is an attempt to refine Austin's and this taxonomy based on "illocutionary point". Speech acts include simple words, such as the word "please," but it can affect the listener's response in many ways. Searle classified the illocutionary into five classes, they are assertive, directives, commissives, expressive and declaratives.

Speech acts as the basic unit of language are central to effective communication since they allow people to perform a wide range of functions such as thanking, requesting, commanding and

other. Such phenomenon of speech acts happens everywhere like classrooms setting. It is evident that the teaching and learning process involves a lot of interaction where the teacher and students produce a number of utterances. This particular language used in classroom setting is widely known as classroom speech acts. Juvrianto (2018: 20) states that the use of speech acts can determines how the teaching and learning process will happen. This provides teachers with important information and enables them to understand the typical teaching behaviors that are widely used when communicating with students. However, it can occasionally be challenging to understand what the teacher is saying or doing, which frequently results in misunderstandings about how to interpret the meaning. This case happens at MTs Darul Ulum Gondoriyo, specifically to VIII A students who are international learners.

Speech acts are crucial to teaching and learning process, as was already mentioned. It is justified because teacher talks, which involve speech acts, are used to convey information, plan activities, manage classrooms, and give orders. It is crucial to have a thorough understanding of pragmatics, particularly speech actions, in order to reduce misunderstandings during the teaching and learning process. This is further strengthened by the requirement that students possess both pragmatic and grammatical competence in today's language instruction. If teachers and pupils both have high levels of pragmatic competency, communication barriers won't occur. It might be argued

that the effective use of speech acts considerably influences whether teaching and learning succeed or fail.

Based on the description above, this study focuses on the types of speech acts performed in classroom interactions involving teacher-student interactions, based on John Roger Searle's theory. This study also attempted to determine the students' ability to perform illocutionary acts. The purpose of this study was to identify the types of speech acts performed by MTs Darul Ulum Gondoriyo English teachers and VIII A students during interaction in English classroom.

B. Reason for choosing the topic

This research discussed the illocutionary acts analysis in classroom interaction. The effectiveness of teaching and learning processes can be affected by language use. Communication errors or misinterpretations can happen in learning environment. The miscommunication occurs because listeners frequently have difficulty in understanding the speaker's intentions. As a result, miscommunication might happen in a communication breakdown. Factors that contributed to misunderstandings about the speaker's intentions. It has to deal with vocabulary first. English and Indonesian vocabularies differ from one another. Dealing with the terminology can be challenging and confusing for non-native speakers, especially foreign language learners, because they are unfamiliar with it.

Second, the issue is with the speech acts phenomenon in general. The teacher makes a lot of utterances while teaching English in classroom. The activities done are diverse, and the utterances convey the teacher's and the students' objectives. Both the teacher and the pupils occasionally fail to convey their true intentions. Depending on the circumstance, they express their intentions using a variety of speech acts. They may use speech acts consciously or unconsciously. Additionally, they might use one structure to carry out a different function and vice versa. The intended meaning that teachers and students are trying to express can be interpreted using speech acts theory.

C. Limitation of the problem

Due to lack of time and the researcher's knowledge, this research is focused on analyzing the types of illocutionary acts performed by English teacher and the VIII A students at MTs Darul Ulum while the teaching and learning process and its implication to the teaching-learning process in classroom. John R. Searle's theory was adopted in this study. His concept is centered on the basis of illocutionary acts. They are representative, Directive, expressive, commissive and declarative. In this study, the illocutionary forces are also recognized. It aims to increase comprehension of the proper way to perceive the messages.

D. Research Question

1. What kind of illocutionary acts and illocutionary forces are performed in classroom interaction between Teacher and students of the VIII A MTs Darul Ulum Gondoriyo?
2. What is the implication of illocutionary acts and illocutionary forces produced by teacher and students in classroom interaction to the teaching learning process?

E. The Objective of the Research

1. To describe kinds of illocutionary acts and illocutionary forces performed in classroom interaction between Teacher and students of the VIII A MTs Darul Ulum Gondoriyo.
2. To know the implication of illocutionary acts and illocutionary forces used by teacher and students in classroom interaction to the teaching and learning process.

F. Significance of the Research

1. Theoretical benefit

This study is expected to enrich teacher knowledge about the theory of illocutionary acts as well as its implementation as a part of communicative competence in English as a foreign language teaching and learning context.

2. Practical benefits

- a. For the students

The result of this research is expected to facilitate them to gain better understanding related to speech acts.

b. For the teachers

It is expected that the result of this research can be the reference to be more creative in teaching including the method, the activities, and the way to communicate to students.

c. For the writer

From the result of this research the writer hopefully can take and give the benefits of this research to many people.

d. For further research,

This research is expected to provide references and evidence to guide them to conduct further research which is related to pragmatic analysis especially in term of speech acts.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher describes the theoretical review, the previous researches and conceptual framework.

A. Literature Review

1. Classroom Interaction

Teaching is an interactive activity, and interaction is the ongoing responsive conversation between the teacher and the students. A crucial component of education is the interaction between the teacher and the students. The effectiveness of the interaction between the educator and the class, or amongst students, will decide whether the lesson is a success or a failure. Additionally, achieving the goal of teaching depends on the teacher's interactions with the class and the use of appropriate language. It can be claimed that when students are interacting in a classroom, the teacher will make utterances with an intention to serve a purpose.

According to Solheim, Roland & Ertesvag (2018: 460), classroom interaction is parts of the boarder concept of classroom management. Wubbles (2015: 363) defined classroom interaction as the actions teachers take to create an environment that supports and facilitates both academic and social emotion learning. In this way, classroom interaction addresses the quality of teacher-student interaction. The students and teacher have to

build a good classroom interaction in all day long learning process. Interaction between teacher and students, students and students are needed in the classroom activities taking communicative approach. It will maintain communication to happen in the classroom. It will help the teaching and learning process run smoothly. When teacher and students, students and students' interactions happen, the instruction will reach the target. The kind of classroom interaction is not only about lesson, but also discuss about the material that the students do not understand is the one of the example of classroom interaction. In addition, classroom interaction can be in the form of sending messages, receiving messages, interpreting messages or negotiating meaning. When students are engaged in direct classroom activities, they will learn better. The students who are active in classroom through taking turns may develop their language. Meanwhile, those who are passive will have less opportunity to learn language (Rohmah, 2017: 193). It is clear that the active role between teacher and students is needed to create a good interaction in classroom.

Learning is the process of interaction among learners, between learners and teachers, and between learners and learning sources in the learning environment, according to Ministry of Education Regulation Number 23, 2016 concerning Standard of Assessment. Therefore, class engagement is necessary. The

learner's linguistic and social skills will improve as they interact with the teacher and other students.

2. Pragmatics

Language is used by humans to communicate, as is well known. Understanding language's nature requires knowledge of how it is applied in communication. As a result, language should be seen as both a process and a product, manifested in utterances. Here, the process relates to how individuals use language as a tool to further their objectives. Pragmatics is the field of study that this phenomenon falls within.

Slotta (2021: 1) defined a pragmatics as a subfield of linguistics that studies how language is connected to its context. Pragmatics is defined in a variety of ways by linguistics. The study of relation between language and context that are basic to an account of language understanding, the ability of language users to pair sentences with the context in which they would be appropriate and the study of deixis, implicature, presupposition, speech acts and aspect of discourse structure are the definition of pragmatics based on Levinson in Erlinda (2019: 2). Mey in Erlinda (2019: 2) defines pragmatics as the study of how language is used in human communication in relation to society's conditions. Meanwhile, Yule (1996: 3-4) defines pragmatics in several definition.

- a. The study of the speaker's intention,
- b. The study of contextual meaning,

- c. The study of pragmatics focuses on how additional information is conveyed through speech.
- d. The study of the expression of relative distance.

In conclusion, pragmatics is related to the study of meaning based on some factors such as speaker meaning, contextual meaning, listeners' inference and even the expression.

3. Speech acts

3.1. Definition of Speech Acts

Speech act theory is one of the core issues of modern pragmatics. As stated by Austin and then expanded by Searle. Arranging words and making sentences is one of the basic components of pragmatics, and it is also some methods to avoid communicative misunderstandings (Sugiharti, 2018: 89). When people express their feelings, they should express them through words and act on those words. By uttering utterances, the speaker conveys information to the listener. Actions performed through utterances are called speech acts. The theory of speech acts focuses on sentence structure. If someone wishes to communicate with another person, he must present the meaning or purpose of the sentence. To convey the meaning or purpose, the person must use speech acts.

Austin (1962: 108) divided speech acts into three elements: locution (saying something that has a specific meaning in the traditional sense), illocution (the act of

expressing something/the intention of the speaker/the truth of the act of speaking), perlocution (the effect on the feelings, thoughts, or actions of one of the speakers or audience).

Searle divides utterances into an utterance act, a propositional act, illocutionary acts and perlocutionary acts, much like Austin did, but his framework emphasizes on the illocutionary act. This perspectives enables Searle to explicitly link the study of language and meaning with speech acts. According to Searle, Austin's taxonomy does not maintain a clear distinction between illocutionary acts and illocutionary verbs. In an effort to categorize speech acts, Searle created his own classification of speech acts, they are representative, directive, commissive, expressive and declarative.

3.2. Classification of Speech Acts

3.2.1. Classification of Speech Acts by Austin

J.L Austin in Gasparatou (2018: 511) distinguished kind of speech acts as follows:

a. Locutionary Acts

Locutionary acts is the basic act of utterance. Locutionary acts is the act of pronouncing sounds with sense and reference. It definitely means the actual phrases that the speaker uses. While someone utters "It's going to rain", they actually

refers to the weather that's cloudy so the rain is ready to fall soon.

b. Illocutionary Acts

However, as was already said, people also employ language to carry out such function. The statement must be made with a purpose in mind. What the speakers are trying to convey with their words is considered to be an illocutionary acts in this particular context.

c. Perlocutionary Acts

The consequences of illocutionary acts are described as perlocutionary acts or the effects of the utterance on the hearer. Using the same example of locutionary act "it's going to rain", the perlocutionary acts is that the hearer would not go outside or just stay at home.

It implies that locutionary acts are the speakers' actual words or utterances. Illocutionary acts are the speakers' goals when speaking and perlocutionary acts are the results of the speaker's speech on the listener.

Then, Austin spreads his speech acts' classification into five categories, they are:

a) Verdictives

Austin encourages verdictives to focus on issuing a verdict based on facts or justifications. A jury or umpire usually delivers the decisions. The verbs acquit, hold, calculate, analyze, describe, and diagnosis are examples of this type of speech acts.

b) Exercivities

These relate to making a judgment in favor of or against a particular course of action or advocating for it. In other words, executives deal with how individuals exert their authority over others. A common phrase used by priests to marry people is “ I pronounce You husband and wife”, which transforms two individuals into a pair. Other examples are dismiss, nominated, veto, declare closed and open, as well as order, orders, direct, ask, recommend and counsel.

c) Commissives

Commissives are words that express a speaker’s dedication to a particular course of action. Promise, vow, pledge, covenant, structure, guarantee, embrace, and oath are a few of the obvious choices.

d) Expositives

Expositives are used to fit assertions into the discourse that comes after them, such as when clarifying or arguing. Affirm, deny, emphasize, illustrate, respond, report, accept, object to, concede, characterize, class, identify and call are all terms that can be used as expositives.

e) Behabitives

Behabitives are concerned with how people act and how society views the potential or previous actions of others. These are connected to things like expressing gratitude, blessings, curses and challenges.

3.2.2. Searle's Speech Acts

Searle (1969) in Dylgjeri (2017: 21-22) classified speech acts into five categories:

a) Representatives

Furiassi (2018: 4) states that representatives are utterances that commit the speaker to the truth of the expressed proposition. Representatives are those speech acts that are employed to communicate a state of events on world-to-world fit. These types of representative include stating, assertions, concluding and describing, in which people present the world as they see it.

As it depends on the speaker's beliefs, representative is very subjective. The statements are made after the speaker makes a factual or subjective assertion based on what they have observed. When someone says something is lovely, they may be stating a fact or only their personal opinion regarding the subject's appearance.

E.g. suggesting, putting forward, stating, boasting, complaining, concluding, deducing.

b) Directives

Directives are speech acts used by the speaker to persuade someone else to do something. Requesting, questioning, commanding, ordering, and suggesting are examples of speech acts. Example: when someone says, "Could you lend me a pencil, please?" The speaker is asking the listener to do something, which is to let him borrow a pencil.

c) Commissive

Commissive speech acts include promises, threats, offers, refusals, and pledges. They obligate the speaker to take a certain action in the future. When someone says, "I'll be back," for instance, they are promising to come back.

d) Expressive

Speech acts that express a mental state are called expressive speech acts. Speech activities include saying 'thank you', 'sorry', 'welcome' and 'congrats'.

e) Declaratives

Declaratives are speech acts that typically rely on complex extralinguistic institutions and which general sudden shifts in the institutional condition of affairs. Declarative speech acts include things like christening, excommunication, declaring war, and being fired from a job.

4. Context

A situation's context, often known as the situational context, is crucial to communication. According to Leech (1983: 13), context has a significant impact on and affects how well one can grasp a statement. This is so that the hearer can better understand the speaker's intended meaning when the speaker's statement is taken in its entirety. Because pragmatics works with contextual meaning rather than abstract meaning, it is impossible to isolate pragmatics study from context. If the context had been slightly altered, the meaning of the statements would have been different.

According to Yule, as cited in Nurani (2015: 31), views context as the physical environment in which a referring expression is used. Nunan (1993: 7) states that context refers to

the situation giving rise to the discourse and within which the discourse is embedded. Based on this statement, context can be simply defined as the certain circumstance or situation surrounding the participants which influences the conversation. Then, Cutting states that context refers to the knowledge of physical and social world, and the socio-psychological factors influencing communication as well as the knowledge of the time and place which the words are uttered or written. Context is divided into three parts, they are situational, background knowledge, and co-textual context (Cutting, 2002: 77). The situational context refers to what speaker knows about what she or he sees surrounding her/him. While background knowledge context refers to what speakers know about each other and the world. Meanwhile, co-textual context is related to what speakers know about what they have been saying.

4.1. Context of situation

As described early, According to Cutting context of situation refers the context surrounds the speaker to which they can see. the context of the conversation at the time of speaking refers to the immediate physical co-presence. Hymes (1974) as cited in Wardhaugh (2006: 247) highlights the importance of an ethnographic view of communicative events within communities. He explain that context of situation will limit the range of possible of interpretation, and on the other hand, support the intended interpretation. He,

then, developed the SPEAKING model that is relevant to the identification of speech event and speech acts.

1) (S) Setting and Scene

Setting refers to the time and place or physical condition where the conversation takes place. A classroom, for instance, might be a setting where the teaching and learning process takes place. Meanwhile, scene refers to the abstract, psychological situation or cultural definition of an event.

2) (P) Participants

Participants are the ones involved in the conversation. They include speaker-listener, addressor-addressee, or sender-receiver. They generally fill certain socially specified field roles. For example, in a classroom context, the participant involves a teacher and his or her students.

3) (E) Ends

Ends refer to the conventionally recognized and expected outcomes or goals of an exchange as well as to the personal goals that participants seek to accomplish on particular occasions. To put it simply, ends are what the participants intend to achieve by saying such speech acts. For instance, the teacher may pose a question to the students to get some information, to activate their background knowledge or to check their comprehension.

4) (A) Act Sequence

Act sequence is the actual structure and content of what is said, including the exact words used, how they are used, and how what is said relates to the matter at hand. Public lectures and casual conversation, for instance, have different ways of speaking; with each comes a different type of language and topics discussed.

5) (K) Key

The term "key" refers clues that define the manner, tone, or spirit of a spoken act. The tone of the message can be humorous, serious, exact, pedantic, mocking, sarcastic, or even pretentious.

6) (I) Instrumentalities

The term "instrumentalities" refers to the selection of the channel as well as the actual speech patterns used, such as the language, dialect, code, or register. The speech acts may be communicated orally, in writing, or by telegraph.

7) (N) Norms of Interaction and Interpretation

The terms "Norms of Interaction and Interpretation" refers to specific behaviors and characteristics that are associated with speaking as well as how those actions and characteristics may be perceived by a person who does not share them, such as loudness, quiet, gaze return, and so forth. In other words, it can be seen as the social

norms that control the activity and the participants' behavior.

8) (G) Genre

The term "genre" refers to specific categories of utterances, including poems, proverbs, riddles, sermons, prayers, lectures, and editorials. All of them depart from informal speaking. On other circumstances, certain genres seem more suited to perform. For instance, it is preferable to have sermons in church services.

To sum up, by employing the S.P.E.A.K.I.N.G. framework, people can gain a better understanding of how people communicate and how that communication is frequently designed to accomplish its goal within specific speech communities.

Holmes (1992: 12) additionally argues that while not all factors are relevant in every situation, they might be organized in useful ways. Any situation will typically show the effect of one or more of the following factors on the language choices made:

1. The participant, refers to who is speaking and who are they speaking to?
2. The setting or social context of the interaction, refers to where are they speaking?
3. The topic, refers to what is being talked about
4. The function, refers to why are they speaking?

4.2. Context of socio-cultural

The socio-cultural context in which human communication takes place has the potential to be the most significant impact on how people connect. It affects both the linguistic choices and the manner in which the interlocutors deliver their remarks. Only those who shared knowledge of cultural context will easily recognize the intended meanings communicated by the speakers. Cutting (2002: 6) asserts that a group's culture and common attitudes can make humor from one country difficult to comprehend for humor from another country, and humor from one generation difficult to grasp for humor from another generation. This phenomenon happens because the participants have different shared belief.

In addition, Yule (1996: 21) claims that in addition to the situational context, an analysis of reference also rely on the local context and the participants' local knowledge. For example: The heart-attack mustn't be moved.

The above-mentioned utterance demonstrates how extremely important local context and knowledge are in determining how the speaker's intended meaning is interpreted. The message will be clear to those who are familiar with the local socio-cultural norm surrounding that speech. In this case, the nurses recognize the patient by the illness's name. People should therefore take into account the cultural context when interpreting what the speaker meant.

B. Previous Research

1. The research conducted by Asmi Yuniati, Sayidatul Fadillah and Muhammad Nafi Annury, on 2018 under the title 'Directive Speech Acts in The Movie "The Message" By Moustapha Akkad' a Vision Journal. The purpose of this research were to explain the classifications and to explain the contribution of directive speech acts analysis in the "The Message" by Moustapha Akkad to EFL learner in understanding the expression of giving the command. This research use qualitative research design.
2. Research conducted by fithriyah (2021). Speech Acts in English Classrooms (A Case Study at Islamic College Jakarta). The study aims to analyze and describe the forms of speech acts in interaction in English class at Islamic college Jakarta. The data collection is done by using the note-taking method supported by recording techniques. The data analysis is done based on the interactive Miles model, which includes three stages, data reduction, data presentation and verification.
3. The research has been done by Laili Qurbatul Maula under the title Speech Acts Study on Twitter Comments of The United Nations Speech Video about Youth and Self-Acceptance Delivered by RM (Kim Namjon) of BTS (Beyond the Scene). The aims of this research are to find the types and categories of speech act used in twitter comments and to find the dominant

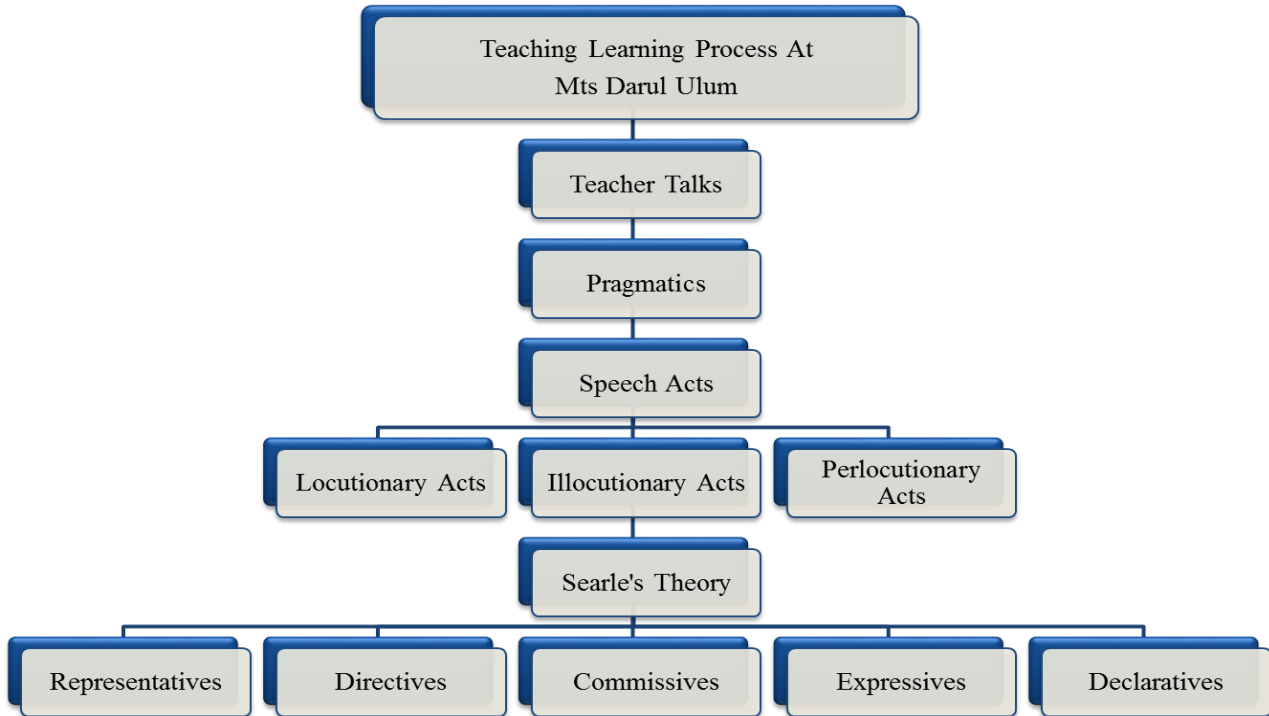
type of speech acts theory used in the comment. The object of the research found in comment section on twitter.

4. A research conducted by Praja Aisyah and friend. (2022). Translation Techniques of Directive Speech Acts of the Characters Used in the Cruella Movie. In order to analyze the utterances, the researcher employed both Molina Albir's theory of translation techniques and Searle's theory of speech acts. According o the findings of this study, the movie's utterances contain eight different sorts of directive speech acts: question, command, opinion, request, offer, suggestion, invitation and warning. Nine different translation methods were identified in this study as being employed to translate the directive speech acts in the utterances. Those are the following establish equivalent, literal translation, borrowing, discursive creation, reduction, linguistics compression, amplification, compensation, transposition and linguistics amplification.
5. Research conducted by Dessy K.S and Friends. (2020). An Analysis of Illocutionary Acts Produced by the lecturer in Online Classroom Interaction. An observation sheet, interview questions, and recordings were used to gather the data, which was then analyzed utilizing the procedures of data reduction and data display. The findings indicated that during online classroom interactions, the lecturer engaged in four different types of illocutionary behaviors. During the teaching and learning, the lecturer made 275 utterances of illocutionary acts, including 165

directive data, 86 expressive data, 23 representational data, and 1 commissives data. Additionally, based on 250 pieces of data gathered, the results revealed that there were three different types of illocutionary functions. They consist of 3 collaborative data, 86 convivial data, and 161 competitive data.

From all of the previous research, this research has some differences focuses and object, where this research focuses on kind of illocutionary acts in classroom interaction. However the illocutionary forces and the implementation of illocutionary acts and illocutionary forces is discussed in this research.

C. Analytical Construct



CHAPTER III

RESEARCH METHOD

The goal of this chapter is to show how the research is carried out. This chapter is divided into several subsections, including research types, data preparation, data collection techniques and data analysis techniques.

A. Types of the Research

This research applied descriptive qualitative approach since the main focus of this research was on describing the phenomenon of language use. Descriptive research is a study that the researcher would collect the data to test research question to describe the facts of object and subjects that are precisely examine. Moleong (2004) states that qualitative research focuses on studying the phenomenon of human behavior, action, motivation, or perception in a certain context. Whereas according to Bogdan & Taylor in Sujarweni (2014: 19) explained that qualitative research is one of the research procedures that produce descriptive data in the form of speech or writing and the behavior of the people observed. Because of this, the outcomes of qualitative research depends extra on the interpretation of the researcher.

More specifically, this research falls under the category of case study. Given states that a case study is a research approach in which one or a few instances of phenomenon are studied in depth. By using this approach it is expected that the study will provide in-depth understanding and rich data.

Descriptive qualitative approach was the most suitable approach since this research was intended to analyze the types of speech acts performed by the English teacher and students in classroom interaction at MTs Darul Ulum Gondoriyo grade VIIIA on the basis of Searle's theory of illocutionary acts and illocutionary forces. Thus, the data would be in the form of written utterances. The researcher recording the learning process, transcribing the video, identifies the kind of illocutionary acts.

B. Data Preparation

1. Research Setting and Time

The researcher is conducted with eighth-grade students of Islamic Junior High School Darul Ulum, which is located at JL. Gondoriyo, Wates, Ngaliyan, Semarang. The school was chosen because the researcher has accompanied friends when doing research at the school. The researcher observed the learning process that occurred and was interested in conducting research at the school.

This research was conducted for 6 days, on May, 22nd 2023 to May, 27th 2023. The researcher recorded the teaching learning process to get the data from the beginning up to the end of the class.

2. Data source

The primary source of this research was the speech acts produced by the English teacher and students of grade VIII A of MTs Darul Ulum during the teaching learning process. The data

were in the forms of words, phrases, and utterances uttered by the teacher and students during the lesson. In the context, meanwhile, was the environment in which the utterances was uttered.

3. Participants

The researcher chose English teacher and students of the VIII A grade from MTs Darul Ulum Gondoriyo as the participants of this research. The researcher used simple random sampling technique to choose the participants. The researcher took the English teacher and the students of the VIII A grade from MTs Darul Ulum Gondoriyo to represent the entire data set, where each participant has an equal probability of being choosen.

4. Research Focus

This research is focused on the illocutionary acts performed by English teacher and students during English teaching learning process in classroom interaction.

5. Research Instrument

In this research, the main instrument is the researcher herself in gathering and analyzing the data in the natural setting, planning, and reporting the research. The researcher also used a phone to help her record the data. In this study, the secondary instrument was also employed. The observation sheet and interview sheet served as the instrument. The researcher utilized the interview sheet to establish close contact with the participants and observation sheet to aid in the identification and analysis of the data. The observation sheet's format is shown below:

Table 3.1: The Data Sheet on The Types of Illocutionary Acts
And Illocutionary Forces Performed By The English teacher
and students of the VIII A Grade of Mts Darul Ulum

No.	Data	Types of Illocutionary Acts					Context	Illocutionary Force
		Rep	Dir	Com	Exp	Dec		

Note:

Rep: Representatives Com: Commissives Dec: Declarations

Dir: Directives Exp: Expressives

C. Data Collection Techniques

The data were collected using observation method McMillan and Schumacher state that observation allows the researcher to hear and see what occurs on the research site. A smartphone was used to record the information as the observation was being made. The audio recording process was done while the observation was being done. After conducting the observation, a few steps were taken.

1. Listen to the recording and try to understand the teacher and students' utterances
2. Transcribing the data to written form
3. Listen to the recording again to ensure that the data are accurate

4. Selecting the data from the transcribe that are in line with the goal of the study.
5. Records the data in to data sheets
6. Classifying the data

D. Data Analysis Technique

For this study, the researcher employed the technique of data analysis in descriptive qualitative method. The main tool in research that used a qualitative methodology is human (human tool), which entails using the researchers themselves as tools. The data analysis covers three important activities, they are data reduction, data display and conclusion drawing. The procedures for data analysis were as follows:

1. Data Reduction

Data reduction is the process of selecting, concentrating, simplification, reducing, and arranging the collected data. In this stage, the speech act of the teacher and students in classroom were selected by the researcher in the form of transcription. In the other hand, the collected data were organized at this point, and the unnecessary information was removed. This was accomplished by categorizing, classifying, and segmenting the descriptive or inferential data gathered during the investigation into meaningful units. The idea is to make the researcher's job easier by classifying and organizing the data. The following is the coding procedure:

The following steps were taken:

- a. The data were carefully read;
- b. The data pertinent to the study's goals were found and chosen; and
- c. Each datum was given a code.

2. Data Display

Data display is the process of giving a condensed, structured assemblage of information that enables inference. Text, graphs, diagrams, charts, materials, and other graphical formats can all be used as displays. The data in this study were shown in the form of table and descriptions.

3. Conclusion Drawing and verification

In order to draw conclusions, one must first step back and analyse what the data indicate and whether they are consistent with the study's goals. At this point, the conclusions about the study were developed by reading and rereading the data that had been analyzed. In this final stage, the researcher drew conclusion based on the result of the previous stages. The researcher made percentage of the data to know the use of types speech acts and speech acts based on the way to convey in teaching learning process. The purpose of percentage calculation is to complete the findings so that the readers can easily and immediately obtain the precise proportion of each findings compared to the others.

CHAPTER IV

FINDINGS AND DISCUSSION

The findings and discussion sections of this chapter are separated by a colon. The findings section summarizes the results of the data analysis of the types of illocutionary acts and illocutionary forces performed by the teacher and students at MTs Darul Ulum. The discussion part, meanwhile, gives a thorough and extensive explanation of the data findings.

A. Findings

1. The types of illocutionary acts and illocutionary forces performed by the teacher

These data are related to the types of illocutionary acts performed by teacher and students during the English teaching and learning process at MTs Darul Ulum Gondoriyo, Semarang. Searle categorizes speech acts into five categories. They are representatives, directives, commissives, expressives and declaratives. Nevertheless, the findings points that there were only four types of speech acts performed by teacher and students in English teaching and learning process. They are representatives, directives, commissives and expressives. The declarative act is not found. The distribution of each illocutionary acts performed by teacher and students is illustrated in table 4.1:

Table 4.1: The Data Findings of Illocutionary Acts Performed by the Teacher and Students during the English Teaching and Learning Process at MTs Darul Ulum Gondoriyo, Semarang.

No.	Classification of Searle's Illocutionary Acts	Illocutionary Force	frequency	Percentage (%)
1	Representatives	Stating	3	2,2%
		Informing	25	18,51%
		Explaining	4	2,96%
		Agreeing	5	3,7%
		Concluding	1	0,74%
		Correcting	5	3,7%
Total			43	31,85%
2	Directives	Commanding	7	5,18%
		Requesting	2	1,48%
		Ordering	7	5,18%
		Questioning	39	28,88%
		Suggesting	1	0,74%
		Reminding	1	0,74%
		Permitting	5	3,7%
		Encouraging	4	2,96%
Inviting	1	0,74%		
Total			67	49,62%
3	Commissives	Promising	2	1,48%
		Offering	4	2,96%
Total			6	4,44%
4	Expressives	Thanking	7	5,18%
		Complimenting	4	2,96%
		Greeting	3	2,22%
		Joking	2	1,48%

		Stating surprise	3	2,22%
Total			19	14,07%
5	Declarative	-	0	0%
Total			0	0%
Total of Illocutionary acts			135	100%

As shown in table above, in English teaching and learning process of the VIII A grade at MTs Darul Ulum used four different types of Searle's speech acts. They served as directives, representatives, expressives and commissives. However, neither the teacher nor the students used the kind of declarative. The table above also shows that, with 67 instance (49,62%) of the total number of utterances, directives were the speech acts that the teacher and students used the most frequently.

Representatives speech acts came in second among the other categories. They were mentioned in 43 utterances (31,85%) of all utterances. The expressive speech acts was appeared in 19 instances (14,07%) of the total utterances. During the English teaching-learning process, the least speech acts produced by teacher and students were commissives with only 6 utterances (4,44%) of the total, had them revealed. There were no instance of declarative utterance made by the teacher and students throughout the data analysis.

The table reveals that the teacher and stuentns used the illocutionary forces of stating, informing, explaining, correcting,

agreeing and concluding when performing the representative speech acts. The most frequently used representative were informing with 25 utterances (18,51%/), according to the level of occurrence. Correcting and agreeing in the same space took the second spot with 5 utterances (3,7%). Explaining came in the third place with 4 utterances(2,96%). 3 utterances (2,22%) made up the next representative acts stating/statement. Conclusion received just 1 utterance (0,74%), placing it in the final position of representative acts.

The teacher also used a variety of illocutionary forces to give instructions. Directives are those forms of speech that are intended. Various types of illocutionary forces of directives were also performed by the teacher. Directives are those kinds of speech act which are used to get the hearer to take certain actions. The illocutionary forces performed by the teacher were questioning, encouraging, ordering, commanding, inviting, permitting, requesting, suggesting and reminding. The table shows that there were 39 utterances of asking or questioning with the percentage (28,88%) out of the total occurrence.

The frequency shows that questioning was the most dominant illocutionary forces of directives produced by the teacher. Ordering and commanding were expressed in 7 utterances with 5,18% out of the whole data making them occupy the second place. Permitting occurred in 5 instances with the percentage 3,7% out of the total. Followed by

encouraging with 4 utterances (2,96%), requesting with 2 utterances (%) and the last is suggesting and reminding with only 1 utterance (0,74%) for each of them.

In case of commissive speech acts, the types of illocutionary forces produced by the teacher were offering and promising. The most frequently used commissive illocutionary force was revealed in the form of offering which occurred in 4 utterances (2,96%) while the last went to that promising with 2 utterances (1,48%).

For expressive speech act, the table shows that kinds of illocutionary forces performed by the teacher were also varied. They included greeting, thanking, complimenting, stating surprise and joking. Based on the rank of the occurrence of the data, thanking dominated the illocutionary forces of expressive with 7 utterances (5,18%). Compliment was the second rank with 4 utterances (2,96%). Greeting and stating surprise in the third rank with 3 utterances (2,22%) for each of them.

2. The implication of illocutionary acts and illocutionary forces used by teacher and students in classroom interaction to the teaching and learning process

Based on the findings, the teacher mostly performed directives speech acts with the illocutionary force questioning. The production of directives is central to keep the activity proceedings under control. Thus, directives can be applied in the

teaching learning process to manage and control the activities and students during the teaching learning process.

Regarding the illocutionary force of questioning, it is aimed to ask certain information from students. Teacher's questions also play an important role in English teaching. It helps the teacher to make sure whether students understand the content of the course. However, at the present, the teacher's questions are mainly display question and close-ended question. More referential question and open-ended question should be used in English teaching process so that the students can participate actively in classroom. Students should get more opportunities to practice the target language so that they are not only able to be listener and understand about the material but also to produce language.

B. Discussion

1. The types of illocutionary acts and illocutionary forces performed by the teacher during the English Teaching and learning process at MTs Darul Ulum Gondoriyo

Based on the findings, there were four kinds of speech acts performed by the teacher of MTs Darul Ulum Gondoriyo during the English teaching and learning process. They were representative, directives, commissives and expressives. These types of speech acts are proposed by Searle who puts emphasis on the illocutionary acts. Directives became the most dominant speech acts utilized by the teacher because during the process of English teaching and learning, the teacher often asked the

students to do something. It is in line with the notion of directive speech acts which are concerned with getting hearers to undertake some actions for speaker. On the other hand, commissive were the least frequently used speech acts performed at all by teacher.

1.1. Representatives

Representatives acts deal with the teacher and students' statement whether it is true or false. Quantitatively, representative acts are in the second rank of the illocutionary acts performed by the English teacher and students of MTs Darul Ulum. In classroom communication, teacher delivers their teaching materials. The teaching materials contain factual or nonfactual statements. Pragmatically, those true and false statements, of course, belong to representative acts.

There are five types of representative functions found in the data. They are stating, informing, explaining, agreeing and concluding.

a. Stating

T: *Kalian semangatnya luar biasa*. Have you have your breakfast? Sudah sarapan semuanya?

S: Yes

The context of the conversation above is when the teacher informed the students that they will continue to the next material and teacher asked the students whether

they ready to study English or not. The students answered enthusiastically together. The bold expression in datum above *kalian semangatnya luar biasa*, is kind of assertive illocutionary acts types stating.

Other expression of stating used by students of MTs Darul Ulum is presented in datum below.

T: Today we are going to the new material. It is about personal recount text. So, are you ready to study English?

S: **Yes, I ready.**

As presented on the first example, the context of the conversation above is when the teacher informed the students that they will continue to the next material and teacher asked the students whether they ready to study English or not. The students answered enthusiastically together by saying “Yes, I ready”.

b. Informing

Informing is expressed by the teacher and students to give the information what they are going to do in relation with the teaching and learning process. Datum below is an expression of informing function performed by the English teacher of MTs Darul Ulum

T: Today we are going to the new material. It is about personal recount text. So, are you ready to

study English?
S: Yes, I ready.

The context of the conversation above is when the teacher informed the students that they will continue to the next material, it was about personal recount text. As presented in the bold expression in datum above the teacher informed the students that they will learn new material. The teacher was willing to continue the topic about personal recount text. Those bold expression are informing because they contain information about what will they learned that day.

Other expression of representative function of informing also found in datum below:

T: It is a mountain. So, have you ever go to a mountain
S: Yes
T: Yes. When? Najwa, when you go to the mountain? Kapan?
Najwa: **Holiday.**

The datum above is set in an EFL classroom where one of the students named Najwa informed the teacher that she have visited the mountain on previous holiday. The datum above is the assertive speech acts in informing type since Najwa gives the information to the teacher about what the teacher wants to know.

The third expression of informing is found in datum below:

T: It is a sea, it is a beach. Have you ever go to the beach?
S: Yes.

The datum above is a conversation between teacher and student, where the teacher asked to the students if the students ever go to the beach or not and one of the students answered yes. It is informing types because the student informs the teacher that she has visited the beach.

c. Explaining

Explaining is expressed when the speaker wants to make something clear or easy to understand by describing or giving more information about it. In classroom settings, this function is frequently used when teacher explain the learning materials. Here is some explaining function from the conversation between teacher and students during teaching learning process.

T: *Cirinya pertama adalah pakai personal pronoun. Kemudian itu kan ada in the morning, two days ago, after that, setelah itu, kemudian ada lagi finally, nah itu adalah time connection. Seperti itu. Jadi ini adalah ciri-ciri dari personal recount text. Ada structurenyajuga. Sama seperti teks lainnya, personal recount yangpertamaada title.*

Title *itu?*

S: *Judul.*

The context of the conversation above is when the teacher explained about the characteristic of personal recount text .the teacher explained about time connection and gave the example. The teacher also explained about generic structure of recount text, it was orientation, events and reorientation. The datum above is type of explaining function since the teacher gives an explanation about the material to the students.

d. Concluding

Concluding means that the speaker wants to make speeches based on the previous description or bring (something) to the end. Here is the example of expression concluding:

T: *Oke, semua yang ibu jelaskan tadi what is the social function of recount text? To retell past events, or experience or another bisa pengalaman kita atau orang lain, kemudian language featurenyakita using past verb, kemudian adverb of time, seperti tadi, yesterday, last week, two years ago, kemudian ada time sequences, firstly, finally, kemudian then dansebagainya. Structurenyaada orientation, events dan reorientation.*

The teacher was explaining again the material being taught that day and concluded the material. This

expression is categorized as a concluding function because teacher explained briefly about the material until the end of the material.

e. Agreeing

Agreeing is illocutionary function which is expressed when the speaker has same opinion with the listener or when the speaker accepts the listener's suggestion or idea. Below is the agreeing function in english teaching learning process.

S: Build a sand castle T: <i>Artinya apa?</i> S: <i>Membuat istana pasir.</i> T: Okay. Camping !
--

The datum above presents that the teacher asked for students about what is the meaning of “build a sand castle” and the students answer it correctly. The teacher replied okay followed by the next word they should translate. Okay is an expression that mean “Yes”. From this, obviously the teacher agreed on the student's answer, so the bold expression is categorized as agreeing.

T: <i>Kalau pengalamannya Azkia?</i> S: She T: Nah itu.
--

The datum above presents that the English teacher asked to the students about personal pronoun. Because

Azkia is a girl, so the students answered “she” and the teacher replied “*nah itu*” which means “that’s right”. It showed that the teacher agreed on student’s answer.

f. Correcting

The purpose of correcting is to tell or show someone that something is wrong and to make it right. An example of correcting illocutionary force is shown below:

T: Who is absent?
S: Irfan
T: Irfan?
S: Ahsan
T: Ahsan?
S: Deden.
T: Deden, okay. Why are they absent today?
S: Sick.
T: Because?
S: They sick
T: Okay. Because they are sick.

The teacher asked about who is absent and the reason why they didn’t come to the class. The students said ‘sick’. The teacher tried to direct the students to said the correct answer by saying ‘because’. The students continued what teacher said by saying ‘they sick’ instead of say ‘because they are sick’. The teacher knew that the students meant by saying that. Thus, she corrected the

students's mistake. She said 'because they are sick' at the end. By saying that, the teacher performed the illocutionary force of correcting. It belongs to the representative type of speech acts since it carries what the teacher believed. In this case, the teacher believe that the english word for '*mereka sakit*' is 'they are sick'.

The teacher also performed another act of correcting which can be seen in the following utterance:

T: And then, the second picture is...
S: (Keep silent)
T: What is it?
S: Sea
T: It is a sea, it is a beach. Have you ever go to the beach?

The utterance above is included into correcting because the teacher believed that the picture is a beach. The students answer by saying 'sea' instead of 'beach'. The teacher corrected students utterance by saying 'it is a sea, it is a beach'. By performing correcting, she aimed to correc the students mistake.

1.2. Directives

Directives are those kinds of speech acts used by the speaker to get the hearer to do something. They were expressed in the form of commanding, ordering, requesting,

questioning, permitting, encouraging, inviting and suggesting.

The teacher was found to produce more directive type of speech acts compared to the other types of speech acts. In line with the function of directives, she used them to get the students to take some action for her. It is clearly understandable since in the instructional setting, the teacher had the privilege of becoming the one who holds the power over her students.

As mentioned earlier, the purpose of directives is to make the addressee do something for the addressor. In classroom setting, the teacher produced directives to get the students do something for her as responding to her questions. Consequently, the students were obliged to do what the teacher's desire. The teacher mostly used directives for the purpose of asking some questions to the students. Thus, the students were expected to provide the answers for her. The illocutionary force of asking was performed by the teacher in the form of interrogative. Mostly, she used the illocutionary force of asking for the purpose of elicitation since she already knew the answer for the questions she proposed. The other intentions she had in utilizing directives were to order, request, command, permit, encourage, invite and remind her students.

a. Commanding

Sasanputra & Mubarak (2021: 26) stated that commanding is the function used to ask or order someone to do something in direct way. Command can also in the form of order, instruction, obligate or force.

Commanding perform by the English teacher is show in the datum below

<p>T: See the pictures here! So, i want you to pay attention to all the pictures here. This is the first pictures. What picture is it? Look at the picture! S: Mountain.</p>
--

The bold expression in datum above is obviously a commanding function. The expression “see the picture here”, “look at the picture!” is created by means of imperative form: verb 1 + object/adverb. That is the basic formula in performing a commanding function. The reason of the teacher performed this function was to order the students to look at the picture shown by the teacher.

Another example of commanding is shown in datum below.

<p>T: Ya. Let’s read the vocabulary. Repeat after me. Build a sand castle. S: (Keep silent) T: Yuk, build... S: Build a sand castle</p>
--

As shown in datum above, the English teacher ordered the students to repeat the vocabulary after the teacher read it. Obviously, she used imperative mood. It is an illocutionary force indicating device to perform illocutionary function of commanding. As shown with the bold font, syntatically the expression is composed of verb 1 + adverb.

The third example of commanding function is found in datum below.

T: Crying? Ya because i know whether it is hurt, *sakit* or shy *gitu* or embarrassed. Have you ever have a pleasure experience? Ada yang pernah mengalami pengalaman yang pleasure? Menyenangkan. Siapa coba? **Angkat tangan!** Who? Fikri? What kind of pleasure experience? Yang menyenangkan.
S: Celebrate my birthday.

The bold expression in datum above use imperative mood verb 1+object. Those are the formula of commanding. The teacher performed commanding function to instruct the student to raise hand if they have a pleasure experience.

b. Ordering

Ordering is used to ask for something to be done. Ordering is similar to requesting but requesting is

considered to be more polite. An example of ordering is expressed in the following example:

T: Okay, because they are sick. Okay, before we start our lesson, we are gonna pray together. **Please the chairman of the class come forward to lead the pray.**

The students and the teacher were in the opening of the activity. The expression above happened in classroom when they want to start the class. The teacher wanted the student to do something for her. In this case, the teacher asked the chairman of the class to come to the front of the class to lead the pray. Consequently, the teacher used a directive speech act type functioned as an order. This statement is categorized as ordering since the teacher ordered the students to do something because in classroom instruction the teacher tends to have higher position than the students.

T: Who want to read the first paragraph? Okay you, **please read the first paragraph.**

The bold expression is an ordering function because the teacher ordered the students to read the first paragraph. she performed the act of ordering directly and distinctly. It could be identified from the use of imperative

forms. The addition of word “please” is to soften the strength of order.

c. Requesting

Requesting is an illocutionary function which is used to ask or order someone to do something in indirect or polite way. Request can also be defined as polite or indirect command. Directive function of requesting performed by english teacher and students in classroom interaction at MTs Darul Ulum is presented in datum below.

<p>T: Who want to read the first paragraph? Okay, you. Please read the first paragraph. S: (Read the first paragraph) T: Okay. Can you louder, please? You can stand up.</p>

The teacher and the students had been discussed about the example of personal recount text. The asked the students to read the story. They had arrived to read the first paragraph, but the students who read the paragraph is read it unclearly. The teacher asked him to raise his voice in order to make all the students can hear his voice. The requesting expression, as shown in the bold fonts, it is in interogative form and implies request from seeing its context since the teacher politely asked the students to read the paragraph more louder.

In performing request, the teacher employed the conventionally indirect level strategy with reference to preparatory condition. It's mean that she deployed the request indirectly. This strategy is mostly used based on the assumption that the hearer is able to do what the speaker instructed. It is typically marked by the use of modal (can, could, will, would) followed by pronoun 'you' and the desire actions.

Another example of requesting is presented on datum below:

<p>S: I remember my first day of going to school. It was an embarrassing moment.</p> <p>T: It was an embarrassing moment, artinya apa? Can you translate in Indonesia?</p> <p>S: Yes.</p>
--

Datum above contains requesting function because the bold expression "can you translate in Indonesia?" is in interrogative mood. Datum above uses formula: can + subject + verb + adverb. It is in interrogative form and implies request from seeing its context since the teacher politely asked the student to translate the sentence into Indonesia. A student responded by saying yes.

d. Asking or Questioning

This illocutionary function is expressed by the speaker in order to get the reply, answer, or information

from the listener. The question forces also serves function as elicitation. The teacher poses question to make the students participate actively in the process of teaching and learning. By being exposed to the question, the students are encouraged to activate their knowledge of the topic they discussed. Hence, the teacher will be able to identify to what extent the students' comprehension is. This function of questioning is presented in datum below.

T: Good morning students S: Good morning T: How are you today? S: I'm fine thank you, and you?
--

As shown in datum above, the teacher asked the condition of the students in the beginning of the class. This kinds of interrogative mood. The students answered teacher question and asked back teacher condition.

Another example of asking or questioning is found in datum below:

T: I'm gonna check your attandance first, who is absent today? S: (Keep silent) T: Who is absent? S: (Mentioning who didn't come) T: Why are they absent today? S: Sick.

There are two expression containing directive function of questioning as shown by the bold fonts in datum above. First is subject question which is formed by question word + to be + object. It is a question used to ask for the doer of an action. Here, the teacher asked for the students who didn't come to the class. Second is WH question. The speaker used 'why + to be + subject'. It is a question to ask for the reason. The teacher asked for the students the reason why they didn't come to the class.

The teacher's act of questioning can also be found in the following example:

T: *Kalian semangatnya luar biasa. **Have you have your breakfast?** Sudah sarapan semuanya?*
S: Yes

The bold expression above is form by raising intonation. The teacher used it to ask whether the students have breakfast or not.

e. Permitting

Permitting is an illocutionary function expressed by the speaker to allow the listener to do or to say something. Here is the expression of permitting function.

T: Okay, can you louder, please. **You can stand up.**

The teacher and the students had been discussing about the example of personal recount text. She offered the student who wants to read and one of the students raised his hand. In datum above, there was a student who read the paragraph, but the teacher can't hear it. So, the teacher wanted the students to read it loudly and allowed the student to stand up.

Another example of permitting function is found in datum below:

T: It was an embarrassing moment. *Apa artinya?* Can you translate it in Indonesia?

S: Yes.

T: **Yes please, I...**

As shown in datum above, the dialogue happened when there was a student who read the paragraph and the teacher asked whether the student can translate into Indonesia or not. The students answered that he can translate it into Indonesia and the teacher surely allowed by saying "yes, please". Viewed from the context, that bold expression is categorized as permitting.

f. Encouraging

Encouraging is an illocutionary function used by the speaker to give the listener support or courage to do

something. Illocutionary function of encouraging performed by the English teacher in classroom communication at MTs Darul Ulum is shown in datum below.

T: Why are they absent today?

S: Sick.

T: **Because?**

S: They sick.

T: Okay, because they are sick.

As presented in datum above, the teacher asked the reason why some of the students absent that day. The students answered sick, but the teacher wanted the students to answer correctly. So, the teacher asked again by saying “because?” to encourage the students to answer correctly.

Another encouraging function is found in datum below:

T: Today we are going to the new material, it is about personal recount text. So, **are you ready to study English?**

S: Yes, I ready

In datum above, the bold expressions is performed by the English teacher when they will start the lesson. The teacher asked the students whether they ready or not to study English by saying “are you ready to study English?” with increasing intonations to encourage students to be more spirit. The bold expression is encouraging function because its purpose is to motivate the students to be more enthusias and they don’t get sleepy.

The other example also can be found in datum below:

<p>T: Ya. Let’s read the vocabulary. Repeat after me. Build a sand castle S: (keep silent) T: <i>Yuk</i>, Build... S: Build a sand castle</p>
--

The english teacher and the students was reading the vocabulary. The teacher asked the students to repeat after she read the vocabulary first. But the students didn’t do what the teacher wants. So, the teacher encouragem them to read the vocabulary by saying ‘*yuk*’ which means ‘come on’ in English. The students responded by repeating the vocabulary beeing read by the teacher.

g. Inviting

Inviting is an illocutionary function used by the speaker to invite the listener to do something. Inviting function is found in datum below.

T: Ya. **Let's read the vocabulary.** Repeat after me.

Build a sand castle

S: (keep silent)

T: *Yuk*, Build...

S: Build a sand castle

Datum above shows an inviting function. The expression in the bold fonts "let's read the vocabulary" means the teacher invites the students to read the vocabulary together after she read it. This is categorized as an inviting function because the teacher wanted to invite the students to read the vocabulary together and the students did.

h. Reminding

The purpose of reminding is to make someone think of something they have forgotten or might have forgotten. Here is one example of the act of reminding employed by the teacher when she was involved in the English teaching and learning process:

T: *Jadi untuk setiap kalian retelling your past experience kalian harus memilih verbnya yang*

pertama, harus bentuk past verb ke 2, karena sudah lewat. Gitu ya. Ada yang regular ada yang irregular. Contoh yang regular itu tinggal tambahkan -ed belakangnya. Contohnya yang mana?

S: Remembered

The teacher reminds the students that they have to use past verb when they retelling their past experience. It was kind of reminding function because the teacher has explained before, and again the teacher wanted the students to remember about that.

i. Suggesting

Suggesting is communicating an idea or feeling to consider or recommending something. The aim of suggesting is to give or mention an idea, possible plan, and action for other people to consider. Furthermore, hearer is willing to follow the suggestions given. The example of suggesting illocution as follow:

T: After that, *nanti kedepannya apa yang harus kalian lakukan untuk dapat lebih memahami tentang personal teks recount?* What will you do?

S: (Keep silent)

T: ***Kamu harus belajar kembali dengan keras, harus belajar dengan tekun, supaya lebih memahami tentang teks recount.*** After that we will do the test.

The teacher and students were going to close the activity. She asked the student about what will they do to build their knowledge. The students didn't answer the teacher's question. The teacher then gave the tips for the students to study hard to get more knowledge about the material. She used phrase '*kamu harus*' which means 'you should' in giving suggestion. She used imperative mood. Based on the context, the teacher's utterance is classified as directives and illocutionary force performed is suggesting. It is clear since the teacher propose a tips to her students to help them get more knowledge about recount text.

1.3. Commissives

Commissives are illocutionary acts dealing with speaker's commitment in doing an action in the future time. Commissive acts are in the lowest rank of other illocutionary acts found in the research. From the data there is only one types of commissive function performed by English teacher at MTs Darul Ulum. It is promising.

a. Promising

Promising is a function used by the speaker to tell the listener that the speaker will definitely do or not to do something. Promising causes the hearer to expect something from the speaker. Promising function in classroom communication is in datum below.

T: Today we are going to the new material, it is about personal recount text. So, are you ready to study English?

S: Yes, I ready

In datum above the English teacher said that they are going to the new material, it means that they will learn new material. It contains “be going to” which indicates future meaning. So, from that reason, the bold expression is classified as promising.

Another act of promising is also realized in the following utterances:

*T: Kamu harus belajar kembali dengan keras, harus belajar dengan tekun, supaya lebih memahami tentang teks recount. Seperti itu. **And after that we will do the test.***

As shown in the bold expression in datum above, the teacher told to the students that they will do the test. She used modal auxiliary verb “will” which indicates future time expression. The bold expression is not only an information but conveys that the teacher committed that they will do test after the material finish. Since the speaker commits to do an action in the future, therefore, the bold expression is classified as promising.

b. Offering

Offering is a function used by the speaker with the purpose of presenting something to be accepted or refused. Offering function in classroom communication is in datum below

T: Who wants to read the first paragraph? Okay you, please read the first paragraph.

The teacher produced the utterances during the learning process. She firstly provided an example and asked the students to read the example. The teacher offered to the student who wants to read the first paragraph. The example above shows that the teacher made an offer to her students by saying ‘who wants to read the first paragraph?’. The teacher made an offer to the students by using interrogative form. Her utterance was successfully performed and her intended message was received by the students. It can be seen by the students’ response who accepted the intended meaning by raising hand.

The realization offering can also be seen in the following example:

T: Memalukan. Kita akan cari tahu memalukan itu seperti apa sih? Okay thank you. Tepuk tangan dong. **Next who wants to read the next**

sentence?
(one of the students raised her hand)
V2: (Reading the sentence)

The expression in the bold form above indicates that the teacher performed an act of offering. In performing the act, she used interrogative mood. As the first example, the teacher offered the students to read the sentence.

1.4. Expressive

Expressive acts deal with the statement of speaker's feeling or attitude of particular situation. Based on the research results, expressives are in the third rank of illocutionary act frequency found in classroom interaction in english teaching learning process at MTs Darul Ulum. There are five types of expressive functions found in the data. They are greeting, thanking, complimenting, joking and stating surprise.

a. Greeting

Greeting is an expression used to welcome someone. In classroom situation it is commonly found when a teacher starts the process of teaching and learning. An expression of greeting is shown on datum below.

T: *Assalamu'alaikum warahmatullahi wabarakatuh.*

<p>S: <i>Walaikumussalam warahmatullahiwabarakatuh.</i> T: Good morning students! S: Good morning!</p>
--

As shown by the bold utterance in datum above, the teacher applied expression “*assalamualaikum warahmatullahi wabarakatuh*” and “Good morning students”. This expression is a greeting used to greet people in the morning based on the context of the utterances. The students responded the teacher with the same expression “*walaikumussalam*” and “good morning”. Greeting was the very first words exchanged by the interlocutors. This was usually done by the teacher in the opening phase before they started the activity and to welcome the students who joined the class that day.

The teacher always greeted the students by using the expression ‘*assalamu’alaikum warahmatullahi wabarakatuh*’. It was the expression to greeted to all moslems, because the school is islamic school. thus, the teacher ‘s utterance was classified as expressive with illocutionary act of greeting. It is concluded into expressive since it shows the speaker’s feeling. By performing greeting, the teacher tried to make her words fit the world of feeling.

b. Thanking

Thanking is illocutionary function uttered by the speaker when she/he feels gratitude for what the listener does or says. Below are expressions of thanking:

T: How are you today?
S: I'm fine, **thank you**. And you?
T: I'm fine too. **Thank you**.

In datum above the teacher and students performed thanking expression "Thank you". The utterances in the bold form performed by the teacher and students above are included into expressive because it expresses the speaker's feeling or emotion toward the proposition. The students uttered thanking expression as a response when the teacher asked about their condition. The teacher also uttered thanking expression "thank you" when the students asked back about her condition. 'Thank you' is one of thanking expression to express speaker's gratitude.

Another example is found in datum below:

T: Okay, **thank you** for today. *Assalamualaikum warahmatullahiwabarakatuh*
S: *Walaikumussalam warahmatullahi wabarakatuh*
T: Give applause for our class
S: (Clapping hands)

In datum above as shown in the bold utterance, the teacher performed thanking function with expression ‘thank you’. She thanked the students for their attention during the lesson that day.

c. Complimenting

Complimenting is an expression which shows approval, admiration, or respect of what someone does. Below are expressions of complimenting functions performed by the English teacher in English teaching learning process.

<p>T: Okay, thank you for today. <i>Assalamualaikum warahmatullahiwabarakatuh</i> S: <i>Walaikumussalam warahmatullahi wabarakatuh</i> T: Give applause for our class S: (Clapping their hands)</p>

The bold expression in datum above was employed by the English teacher. The expression ‘give applause for our class’ actually implies that the teacher praised the students. Therefore, the bold expression is categorized as complimenting.

The teacher performed another act of complimenting as can be seen in the following example:

<p>T: Thank you, <i>semuanya sudah paham ya</i>. So, is there any question? <i>Ada yang tidak mengerti tentang</i></p>
--

personalrecount text? *Artinya apa, kemudian tujuannya apa dan generic structurenya apa? Sudah paham semua?*

S: Yes

T: **Yes, Good.** So, it's time for us to conclude our lesson today. What we have learned?

Based on the datum above, the teacher expressed the act of complimenting to all students because they had been understands the material being taught. The phased 'good' was used to show her appreciation and praise to the students. Thus, her utterance can be regarded as expressive acts with the illocutionary force of complimenting because it shows her psychological state.

Another situation where the teacher produced the act of complimenting is presented in the following example:

T: *Itu termasuk pengalaman yang pleasure atau yang embarrassed?*

S: *Senang*

T: *Senang ya, because Fikri dapat celebrate your birthday, hari ulang tahunnya. Ada lagi yang lain? Thank you Fikri. **Good answer.** Yang lain? Ada yang have pleasure experience?*

The expressions in datum above contain expressive function of complimenting. The bold expression 'good answer' is expressed by the English

teacher to praise on students' response in answering her question .she asked about who have a pleasure experience and one of the students answer and tell his pleasure experience helped by the teacher.

d. Joking

Joking is an expression that is said by the speaker to make the listener laugh. In teaching learning process, the English teacher and students generally applies this function to relax the strained situation in the classroom. Expression of joking is presented in datum below.

T: *He'e oke, malu. Ya it's the terrible experience. Ada lagi yang lain? Yang mau telling your past events? Past experience, yang sudah lewat tapi yang sifatnya terrible, memalukan. Dafi, ayo dafi terrible experience, yang memalukan. Misalnya jatuh dari sepeda ya, ini adalah pengalaman dafi, so what do youfeel? Ketika jatuh itu apa yang di rasa?*

Dafi:*Isin*

T: *Isin? (laughing) you feel shy and then is it hurt? Sakit nggak?*

Dafi: (Shooking his head)

As shown in datum above, the English teacher asked about terrible experience. One of the students tell that he was falling from bicycle and the teacher asked what did he feel when falling from the bicycle. The

students answer ‘*isin*’ which means embarrassed. It is a javanese word and make the class laugh because his answer. So, it is categorized as joking.

Another example of joking is presented in the following example:

T: Okay, how about terrible experience? Sirri, have you have terrible experience?

Sirri: ***Ya, jatuh pas lagi sholat.***

(class laughing)

T: *Mungkin terlalu bersemangat ya. Jatuhnya dimana?*

Sirri: *Jatuhnya di masjid.*

The expression on the bold fonts shows a function of joking. As shown by the bold font, the student, Sirri, told the teacher that she was falling when she was praying. That utterance makes the students in the class and the teacher laugh. Sirri answer that with a shy face and a little bit laughing which made that utterance become an expression of joking.

e. Stating surprise

Stating surprise is used to express feeling caused by something unexpected happening. Here is the example of statement of surprise or shock performed by teacher:

T: Embarrassed *atau* shy *atau* ashamed ya. You feel ashamed and what will you do? *Kamu mau ngapain kalau jatuh dijalan terus dilihatin banyak orang?*

What will you do?

S: Crying

T: **Crying?** Ya because i know whether it is hurt *sakit* or embarrassed *gitu*.

The teacher previously asked the students to answer her question related to embarrassing moment. She asked what the students will do on the embarrassed situation as an example is falling from bicycle. Surprisingly, the students answered 'crying'. This made the teacher surprised. In uttering she act of surprising, she employed rising intonation.

There is also another example of the act of stating surprise which provided below:

T: *Nah, ke sekolah hari libur, karena dia terlalu bersemangat untuk going to school dikiranya hari senin, ternyata dia sudah skip sarapan kemudian run to school after that di school dia ditanya, what are you doing? It is Sunday. Ngapain hari minggu ke sekolah. Nah baru dia realize. Baru dia menyadari bahwa, oh, sekarang ternyata hari minggu. Sekarang ibu mau bertanya, have you ever experience this moment? Kalian mau ke sekolah ternyata hari libur. Pernah nggak?*

S: *Pernah.*

T: **Pernah? Kenapa? Kenapa icha?** *Ataukah kamu bangunnya telat atau you don't have an information?*

The teacher asked the students about the experience they talked. She asked whether they have similar experience to the example or not. One of the students spontaneously said '*pernah*' which means yes, she have the same experience. The answer made the teacher surprised. Thus, she expressed the act of stating surprise by employing interrogative mood with rising intonation. She also bulged her eyes which signaled her disbelief toward the student's answer.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two parts; conclusions and suggestions. Conclusions are concerned with the summary of the research findings. Meanwhile, suggestions section is presented to offer some suggestions for linguistics students, teachers and researchers.

A. Conclusion

Dealing with the objective of the study, which is to describe the types of illocutionary acts and illocutionary forces, there were four types of illocutionary acts employed by the English teacher and students of VIII A at MTs Darul Ulum. They were representatives, directives, commissives and expressive. Regarding the illocutionary forces, they occurred in the form of stating, informing, explaining, correcting, agreeing, and concluding for representatives. Questioning, reminding, encouraging, ordering, commanding, inviting, permitting, requesting, suggesting and reminding for directives. Greeting, thanking, stating surprise, complimenting and joking for expressives. Offering and promising for commissives. Directives were found to be the most performed speech acts during the English teaching and learning activities which occurred 67 utterances (49,62%). On the other hand, commissives appeared to be the last speech acts which only occurred in 6 utterances (4,44%).

Directives were used by the teacher to get the students to undertake some actions. Questioning became the most dominant

illocutionary force of directives produced by teacher which was realized in 39 utterances (28,88%). The frequent use of directives indicates that the teacher seemed to be aware of her status as a teacher which was believed to be more powerful than her students. In such restricted context like classroom setting, it is common that the teacher's status is higher than her students since the relation between them is inherently asymmetrical. It was through directives the teachers exerted her power over the students. The questioning used by the teacher was display question and close-ended questioning which cannot make the student participate actively in teaching learning process. So, the interaction between teacher and students is less active. Close-ended questioning used by the teacher shows that the approach of teaching and learning activity in classroom used by the teacher was teacher centered. It means that this results shows that the teaching learning activity do not meet the active learning activity. In conclusion, the classroom interaction of VIII A class at MTs Darul Ulum emphasize on the teacher-centered learning. More directive the teacher express, more center learning by the teacher and this relate that the teacher is main control of the class.

B. Suggestion

Based on the conclusions, some suggestions are proposed to the following parts:

1. To Linguistics Students

The linguistics students are expected to learn and explore more about pragmatics especially on the study of speech acts. By understanding speech acts, the students will be more aware of how the language is actually being used. Thus, the students can avoid misunderstanding or misconceptions in interpreting the speaker's intended messages.

2. To English Teachers

This research is expected to give English teachers an insight about language teaching especially on the language phenomenon related to speech acts. It is advisable for English teachers to use English optimally and teach the students the importance of pragmatics so that the students are aware of how language should be used. It does not mean that teachers should teach pragmatics as a science. Instead, teachers are suggested to incorporate various learning activities that can promote the students' pragmatics awareness as well as develop their communicative competence. The teachers should also consider giving students more opportunities to engage them in the classroom interaction.

3. To Other Researcher

The objective of this research is found that the implication of speech acts in teaching and learning are varied. The teacher still

controlled the activity and the students. So, the atmosphere in classroom became less active. Therefore, it is expected that the information on this research will encourage other researcher who wish to carry out similar study to investigate more about other aspects of pragmatics and the impact of the speech acts in classroom interaction. It is also suggested to enlarge the study by investigating the students' speech acts since the present study has not explored yet.

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APPENDICES

No.	Datum
1.	<i>Assalamu'alaikum warahmatullahi wabarakatuh.</i>
2.	Good morning students.
3.	How are you today
4.	Thank you.
5.	I'm gonna check your attendance first
6.	Who is absent today
7.	Irfan
8.	Ahsan
9.	Deden
10.	Why are they absent today?
11.	Sick
12.	Because?
13.	Because they are sick
14.	Okay, before we start our lesson, we are gonna pray together
15.	Please the chairman of the class come forward to lead the pray
16.	Okay class, before we start our lesson today let's pray together
17.	Today <i>we are going to</i> the new material, it is about personal recount text
18.	Today <i>we are going to</i> the new material, it is about personal recount text
19.	Are you ready to study English?
20.	Yes, I ready

21.	Kalian semangatnya luar biasa.
22.	Have you have your breakfast?
23.	See pictures here!
24.	I want you to pay attention to all the pictures
25.	This is the first picture
26.	What picture is it?
27.	Look at the picture!
28.	It is a mountain
29.	Have you ever go to a mountain?
30.	Najwa when you go to the mountain?
31.	Holiday
32.	On holiday
33.	What do you do in the mountain?
34.	And then, the second picture is...
35.	What is it?
36.	It is a sea, it is a beach
37.	Have you ever go to the beach?
38.	Yes
39.	Yes, when? When did you go to the beach?
40.	Let's read the vocabulary.
41.	Repeat after me.
42.	<i>Yuk, build..</i>
43.	<i>Artinya apa?</i>
44.	Okay

45.	Camping!
46.	Climbing
47.	Look at the picture
48.	What picture is it?
49.	Have you ever experience?
50.	<i>Pernah?</i>
51.	What do you feel?
52.	What will you do?
53.	Crying?
54.	Have you ever have a pleasure experience?
55.	<i>Angkat tangan!</i>
56.	Who? Fikri? What kind of pleasure experience?
57.	<i>Waktu berapa ulang tahunnya?</i>
58.	Thirteen birthday
59.	Your parents give you a gift?
60.	What do you do on your birthday?
61.	<i>Itu termasuk pengalaman yang pleasure atau yang embarrassed?</i>
62.	Thank you Fikri
63.	Good answer.
64.	Sirri, have you have terrible experience?
65.	<i>Jatuh pas lagi sholat.</i>
66.	<i>Jatuh pas lagi sholat.</i>
67.	<i>Mungkin terlalu bersemangat ya</i>
68.	<i>Jatuhnya dimana?</i>

69.	<i>Jatuhnya di masjid</i>
70.	<i>Berarti apa? Keleset?</i>
71.	Is there a lot of people there?
72.	What did you do?
73.	What do you feel?
74.	<i>He'e, oke, malu</i>
75.	Ya, it's the terrible experience
76.	Dafi? Ayo Dafi, terrible experience yang sifatnya memalukan?
77.	<i>Isin</i>
78.	Okay thank you for sharing your experience
79.	<i>Apa artinya?</i>
80.	Who want to read the first paragraph?
81.	Okay you, please read the first paragraph
82.	Okay, can you louder please?
83.	You can stand up.
84.	Can you translate in Indonesia?
85.	Yes please
86.	<i>Ehem</i>
87.	Okay thank you
88.	Tepuk tangan dong
89.	Next who wants to read the next sentence?
90.	Almira, silahkan
91.	Now, <i>apa sih yang membuat pengalamannya ini embrassing?</i>
92.	<i>Karena dia terlalu bersemangat untuk going to school dikiranya</i>

	<i>hari senin, ternyata dia sudah skip sarapan kemudian run to school after that di school dia ditanya, what are you doing? It is Sunday. Ngapain hari minggu ke sekolah. Nah baru dia realize. Baru dia menyadari bahwa, oh, sekarang ternyata hari minggu</i>
93.	Have you ever experiencethis moment?
94.	<i>Pernah? Kenapa? Kenapa icha?</i>
95.	<i>Nggak, waktu SD</i>
96.	<i>Disini siapa yang bisa menyebutkan verb</i>
97.	<i>Kata kerjanya. Yang kita kerjakan. Verb is sesuatu yang kita kerjakan</i>
98.	<i>Coba apa?</i>
99.	<i>Semua kata kerja yang digunakan dalam personal recount text itu bentuk kedua, Past.</i>
100.	<i>Kata pertamanya apa?</i>
101.	Remember, ya
102.	<i>I am, karena sudah past, sudah lewat, kita ganti menjadi i was, gitu</i>
103.	<i>Harusnya apa kata pertamanya?</i>
104.	Wake up, karena sudah lewat, jadi woke up.
105.	<i>Jadi untuk setiap kalian retelling your past experiencekalian harus memilih verbnya yang pertama, harus bentuk past verb ke 2,karena sudah lewat.</i>
106.	Ada yang regular ada yang irregular.
107.	<i>Contohnya yang mana?</i>

108.	<i>Ada yang irregular. Irregular is berubah katanya. Seperti wake up jadi woke up, see jadi saw.</i>
109.	<i>Kemudian dari segi language feature ada yang pertama tadi pakai past verb. Yang bentuk kedua. Yang kedua, kalian harus memakai personal pronoun, ya. Kata ganti pertama. Karena kan personal experience jadi pasti i atau she, kita menceritakan pengalaman orang lain. Ya, misalkan Fikri menceritakan pengalaman Azwarbla bla bla, he is bla bla bla</i>
110.	<i>Nah itu</i>
111.	<i>Cirinya pertama adalah pakai personal pronoun. Kemudian itu kan ada in the morning, two days ago, after that, setelah itu, kemudian ada lagi finally, nah itu adalah time connection. Seperti itu. Jadi ini adalah ciri-ciri dari personal recount text. Ada structurenyajuga. Sama seperti teks lainnya, personal recount yang pertama ada title.</i>
112.	<i>Title itu?</i>
113.	<i>Judulnya, setelah itu ada orientation. Orientation isinya adalah tentang kita mau menceritakan pengalaman apa? Apakah menyenangkan, apakah embarrassing moment, apakah happy atau sad, baru di paragraf kedua ada events. Events itu adalah kejadian-kejadian yang kalian alami. Kronologinya. Setelah events, yang terakhir adalah reorientation, atau menyimpulkan. Menyimpulkannya seperti apa, misal ini adalah pengalaman saya yang paling memalukan atau saya sangat</i>

	<i>bahagia karena saya belanja.</i>
114.	<i>Tujuannya adalah to inform about past events atau experience in the past. Jadi sudah lewat, pengalaman pribadi kita yang sudah lewat namanya recount text, gitu.</i>
115.	<i>Oke, semua yang ibu jelaskan tadi what is the social function of recount text? To retell past events, or experience or another bisa pengalaman kita atau orang lain, kemudian language featurenyakita using past verb, kemudian adverb of time, seperti tadi, yesterday, last week, two years ago, kemudian ada time sequences, firstly, finally, kemudian then dan sebagainya. Structurenyaada orientation, events dan reorientation.</i>
116.	Please prepare your notebook and i want you to answer four question for me.
117.	<i>Boleh lihat buku bahasa inggris, boleh dari internet,</i>
118.	I give you ten minutes.
119.	Okay class, time is up!
120.	Let's answer number one!
121.	Who wants to answer number one?
122.	Thank you.
123.	So, is there any question?
124.	Yes, good.
125.	So it's time for us to conclude our lesson today.
126.	<i>Tentang apa?</i>
127.	What will you do?

128.	<i>Kamu harus belajar kembali dengan keras, harus belajar dengan tekun, supaya lebih memahami tentang teks recount.</i>
129.	After that we will do the test.
130.	After that we will do the test.
131.	Thank you for the attention.
132.	Let's say hamdalah together.
133.	Thank you for today.
134.	<i>Assalamu 'alaikum warahmatullahi wabarakatuh.</i>
135.	Give applause for our class!

Appendix1. The Findings of the Types of Illocutionary Acts and Illocutionary Forces Performed by the English Teacher and Students of the VIII A Grade of MTs Darul Ulum

R: Representatives

D: Directives

C: Commissives

E: Expressives

Dec: Declarative

No .	Data	Illocutionary Acts					Context	Illocutionary Force
		R	D	C	E	Dec		
1	<p>T: <i>Assalamu 'alaikum warahmatullahi wabarakatuh.</i> (a)</p> <p>S: <i>Wa'alaikumussalam warahmatullahi wabarakatuh</i></p> <p>T: Good morning students. (b)</p> <p>S: Good morning</p>				√		<p>P1: English teacher</p> <p>P2: Students of VIII A</p> <p>S: Classroom</p> <p>T: Greeting</p> <p>The teacher greets the students in the beginning of their activity.</p>	<p>(a) Greeting</p> <p>(b) Greeting</p>
2	<p>T: How are you today? (a)</p> <p>S: I'm fine thank you, and you?</p>		√				<p>P1: English teacher</p>	(a) Questioning

	T: I'm fine too. Thank you.(b)				√		<p>P2: Students of VIII A</p> <p>S: Classroom</p> <p>T: Asking health</p> <p>The teacher asks the students' health after greets them. The students do the same thing, they ask back about teacher's health.</p>	(b)Thanking
3	T: I'm fine too. Thank you. So, i'm gonna check your attendance first.(a) Who is absent today? (b) S: (keep silent)	√	√				<p>P1: English teacher</p> <p>P2: Students of VIII A</p> <p>S: Classroom</p>	<p>(a) Informing</p> <p>(b) Questioning</p>

	T: Who is absent?						<p>T: Checking attendance The english teacher inform that she will check students' attendance first before starting the learning process. The teacher asks who is doesn't come to the class.</p>	
4	<p>T: Who is absent? S: Irfan (a) T: Irfan? S: Ahsan (b) T: Ahsan? S: Deden. (c)</p>	√					<p>P1: English teacher P2: Students S: Classroom T: Checking attendance</p>	<p>(a) Informing (b) Informing (c) Informing (d) Questioning (e) Informing (f) Encouraging</p>

	<p>T: Deden, okay. Why are they absent today? (d)</p> <p>S: Sick. (e)</p> <p>T: Because? (f)</p> <p>S: They sick</p> <p>T: Okay. Because they are sick.(g)</p>	<p>√</p> <p>√</p>	<p>√</p> <p>√</p>			<p>The teacher checks the attendance by asking who is doesn't come, and the students answer by mentioning some students who is absent. The teacher asks the reason why they doesn't come to the class and the students answer 'sick', but the teacher wants the students to</p>	<p>(g) Correcting</p>
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						answer it correctly, so the teacher encourage them by saying 'because' in order to guide the students to answer in full sentence 'because they are sick'.	
5	<p>T: Okay, before we start our lesson, we are gonna pray together.(a)</p> <p>So, please the chairman of the class come forward to lead the pray. (b)</p> <p>CM: (Come to the front of the class) Okay class, before we start our lesson today let's</p>	√	√			<p>P1: English teacher</p> <p>P2: Students</p> <p>S: Classroom</p> <p>T: Opening the activity</p> <p>The teacher order the chairman of</p>	<p>(a) Informing</p> <p>(b) Ordering</p> <p>(c) Ordering</p>

	<p>pray together. (c) S: (Students pray together).</p>		√				<p>the classs to come to the front of the class to lead the pray and the class pray together before they starts the teaching learning process.</p>	
6	<p>T: Today we are going to the new material, it is about personal recount text.(a) So, are you ready to study english?(b) S: Yes, I ready.(c) T: Kalian semangatnya luar biasa.(d) Have you have your breakfast?(e) Sudah sarapan</p>	√		√			<p>P1: English teacher P2: Students of VIII A S: Classroom T: Informing the new material The teacher informs the</p>	<p>(a) Informing & promising (b) Encouraging (c) Stating (d) Stating (e) Questioning</p>

	semuanya? S: Yes.						students that they will continue to the new material and asks the students whether they ready to study or not by raising intonation to build the students' spirit.	
7	T: (Shows a picture) See pictures here!(a) So, I want you to pay attention to all the pictures.(b) This is the first picture.(c)What picture is	√	√	√			P1: English teacher P2: Students of VIII A S: Classroom T: Introducing	(a) Commanding (b) Ordering (c) Informing (d) Questioning (e) Commanding

	<p>it?(d) Look at the picture!(e) S: Mountain</p>		√				<p>the material The teacher introducing the material by showing some picture. She wants the students to pay attention to all of the picture and discuss it together.</p>	
8	<p>T: It is a mountain.(a) So, have you ever go to a mountain?(b) S: Yes T: Yes, when? Najwa when you go to the mountain?(c) Najwa: holiday(d) T: On holiday.(e)What do you do in the mountain?(f)</p>	√		√			<p>P1: English teacher P2: Students S: Classroom T: Asking and answering question related to the material.</p>	<p>(a) Correcting (b) Questioning (c) Questioning (d) Informing (e) Correcting (f) Questioning</p>

	<p><i>Apasih kegiatan yang bisa dilakukan di gunung?</i></p> <p>S:Camping</p>		√				<p>The teacher starts the learning activity by asking question related to recount text such as whether the students ever go to the place in the picture and what activity they can do there.</p>	
9	<p>T: And then, the second picture is...(a)</p> <p>S: (Keep silent)</p> <p>T: What is it?(b)</p> <p>S: Sea</p>		√				<p>P1: English teacher</p> <p>P2: Students of VIII A</p> <p>S: Classroom</p>	<p>(a) Questioning</p> <p>(b) Questioning</p> <p>(c) Correcting</p> <p>(d) Questioning</p> <p>(e) Informing</p>

	<p>T: It is a sea, it is a beach.(c)Have you ever go to the beach?(d)</p> <p>S: Yes(e)</p> <p>T: Yes, when? When did you go to the beach?(f)</p>	<p>√</p> <p>√</p>	<p>√</p>			<p>T: Introducing the new material The teacher asks the students if they have been go to the beach or not. The teacher also asks the time they go and what did they do to introduce the students about recount text that recount is a past experience.</p>	<p>(f) Questioning</p>
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10	<p>T: Let's read the vocabulary.(a) Repeat after me.(b) Build a sand castle S: (keep silent) T: <i>Yuk, build</i> (c) S: Build a sand castle T: <i>Artinya apa?</i>(d) S: <i>Membuat istana pasir.</i> T: <i>Okay.</i>(e)Camping!(f) S: Camping T: <i>Berkemah. Climbing</i>(g) (Continue reading the vocabulary and the translation)</p>	√	√	√	√	√	<p>P1: English teacher P2: Students of VIII A S: Classroom T: Reading vocabulary The teacher invites the students to read the vocabulary together after she read it first to build the students' vocabulary mastery.</p>	<p>(a) Inviting (b) Commanding (c) Encouraging (d) Questioning (e) Agreeing (f) Ordering (g) Ordering</p>
11	<p>T: I have one different picture. This one (showing the</p>						<p>P1: English teacher</p>	<p>(a) Commanding (b) Questioning</p>

	<p>picture) look at the picture.(a) What picture is it? (b)</p> <p>S: (Keep silent)</p> <p>T: <i>Apa ini?</i></p> <p>S: <i>Jatuh dari sepeda</i></p> <p>T: <i>Jatuh.</i> Falling from the..<i>bahasa inggrisnya sepeda?</i></p> <p>S: Bicycle.</p> <p>T: Bicycle. Have you ever experience?(c) When you ride a bicycle and then you fall down on the street, <i>dijalan</i> and people staring at you. <i>Pernah nggak seperti itu</i></p> <p>S: <i>Pernah</i></p> <p>T:Pernah(d)? <i>Jatuh dari sepeda?</i> What do you feel?(e)</p>		√	√			<p>P2: Students of VIII A</p> <p>S: Classroom</p> <p>T: Discuss different picture</p> <p>The teacher shows the different picture and asking about what picture is that and asking about the student's experience.</p>	<p>(c) Questioning</p> <p>(d) Stating surprise</p> <p>(e) Questioning</p>
12	T: Embarrassed <i>atau</i> shy <i>atau</i>						P1: English	(a) Questioning

	<p>ashamed ya. You feel ashamed and what will you do? <i>Kamu mau ngapain kalau jatuh dijalan terus dilihatin banyak orang?</i>What will you do?(a)</p> <p>S: Crying</p> <p>T: Crying?(b) Ya because i know whether it is hurt <i>sakit</i> or embarrassed <i>gitu</i>. Have you ever have a pleasure experience?(c)<i>Ada yang pernah mengalami pengalaman yang pleasure? Siapa coba? Angkat tangan!(d)Who? Fikri? What kind of pleasure experience?(e)</i></p> <p>Fikri: Celebrate my birthday.</p> <p>T: You celebrate your birthday. Waktu berapa ulang tahunnya?(f)</p> <p>Fikri:Thir.. thirteen</p>	√	√	√	√	<p>teacher</p> <p>P2: Students of VIII A</p> <p>S: Classroom</p> <p>T: Discuss about pleasure experience</p> <p>The teacher and the students discuss about pleasure experience by giving and answering question related to pleasure experience.</p> <p>This activity, giving and answering</p>	<p>(b) Stating surprise</p> <p>(c) Questioning</p> <p>(d) Commanding</p> <p>(e) Questioning</p> <p>(f) Questioning</p> <p>(g) Correcting</p> <p>(h) Questioning</p> <p>(i) Questioning</p> <p>(j) Questioning</p> <p>(k) Thanking</p> <p>(l) Complimenting</p>
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	<p>T: Thirteen birthday.(g)<i>Kenapa kamu senang? Your parents give you a gift?(h)</i></p> <p>Fikri: No</p> <p>T: No. What do you do on your birthday?(i)</p> <p>Fikri: (Keep silent)</p> <p>T: <i>Ngapain?</i></p> <p>Fikri: <i>Dapat uang</i></p> <p>T: Itu termasuk pengalaman yang pleasure atau yang embarrassed?(j)</p> <p>S: <i>Senang</i></p> <p>T: <i>Senang ya, because fikri dapat celebrate your birthday.</i></p> <p>Thank you Fikri (j), good answer.(k)</p>	√	√				question is to introduce the students about pleasure experience and to interact with the students, so they will be more active in classroom.	
13	<p>T: How about terrible experience. Sirri, have you have terrible experience?(a)</p> <p>Sirri: <i>Ya, jatuh pas lagi</i></p>		√				<p>P1: English teacher</p> <p>P2: Students of VIII A</p>	<p>(a) Questioning</p> <p>(b) Joking & informing</p> <p>(c) Stating</p>

	<p>sholat.(b) (All students and the teacher laughing) T: <i>Mungkin terlalu bersemangat ya(c).Jatuhnya dimana?(d)</i> Sirri:<i>jatuhnya di masjid(e)</i> T: <i>Di masjid. Berarti apa? Kepleset?(f)</i> Sirri: <i>Mukenahnya keinjak</i> T: <i>Oh, mukenahnya keinjak. Is there a lot of people there?(f)</i> Sirri: Yes T: What did you do?(g) Sirri: <i>Ketawa</i> T: What do you feel?(h) Sirri: <i>Malu</i> T: <i>He'e, oke, malu. (i)Ya, it's the terrible experience.(j)Ada yang lain? Yang mau telling your past experience? Yang sudah lewat tapi sifatnya memalukan? Dafi? Ayo Dafi,</i></p>	<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>			<p>√</p>	<p>S: Classroom T: Discuss about terrible experience</p> <p>The teacher and students discussing about kindof terrible experience. As the teacher did before, she gives the students question related to terrible experience and the students responded her</p>	<p>opinion (d) Questioning (e) Informing (f) Questioning (g) Questioning (h) Questioning (i) Questioning (j) Informing (k) Agreeing (l) Encouraging (m) Joking</p>
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	<p>terrible experience yang sifatnya memalukan?(k) Dafi:(Points the picture) T: <i>Jatuh dari sepeda ya, ini adalah pengalaman Dafi. Apa yang dirasa?</i> Dafi:Isin(I) (The teacher and all students laughing)</p>		√		√	question. The teacher give the question related to terrible experience in order to the students may known about what is terrible experience by using their real experience as an example.	
14	<p>T: Okay thank you for sharing your experience.(a) Next, this is someone's experience. <i>Ini judulnya</i> my first day on school. Apa artinya?(b) S: <i>Hari pertama ke sekolah</i></p>		√		√	P1: English teacher P2: Students of VIII A S: Classroom T: Discuss	(a) Thanking (b) Questioning (c) Offering (d) Permitting (e) Requesting (f) Permitting

<p>T:Who want to read the first paragraph?(c) (One of the students raised his hand)</p> <p>T: Okay you, please read the first paragraph.(d)</p> <p>V1: (Read the paragraph unclearly)</p> <p>T: Okay, can you louder please?(e)You can stand up.(f)</p> <p>V1: I remember my first day on going to school. It was an embarrassing moment.</p> <p>T: It was an embarrassing moment. <i>Apa artinya?</i> Can you translate in Indonesia?(g)</p> <p>V1: Yes</p> <p>T: Yes please.(h) I...</p> <p>V1: <i>Saya mengingat</i></p> <p>T: Ehem,(i)my first day</p>		<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>		<p>about the example of embarrassing experience</p> <p>The teacher offers the students who want to read the paragraph and the sentence.</p> <p>After that, the tteacher also asks the students to translate in Indonesia.</p> <p>The teacher and the students do interaction by</p>	<p>(g) Requesting</p> <p>(h) Permitting</p> <p>(i) Agreeing</p> <p>(j) Thanking</p> <p>(k) Complimenting</p> <p>(l) Offering</p> <p>(m) Permitting</p>
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	<p>V1: <i>Hari pertama saya</i> T: It was an embarrassing moment. V1: <i>Itu memalukan.</i> T: <i>Memalukan. Kita akan cari tahu memalukan itu seperti apa sih? Okay thank you.(j)Tepuk tangan dong.(k)Next who wants to read the next sentence?(l)</i> (one of the students raised her hand) V2: (reading the sentence) T: Okay, the next sentence siapa? Almira, silahkan.(m) (Almira reading the sentence)</p>						<p>direct them to read, translate and answering question. Here, the students are more understand about what is recount text.</p>	
15	<p>T: Now, apa sih yang membuat pengalamannya ini embrassing?(a)Yang membuat malunya apa kira-kira? S: <i>Ke sekolah hari libur.</i></p>		√				<p>P1: Teacher P2: Students S: Classroom T: Discussing the material being taught.</p>	<p>(a) Questioning (b) Explaining (c) Questioning (d) Stating surprise (e) Informing</p>

<p>T: <i>Nah, ke sekolah hari libur, karena dia terlalu bersemangat untuk going to school dikiranya hari senin, ternyata dia sudah skip sarapan kemudian run to school after that di school dia ditanya, what are you doing? It is Sunday. Ngapain hari minggu ke sekolah. Nah baru dia realize. Baru dia menyadari bahwa, oh, sekarang ternyata hari minggu. (b) Sekarang ibu mau bertanya, have you ever experiencethis moment?(c) Kalian mau ke sekolah ternyata hari libur. Pernah nggak?</i></p> <p>S: <i>Pernah.</i></p> <p>T: <i>Pernah? Kenapa? Kenapa</i></p>	√	√			<p>The teacher and students discussed about the example of recount text and the teacher gives questions to the students whether they had been experience it or not.</p>	
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	<p><i>icha?(d) Ataukah kamu bangunnya telat atau you don't have an information?</i></p> <p>Icha: (Keep silent)</p> <p>T: <i>Apa?</i></p> <p>Icha: <i>Nggak ada yang ngasih tau kalo hari itu libur sekolah.</i></p> <p>T: <i>Oh, nggak ada yang ngasih tahu kalau hari itu libur. Apa tidak ada information on your whatsapp?</i></p> <p>Icha: <i>Nggak, waktu SD(e)</i></p> <p>T: <i>Nggak ada. Waktu SD? Okay. Untung bukan MTs ya. Itu waktu SD karena friend does not emm apa, does not give an information to icha, jadi icha pergi ke sekolah dan tidak ada siapa-siapa?</i></p> <p>Icha: (Nooded her head)</p>				√			
16	<p>T: <i>Disini siapa yang bisa menyebutkan verb(a), kata</i></p>			√			<p>P1: Teacher</p> <p>P2: Students</p>	<p>(a) Offering</p> <p>(b) Informing</p>

	<p><i>kerjanya.</i> Students keep silent T: Kata kerjanya. Yang kita kerjakan. Verb is sesuatu yang kita kerjakan. (b)Coba apa?(c) S: Remembered T: Remembered, ya. Remember. <i>Terus?</i> S:(Mentioning the verb) T: Semua kata kerja yang digunakan dalam personal recount text itu bentuk kedua, Past. (d)Coba Miss mau tanya ada remembered ada –ed nya. Kata pertamanya apa?(e) S: Remember T: Remember, ya. (f)Mengingat. Okay, it was, to be <i>nya juga</i> past to be <i>nya</i>. Past to be ya, was <i>harusnya apa?</i></p>	<p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>√</p> <p>√</p> <p>√</p>			<p>of VIII A S: Classroom T: Discussing language feature of recount text The teacher asked the students to mention the verb in the example and wanted them to change from verb 2 to verb 1. The teacher then inform the students that language features used in personal</p>	<p>(c) Questioning (d) Informing (e) Questioning (f) Agreeing (g) Informing (h) Questioning (i) Informing</p>
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	<p>Students keep silent</p> <p>T: Are, am, is. <i>Kalau i berarti?</i></p> <p>S: I am</p> <p>T: I am, karena sudah past, sudah lewat, kita ganti menjadi i was, gitu.(g) In the morning i woke up. Harusnya apa kata pertamanya?(h)</p> <p>S: Wake up</p> <p>T: Wake up, karena sudah lewat, jadi woke up.(i)</p>	√	√				recount text is using verb 2 or past verb.	
17	<p>T: Jadi untuk setiap kalian retelling your past experience kalian harus memilih verbnnya yang pertama, harus bentuk past verb ke 2, karena sudah lewat(a). <i>Gitu ya. Ada yang regular ada yang irregular.(b)</i> <i>Contoh yang regularitu tinggal tambahin – ed belakangnya. Contohnya</i></p>	√	√				<p>P1: Teacher</p> <p>P2: Students</p> <p>S: Classroom</p> <p>T: Regular and irregular verb</p> <p>The teacher gives information about regular</p>	<p>(a) Reminding</p> <p>(b) Informing</p> <p>(c) Questioning</p> <p>(d) Informing</p>

	<p><i>yang mana?(c)</i> S:Remembered (students mention the regular verb) T: <i>Jadi itu adalah regular, jadi itu ber... ber, apa yah, jadi tinggal nambah –ed –ed aja dibelakangnya. Ada yang irregular. Irregular is berubah katanya. Seperti wake up jadi woke up, see jadi saw.(d)Ada lagi nggak?</i> S: Run T: Run jadi ran.</p>	√	√			and irregular verb in the example of the story. They look for where is regular verb and where is irregular verb.	
18	<p>T: <i>Kemudian dari segi language feature ada yang pertama tadi pakai past verb. Yang bentuk kedua. Yang kedua, kalian harus memakai personal pronoun, ya. Kata ganti pertama. Karena kan personal experience jadi</i></p>					<p>P1: English teacher P2: Students of VIII A S: Classroom T: Explaining language features of</p>	<p>(a) Explaining (b) Agreeing</p>

	<p><i>pasti i atau she, kita menceritakan pengalaman orang lain. Ya, misalkan Fikri menceritakan pengalaman Azwar bla bla bla, he is bla bla bla. (a) Jadi kalau pengalaman Fikri, I. Kalau pengalaman Azwar?</i></p> <p>S:He T: <i>Kalau pengalamannya Azkia?</i> S:She. T: <i>Nah itu. (b)</i></p>	<p>√</p> <p>√</p>				<p>personal recount text The teacher explains to the students about language futures in personal recount text. She emphasizes the use of personal pronoun. So, she explains about personal pronouns and give an example by conducting a question and</p>	
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						answer session with students related to personal pronoun.	
19	<p>T: Cirinya pertama adalah pakai personal pronoun. Kemudian itu kan ada in the morning, two days ago, after that, setelah itu, kemudian ada lagi finally, nah itu adalah time connection. Seperti itu. Jadi ini adalah ciri-ciri dari personal recount text. Ada structurenyajuga. Sama seperti teks lainnya, personal recount yang pertama ada title.(a)Title itu?(b)</p> <p><i>S: Judul.</i></p>	√	√			<p>P1: English teacher P2: Students of VIII A S: Classroom T: Explaining about time connection and generic structure of recount text The teacher continues the explanation about characteristics</p>	<p>(a) Explaining (b) Questioning (c) Explaining</p>

	<p>T: Judul. Judulnya, setelah itu ada orientation. Orientation isinya adalah tentang kita mau menceritakan pengalaman apa? Apakah menyenangkan, apakah embarrassing moment, apakah happy atau sad, baru di paragraf kedua ada events. Events itu adalah kejadian-kejadian yang kalian alami. Kronologinya. Setelah events, yang terakhir adalah reorientation, atau menyimpulkan. Menyimpulkannya seperti apa, misal ini adalah pengalaman saya yang paling memalukan atau saya sangat bahagia karena saya belanja. (c)</p>	√				<p>of personal recount text. She tells about time connection and gives the example. She also explains about the generic structure of recount text from the orientation, events and reorientation.</p>	
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20	<p>T: <i>Tujuannya adalah to inform about past events atau experience in the past. Jadi sudah lewat, pengalaman pribadi kita yang sudah lewat namanya recount text, gitu.</i></p>	√				<p>P1: English teacher P2: Students of VIII A S: Classroom T: Explaining the purpose of recount text The teacher continues explaining about the purpose or the social function of recount text.</p>	Informing
21	<p>T: <i>Oke, semua yang ibu jelaskan tadi what is the social function of recount text? To retell past events, or experience or another bisa pengalaman kita atau orang</i></p>	√				<p>P1: English teacher P2: Students of VIII A S: Classroom T: continuing</p>	Concluding

	<p><i>lain, kemudian</i> language feature <i>nyakita</i> using past verb, <i>kemudian</i> adverb of time, <i>seperti tadi</i>, yesterday, last week, two years ago, <i>kemudian ada</i> time sequences, firstly, finally, <i>kemudian</i> then <i>dan sebagainya</i>. Structure <i>nya ada</i> orientation, events <i>dan</i> reorientation.</p>					<p>the explanation The teacher continues her explanation of the material about personal recount text by reexplain about social function, language feature, and generic structure of recount text. The teacher also mentions again about what kind of language</p>	
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						feature, time sequences and the structure of recount text.	
22	<p>T: Okay <i>silahkan</i>, please prepare your notebook and I want you to answer four question for me,(a)<i>silahkan ditulis dulu soalnya, kemudian dijawab. Ini materi dulu ya, kita kejar materi dulu.</i> Okay what is recount text? And what is the social function of recount text, <i>kemudian</i> language feature and generic structure? Boleh lihat buku bahasa inggris, boleh dari internet,(b)I give you ten minutes.(c)</p> <p>Teacher look around the class</p> <p>T: Okay class, time is</p>	√	√			<p>P1: English teacher P2: Students of VIII A S: Classroom T: Test</p> <p>The teacher orders the students to prepare their notebook because teacher will give them some question and discuss it together.</p>	<p>(a) Commanding (b) Permitting (c) Informing (d) Informing (e) Ordering (f) Offering</p>

	<p>up.(d)Let's answer number one.(e)Who wants to answer number one?(f)</p> <p>Teacher and students answer all the question together.</p>	√	√	√			Teacher allows the students to search the answer by looking for the answer in the book or by the internet.	
23	<p>T: Thank you.(a)<i>Semuanya sudah paham ya. So, is there any question?</i>(b) <i>Ada yang tidak mengerti tentang personal recount text? Sudah paham semuanya?</i></p> <p>S: Yes</p> <p>T: Yes, good.(c)So it's time for us to conclude our lesson today.(d) what we have learned? <i>Apa yang sudah kita pelajari</i></p>	√	√		√		<p>P1: English teacher</p> <p>P2: Students of VIII A</p> <p>S: Classroom</p> <p>T: Concluding the material</p> <p>Teacher and students</p>	<p>(a) Thanking</p> <p>(b) Questioning</p> <p>(c) Complimenting</p> <p>(d) Informing</p> <p>(e) Commanding</p>

	<p><i>hari ini?</i> S: (Keep silent) T: <i>Tentang apa?</i> Personal recount text. <i>Tentang apa?(e)</i> S: Personal recount text T: <i>Apa sih fungsi dan tujuan dari recount text?</i> S: <i>Menceritakan pengalaman</i> T: <i>Untuk menceritakan kembali pengalaman yang sudah lampau. Apasih strukturenya? Tadi ada tiga. Yang pertama?</i> S: Orientation T: <i>Iya, yang kedua?</i> S: Events T: Events. <i>Yang ketiga ada?</i> S: Reorientation T: <i>Yang isinya adalah, apa itu, personal comment yah dari the writer.</i></p>		√				<p>together conclude what they have learned. The teacher gives the students a question related to the material and directs them to answer together.</p>	
23	<p>T: After that, <i>nanti kedepannya apa yang harus kalian lakukan</i></p>						<p>P1: English teacher</p>	<p>(a) Questioning (b) Suggesting</p>

	<p><i>untuk dapat lebih memahami tentang personal teks recount?</i></p> <p>What will you do?(a)</p> <p>S: (Keep silent)</p> <p>T: <i>Kamu harus belajar kembali dengan keras, harus belajar dengan tekun, supaya lebih memahami tentang teks recount.</i>(b)After that we will do the test.(c)</p>	√	√	√		<p>P2: Students of VIII A</p> <p>S: Classroom</p> <p>T: motivate the students</p> <p>Teacher asks what will the students do to understand about the material, but the students just keep silent. The teacher gives them a motivation to study hard to get more understanding about personal</p>	<p>(c) Informing + promising</p>
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						recount text. The teacher also informs the students that they will have a test, that's why the teacher wants the students to study harder.	
24	<p>T: I think that's all for today, for our lesson today, thank you for the attention.(a) Before we end our lesson today, let's say hamdalah together.(b) <i>S:Alhamdulillahirabbil 'aalamin. Subhanakallahumma wabihamdika ashadu 'alla ilaahaila anta ashtaghituka wa'atuubuilaik.</i></p>		√		√	<p>P1: English teacher P2: Students of VIII A S: Classroom T: Closing the activity Teacher closes the activity by thanking to the students</p>	<p>(a) Thanking (b) Ordering</p>

						for their passions and their attentions. The teacher close the class by saying hamdalah together with the students.	
25	<p>T: Okay thank you for today.(a)<i>Assalamu'alaikum warahmatullahi wabarakatuh</i>(b) S: <i>Walaikumussalam warahmatullahi wabarakatuh</i> T: Give applause for our class(c) S: (Clapping their hands)</p>			√	√	<p>P1: English teacher P2: Students of VIII A S: Classroom T: Greetings At the end of the class, the teacher greet the students and give a compliment to</p>	<p>(a) Thanking (b) Greeting (c) Complimenting</p>

							the students.	
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Transcript of observation

Notes:

T: English Teacher

S: Students

V: Volunteer

T: *Assalamualaikum Warahmatullahi Wabarakatuh.*

S: *Wa'alaikumussalam Warahmatullahi Wabarakatuh.*

T: Good morning students.

S: Good morning.

T: How are you today?

S: I'm fine thank you, and you?

T: I'm fine too thank you. So, I'm gonna check your attendance first.

Who is absent today?

S: (Keep silent)

T: Who is absent?

S: Irfan

T: Irfan...

S: Ahsan

T: Ahsan..

S: Deden

T: Deden, Okay. Why are they absent today?

S: Sick.

T: Because?

S: They sick

T: Okay, because they are sick. Okay, before we start our lesson, we are gonna pray together. So, please the chairman of the class come forward to lead the pray.

CM: (Come to the front of the class) Okay class, before we start our lesson today, let's pray together.

S: *Bismillahirrohmaanirrohiim.*

T: Today we are going to the new material, it is about personal recount text. So are you ready to study english?

S: Yes, I ready.

T: *Kalian semangatnya luar biasa.* Have you have your breakfast? *Sudah sarapan semuanya?*

S: Yes.

T: Okay thank you. Today we are going to learn about personal recount text. *Apa sih personal recount text ini?*

(Teacher shows a picture).

T: See pictures here! So I want You to pay attention to all the pictures. This is the first pictures. What picture is it? Look at the picture.

S: Montain

T: It is a mountain. So, have you ever go to a montain?

S: Yes.

T: Yes. When? Najwa, when you go to the mountain? *Kapan?*

Najwa: Holiday.

T: On the holiday. Ya, what do you do in the mountain? *Apa sih kegiatan yang bisa dilakukan di gunung?*

S: Camping

T: Camping..

S: Hiking

T: Ya hiking, climbing, *ya semuanya yang ada disana kita bisa explore.*

And then the second picture is..

S: (Keep silent)

T: What is it?

S: Sea

T: It is a sea. It is a ... beach. Have you ever go to the beach?

S: Yes.

T: Yes. When? When did you go to the beach?

S: On holiday

T: On holiday. *Kapan sih holiday kalian? Two weeks ago? Two months ago? Kapan?*

S: Two months ago.

T: Two months ago. *Kalau satu minggu yang lalu apa bahasa inggrisnya kalau satu minggu yang lalu?*

S: On week

T: One week ago. *Kalau dua hari yang lalu?*

S&T: Two days ago.

T: Ya. Let's read the vocabulary. Repeat after me. Build a sand castel

S: (Keep silent)

T: *Yok.. build ?*

S: Build a sand castle

T: *Artinya apa?*

S: *Membuat istana pasir.*

T: Okay. Camping!

S: Camping.

T: *Berkemah*. Climbing

S: Climbing

T: Hunting a rabbit

S: Hunting a rabbit

T: Hiking

S: Hiking

T: Snorkling

S: Snorkling

T: Surfing

S: Surfing

T: Swimming

S: Swimming

T: Fishing

S: Fishing.

T: Okay, please a... Fikri. *Kira-kira*, what activities you choose from all the activities, what activities that you can do in the mountain?

Fikri: Hiking....

T: Hiking, and then?

Fikri: Hiking..... hunting a rabbit,

T: Hunting a rabbit,

Fikri: Camping

T: Camping apa lagi?

Fikri: Climb climbing

T: Okay *selanjutnya* Almira, what activities that usually we can do in the beach?

Almira: Beach aaaaa snorkling

T: Snorkling,

Almira: Swimming

T: Swimming

Almira: Fishing

T: Fishing

Almira: Aaa surf..

T: Surfing, *ada lagi? Yang lain yang belum disebutin Almira?*

Fikri raised his hand

T: *Ya* Fikri?

Fikri: Build a sand castel.

T: Build a sand castle. Have you ever go to the beach and build a sand castle? *Bikin ... apa.*

S: *Istana pasir*

T: *Istana pasir, pernah?*

S: *Pernah.*

T: What do you feel? When you go to the beach and build a sand castle. *Rasanya apa?*

S: Happy.

T: Happy, *terus?*

S: (Keep silent)

T: *Ada lagi yang dirasakan* when you go to the beach or you go to a mountain, ya what do you feel?

S: (Keep silent)

T: Fun, and then happy, ya.. *itu yang kalian rasakan*. But, I have one different picture. This one (shows a picture) look at the picture. What picture is it?

S: (Keep silent)

T: *Apa ini?*

S: *Jatuh dari sepeda.*

T: *Jatuh?* Falling from the.... *bahasa inggrisnya sepeda?*

S: Bicycle.

T: Bicycle. Have you ever experience? When you ride a bicycle and then you fall down on the street, *dijalan*. And people staring at you. *Orang melihat-lihat, huh kenapa seperti itu. Pernah nggak seperti itu?*

S: *Pernah.*

T: *Pernah? Jatuh dari sepeda?* What do you feel?

S: *Malu*

T: *Malu itu bahasa inggrisnya apa?*

S1: Embarrassed

T: Embarrassed *atau shy atau ashamed ya..* You feel ashamed and what will you do? *Kamu mau ngapain kalau jatuh dijalan terus di lihatin banyak orang, what will you do?*

S: Crying

T: Crying? Ya because i know whether it is hurt, sakit or shy *gitu* or embarrassed.

Have you ever have a pleasure experience? *Ada yang pernah mengalami pengalaman yang pleasure? Menyenangkan. Siapa coba?*

Angkat tangan! Who? Fikri? What kind of pleasure experience? Yang menyenangkan.

Fikri: Celebrate my birthday.

T: Ya. You celebrate your birthday. *Waktu berapa ulang tahunnya?*

Fikri: Thir...thirteen.

T: Thirteen birthday. *Kenapa itu membuat kamu senang? Your parents give you a gift? Dapat hadiah gak?*

Fikri: No.

T: No. What do you do on your birthday?

Fikri: (Keep silent)

T: *Ngapain?*

Fikri: *Dapat uang*

T: *Itu termasuk pengalaman yang pleasure atau yang embarrassed?*

S: *Senang*

T: *Senang ya, because Fikri dapat celebrate your bithday, hari ulang tahunnya. Ada lagi yang lain? Thank you fikri. Good answer. Yang lain? Ada yang have pleasure experience?*

(No one answer)

T: Okay how about terrible experience? Sirri, have you have terrible experience?

Sirri: *Ya. Jatuh pas lagi sholat.*

T: *Mungkin terlalu bersemangat ya.. jatuhnya dimana?*

Sirri: *Jatuhnya di masjid.*

T: *Di masjid? Berarti apa, kepleset atau jatuh?*

Sirri: *Mukenahnya keinjak.*

T: *Oh, mukenahnya keinjak terus fall down. Is there a lot of people there?*

Banyak orang?

Sirri: *Ya.*

T: So what did you do?

Sirri: *Ketawa.*

T: (Laughing) Okay what do you feel? *Rasanya jatuh?*

Sirri: *Malu*

T: *He'e oke malu, ya its the terrible expericence. Ada lagi yang lain?Yang mau telling your past events? Past experience, yang sudah lewat tapiyang sifatnya terrible, memalukan. Dafi, ayo dafi terrible expericence yang memalukan.*

Dafi: (Pointing the example)

T: *Jatuh dari sepeda? Ya ini adalah pengalaman Dafi. So what do you feel? Ketika jatuh itu apa sih yang di rasa?*

Dafi: *Isin.*

T: *Isin (laughing) You feel shy and then, is it hurt? Sakit nggak?*

Dafi: (Shake his head).

T: *Enggak ya.. berarti kamu luar biasa, very strong. Okay thank you for sharing your expericence. Next, okay this is someone's expericence. The writer expericence. Ini judulnya my first day on school. Apa artinya?*

S: *Hari pertama ke sekolah.*

T: Who wants to read the first paragraph?

(One of the students raise his hand)

T: Okay you please, read the first paragraph.

V1: (Read the paragraph).

T: Okay, can you louder, please? You can stand up.

V1: I remember my first day of going to school. It was an embarrassing moment.

T: It was an embarrassing moment, *apa artinya?* Can you translate in Indonesia?

V1: Yes

T: Yes please. I...

V1: *Saya mengingat.*

T: *Ehem, My first day.*

V1: *Hari pertama saya.*

T: It was an embarrassing moment.

S: *Itu memalukan.*

T: *Memalukan. Kita akan cari tahu, memalukan itu seperti apa sih? Okay thank you. Tepuk tangan dong. Next who wants to read the next sentence. Sentence saja sampai titik. Siapa yang mau baca? The second paragraph, the first sentence. Silahkan.*

V2: (Reading the text).

T: Okay the next sentence? *Siapa? Almira, silahkan.*

Almira: (Reading the sentence)

T: Now, *apa sih yang membuat pengalamannya ini embarrassing? Yang membuat malunya apa kira-kira?*

S: *Ke sekolah hari libur.*

T: *Nah itu, ke sekolah hari libur, karena dia terlalu bersemangat untuk going to school dikiranya hari senin, ternyata dia sudah skip sarapan*

kemudian run to school after that di school dia ditanya, what are you doing? It is Sunday. Ngapain hari minggu ke sekolah. Nahbaru dia realize. Baru dia menyadari bahwa, oh, sekarang ternyata hari minggu. Sekarang ibu mau bertanya, have you ever experience this moment? Kalian mau ke sekolah ternyata hari libur. Pernah nggak?

S: *Pernah.*

T: *Pernah? Kenapa? Kenapa Icha? Ataukah kamu bangunnya telat atau you don't have an information?*

Icha: (Keep silent)

T: *Apa?*

Icha: *Nggak ada yang ngasih tau kalo hari itu libur sekolah.*

T: *Oh, nggak ada yang ngasih tahu kalau hari itu libur. Apa tidak ada information on your whatsapp?*

Icha: *Nggak, waktu SD*

T: *Nggak ada. Waktu SD? Oke. Untung bukan MTs ya. Itu waktu SD karena friend does not emm apa, does not give an information to Icha, jadi Icha pergi ke sekolah dan tidak ada siapa-siapa?*

Icha: (Nod her head).

T: *Okay. Disini siapa yang bisa menyebutkan verb, kata kerjanya.*

(Students keep silent)

T: *Kata kerjanya. Yang kita kerjakan. Verb is sesuatu yang kita kerjakan. Coba apa?*

S: *Remembered*

T: *Remembered, ya.. remember, terus?*

S: *I woke up*

T: Woke up,,

S: Brushed

T: Brushed, *ya*

S: Ran

T: Ran. *Nah kalau run itu kata pertama r u n, run(dibaca ran). Kalau r a n dibacanya ren. Ya, terus apa lagi?*

S: Saw.

T: Saw, *terus?*

S: Watched.

T: Watched, *ya. Semua kata kerja yang digunakan dalam personal recount text itu bentuk kedua. Past. Coba miss mau tanya,ada remembered ada -ed nya, kata pertamanya apa?*

S: Remember.

T: Remember, *ya. Mengingat. Okay, it was, to be nyajuga past to be nya. Past to be ya, was harusnya apa?*

(Students keep silent)

T: Are, am, is. *Kalau I berarti?*

S: I am.

T: I am, *karena sudah past, sudah lewat, kita ganti menjadi I was, gitu. In the morning I woke up. Harusnya apa kata pertamanya?*

S: Wake up

T: Wake up, *karena sudah lewat, jadi woke up. And then, took. Took, siapa yang tau kata pertama dari took?*

S: Take.

T: Take, *ya.. thank you. Skiped?*

S: Skip

T: Skip, *ya. Adaran?*

S: Run

T: Run, *ada saw?*

S: *Sew.*

T: *Melihat?*

S: See.

T: *Iya see, karena melihatnya sudah lewat jadi bukan I see lagitapi I saw gitu. Next ada laginggak? Nih, walked? Jadi bacanya ed nya “dh” walked. Artinya berjalan. I walk karena berjalannya sudah kemarin jadi I walked. Seperti itu. Jadi untuk setiap kalian retelling your past experience kalian harus memilih verbnyayang pertama harus bentuk past verb ke 2, karena sudah lewat. Gitu ya. Ada yang regular ada yang irregular. Contoh yang regular itutinggal di tambahin ed belakangnya. Contohnya yang mana?*

S: Remembered

T: Remembered. *Harus ada ed nya. Dibacanya remembered. Yang kedua ada?*

S: Skipped

T: Skipped. *Apa lagi?*

S: Brushed

T: Okay, brushed. *Ada lagi?*

S: Walked.

T: Walked. *Jadi itu adalah regular, jadi itu ber ber, apa yah,jadi tinggal nambah ed ed ajadibelakangnya.Ada yang irregular, irregular is*

berubah. Berubah katanya. Seperti wake up jadi woke up. See jadi saw, ada lagi nggak?

S: Run

T: Run jadi ran. Kemudian dari segi language featurenya lagi ada yang pertamatadi pakai past verb. Yang bentuk kedua. yang kedua, kalian harus memakai personal pronoun, ya. Kata ganti pertama. Karena kan personal experience jadi pasti I atau she, kita menceritakan pengalaman orang lain. Ya, misalkan Fikri menceritakan pengalaman Azwar misalkan, Azwar bla bla bla, he is bla bla bla. Jadi kalau pengalaman Fikri, I kalau pengalaman Azwar?

S: He.

T: Kalau pengalamannya Azkia?

S: She.

T: nah itu, cirinya pertama adalah pakai personal pronoun, kemudian ada lagi yang namanya in the morning, then, after that, itu namanya time connection. Itu kan ada in the morning, two days ago, after that, setelah itu, kemudian ada lagi finally, nah itu adalah a time connection. Seperti itu. Jadi ini adalah ciri-ciri dari personal recount text. Ada structurenya juga. Sama seperti teks lainnya, personal recount yang pertama ada title. Title itu?

S: Judul.

T: Judul. Judulnya, setelah itu ada orientation. Orientation isinya adalah tentang kita mau menceritakan pengalaman apa? Apakah menyenangkan, apakah embarrassing moment, apakah happy atau sad, baru di paragraf kedua ada events. Events itu adalah kejadian-

kejadian yang kalian alami. Pertama, kejadiannya apa? Kedua, setelah itu apa? Contoh, when you going to a beach, pertama saya pergi ke pangandaran, setelah itu saya pergi ke kopeng. Setelah itu saya berenang, nah itu adalah events. Kronologinya. Kronologinya seperti itu. Belanja, belanja dimana? Setelah events, yang terakhir adalah reorientation, atau menyimpulkan. Menyimpulkannya seperti apa, misal ini adalah pengalaman saya yang paling memalukan atau saya sangat bahagia karena saya belanja.

T: *Tujuannya adalah to inform about past events atau experience in the past. Jadi sudah lewat, pengalaman pribadi kita yang sudah lewat namanya recount text, gitu. Pengalamannya yang sudah lewat. Kemudian tadi orientation kita mengenalkan partisipan, orang-orangnya siapa saja, tempatnya dimana, kapan waktunya, ya. Events, itu kronologinya seperti apa dan reorientation.*

T: *Okay, semua yang ibu jelaskan tadi what is the social function of recount text? To retell past events, or experience or another bisa pengalaman kita atau orang lain, kemudian language featurenya kita using past verb, kemudian adverb of time, seperti tadi, yesterday, last week, two years ago, kemudian ada time sequences, firstly, finally, kemudian then dan sebagainya. Structuranya ada orientation, events dan reorientation. Okay silahkan, please prepare your notebook and I want you to answer four question for me, silahkan ditulis dulu soalnya, kemudian dijawab. Ini materi dulu ya, kita kejar materi dulu. Okay what is recount text? And what is the social function of recount text,*

kemudian language feature and generic structure? Boleh lihat bukubahasa inggris, boleh dari internet, i give you ten minutes.

(Teacher look around the class)

T: Okay class, time is up. Let's answer number one. Who wants to answer number one? What is personal recount text?

(Teacher and students answer the question until the last question).

T: Thank you *semuanya sudah paham ya*. So, is there any questio, *ada yang tidak mengertitentang* personal recount text? *Artinya apa, kemudian tujuannya apa, dan generic structurnyaapa? Sudah paham semua?*

S: Yes.

T: Yes. Good. So it's time for us to conclude our lesson today what we have learned. *Apayang sudah kita pelajari hari ini?*

(Students keep silent)

T: *Tentang apa?* Personal recount text. *Tentang apa?*

S: Personal recount text.

T: *Apa sih fungsi dan tujuan dari* personal recount text?

S: *Menceritakan pengalaman.*

T: *Untuk menceritakan kembali pengalaman yang sudah lampau. Pengalamannya ada apa tadi? Ada yang terrible, ada yang happy. Iya experiencenya. Kemudian apasih structure? Tadi ada tiga, what is structure of personal recount text? Yang pertama adalah?*

S: Orientation.

T: *Iya, yang kedua ada?*

S: Events.

T: Events *atau* events *ya*. *Yang ketiga ada?* Re...

S: Reorientation.

T: *Yang isinya adalah apa itu*, personal comment *yahdari* the writer.

And then after that, *nanti kedepannya apa yang harus kalian lakukan untuk dapat lebih memahami tentang* personal teks recount ? What will you do?

(Students keep silent)

T: *Kamu harus belajar kembali dengan keras harus belajar dengan tekun supaya lebih memahami tentang teks recount, seperti itu*. And after that we will do the test. Okay, i think that's all for today, for our lesson today, thank you for the attention. Before we end our lesson today let's say *hamdalah* together.

T&S: *Alhamdulillahirobbil 'aalamin. Subhanakallahumma wabihamdika ashadu 'alla ilaahaila anta astaghfiruka wa 'atubu ilaik.*

T: Okay, thank you for today, *assalamu'alaikum warohmatullahi wabarakatuh.*

S: *Walaikumussalam wr wb*

T: Give applouse for our class

S: (Students clapping their hands).

Transcript Teacher's Interview

Note: T: Teacher

R: Researcher

T: *Yuk*

R: *Okay. first, let me introduce my self,*

T: *Okay.*

R: *My name is Amalia Eka Noviana Arditasari.*

T: *He'em*

R: *I'm students of English Education Department Walisongo State Islamic University, eeee I do research here about 'illocutionary acts and translation techniques analysis in classroom'. So, I wanna ask some questions for you. Is it okay?*

T: *Ee, wait. What is your title?*

R: *'The Illocutionary Acts and the Translation Techniques analysis in classroom'.*

T: *Heem*

R: *So, if i ask some questions, is it okay Miss?*

T: *Okay.*

R: *Okay. The first question is what is your name?*

T: *My name is Ika Rahayu Ningsih, usually ee all students here call me Miss Ika.*

R: *Miss Ika, Okay. What language do you use in teaching learning process?*

T: Ee, in teaching, usually mix ya. Indonesia and English. Because of the condition of class.

R: ***Lebih mudah anak-anaknya pahamnya bahasa Indonesia gitu ya Miss***

T: Disini kan kebanyakan bahasa inggrisnya hanya teori ya,

R: ***Iya,***

T: Beda kalau dikatakan dengan di pondok itu teori langsung di praktekkan, jadi disini anak-anak bisa membaca lancar saja sudah *alhamdulillah*.

R: ***Tapi pernah tidak sekali pakai Bahasa daerah gitu Miss?***

T: Pernah.

R: ***Pernah?***

T: tapi seringnya kalau pembelajaran menggunakan Englis Indonesia, ya. Englisnya sitik-sitik ya. Saya menekankan kepada mereka bahwa ketika kalian sudah punya vocabularies walaupun sedikit entah itu i, You dan sebagainya kan walaupun di mix nggak papa.

R: ***Iya.***

T: Misal saya mau ke kantin, Miss... biasanya kan Miss mau ke kantin, nah itu di biasakan menggunakan walaupun hanya satu saja. Miss I mau ke kantin. Lah nggak papa gitu. Menggunakan sedikit-sedikit. Kalau nggak digunakan malah lebih parah lagi nanti.

R: ***Okay. Going to the next question. How about the learning situation and atmosphere in the classroom?***

T: Ya.. gimana ya, *eee* anak-anak itu, karena ini kelasnya kelas campuran ya *mbak* ya..

R: *Iya,*

T: *ee* mix class, ada yang dia itu kemampuannya *eee*

R: *High?*

T: *he'e*. Ada juga yang

R: *Medium?*

T: *He'e* medium. Campur ya, jadi kan tidak ada kelas unggulan disini. Jadi ya macam-macam juga. Cuman disini itu saya punya kelas khusus. Kelas khusus itu, saya masukkan di extra.

R: *Mhmmm*

T: jadi kan dari sekian kelas itu, 7 a,7b,7c,8a,8b,8c kecuali kelas 9. Kelas 9 juga dapat extra ya. Itu saya ada kelas namanya English club. Jadi setiap hari kamis. Setiap hari kamis sepulang sekolah saya adakan English club. Jadi untuk apa? Saya fokusnya di bacanya readingnya dulu, karena kenapa? Karena ketika di kelas dia yang sudah mempunyai kemampuan tinggi ya, high itu, dia akan ee kan kita tetap otomatis nyampur dengan ngayomi beberapa macam keadaan ya, ada yang medium ada yang low ada yang high,

R: *Iya, ho'o.*

T: Nah itu otomatis mereka juga harus mengikuti. Akhirnya untuk mengantisipasi itu, saya memfasilitasi mereka yang mampu-mampu itu saya jadikan English club. Jadi kelas khusus bahasa Inggris. Sama Arab sih..

R: *Oh, sama Arab juga Miss?*

T: *Ho'o* jadi ada namanya English and Arabic club, Cuman, dua minggu bahasa Inggris, dua minggu Bahasa Arab.

R: *Kalau atmospheranya itu apa attractive, tertarik banget atau kadang-kadang suka yaa asal ngikut aja*

T: *He'e*. Kalau ketertarikannya itu, tergantung materi ya.

R: **Mhmm**

T: Tergantung materi dan tergantung kita ee membawakan materinya seperti apa. Ketika listening, otomatis saya sering menggunakan lagu, music, ya.. itu mereka tertarik. Tapi ketika sudah kembali ke LKS ya sudah,

R: *Berarti based itu ya, teaching media nya?*

T: Iya, sesuai kondisinya sih.

R: *Oh, Iya. Do you ever hear about a speech acts? Or do you know about speech acts?*

T: Ini ya, speakingnya ya?

R: *Tindak tutur , kayak nyuruh, asking apa ...*

T: *He'e*.. itu kan apa ee that's includ in materi ya.

R: *Iya.*

T: Cuma ya itu tadi, untuk practice ya satu dua orang aja yang bisa memahami. Itupun kadang yang di kelas khusus itupun belum begitu ini, anak pun belum dikatakan mahir banget di bahasa Inggris karena ya, saya memahami karena mereka itu basicnya itu juga bukan ee bukan basic English ya, karena campur dan juga dulu dari SD tidak ada pengantar sama sekali, jadi ketika dia masuk langsung kenal dengan itu otomatis susah sekali. Dan untuk English lesson ini tuh kan seminggu hanya dua kali, itupun nanti berbenturan dengan materi-materi lainnya, jadi, menurut saya ya, kurang begitu ini sih maksimal.

Terus misalpun saya sebenarnya pengen *eee* saya practice kan disini English yang menggunakan English semuanya, Cuma kan *ee* apa ya ibaratnya merea-merekanya itu kadang kurang mampu terus saya juga, saya itu tidak ada lawan untuk bicara.

R: *Ho'oh*

T: Nah, itu yang susah. Gitu.

R: *Kadang suara kita terdengar kadang juga gak terdengar.*

T: Nah iya,

R: *Karena kalah suara si* (laughing)

T: Beda mbak. Ketika ngajar di Negeri dengan disini tu beda. Ketika di Negri sama di swasta itu sangat beda jauh. Jenengan penelitian di negri yo anteng bocahe.

R: *Settingnya memang begitu*

T: Iya. Ketika disini *yo*, kita menenangkan anak-anak aja ibaratnya membawa anak ke suasana sing tenang itu kadang butuh waktu 15 menit *yokududijak* ngobrol dulu. Gitu.justru malah ketika guru Negri ngajar sini malah kuwalahan,

R: *Ini masuk ke pertanyaan selanjutnya. Ini masih agak sama dengan pertanyaan tadi. Jadi, setiap ngajar itu biasanya memakai speech acts atau tidak?*

T: Pakai

R: *Pasti ya.. yang paling sering dipakai? Yang mostly used?*

T: *Eee* apa ya, ya mungkin *ee* karena itu kebetulan materi kelas VIII ya *mbak* ya, asking for help, ya itu saya sesuai dengan materinya aja. Misal hari ini saya ngajarntya materi tentang asking for help. Ya

besoknya lagi, sebelum masuk ke materi berikutnya, saya mengulas materi yang itu. Karena gimana ya? Karena kita dikejar dengan materi juga ya. Tapi disini saya nggak terpatok dengan LKS aja, saya juga memakai beberapa referensi buku lain. Cuma kan kita tetap harus mengikuti LKS nya.

R: ***Terus, kalau Miss kasih insruction in English, itu mereka responnya paham? Bisa merespon pertanyaan Miss?***

T: Ada yang paham, ada yang tidak. Mereka sebenarnya paham, ketika dia mau mengungkapkannya, speakingnya itu yang difficult. Karena apa? Mereka kekurangan vocabularies. Itu pun mungkin anak-anak minatnya yang kurang sih mbak. SDM nya anak-anak. Beda kalau dengan di Al-Azhar dan sebagainya. Beda jauh. Ini menengah kebaah mbak.

R: ***Apakah speech acts membatu Miss dalam mengkondisikan kelas?***

T: Ya sebenarnya membantu kalau mereka responnya bagus.

R: ***Kalau untuk di kelas VIII ini sekarang?***

T: Ini agak mending mbak. Kelas VIII A ini dianatara VIII B, VIII C itu yang menonjol VIII A.

R: ***Miss, mungkin tidak kalau kelas VIII kita perkenalkan speech acts? Jadi kita perkenalkan bagaimana instructionnya atau bertanya, atau perintah atau expain, mungkin tidak?***

T: Bisa. Mungkin sih. Mungkin banget sebenarnya itu, dan yang memahami itu tidak satu dua orang kok. Hampir lah. Terutama yang perempuan-perempuan itu. Kalau yang laki-laki bisa dihitung sih.

R: ***Jadi sebenarnya bisa ya Miss Cuma***

T: karena dikejar materi harus sama dengan LKS, karena apa? Karena kita itu testnya, soalnya langsung dari kelompok mata pelajaran ya, jadi harus sesuai dengan LKS itu. Cuma kadang saya selingi grammar dan sebagainya. Soalnya kuncinya anak bisa ngomong itu di grammar, kalau nggak tau grammar dia nggak bisa.

R: *Okay Miss, yang terakhir. Ada tidak kesulitan yang dihadapi saat mengajar kelas VIII. Kalaupun ada, kesulitan yang seperti apa?*

T: Ya ada. Ya karena itu adi, anak-anak satu, karena kurangnya vocabularies itu tadi, untuk responnya itu susah. Untuk merangsang speakingnya itu susah. Jadi kadang takut. Takut ngomong bahasa inggris. Terus masih dibawa logat. Sedangkan Bahasa Inggris itukan beda ya logatnya dengan bahasa Indonesia ya. Nah dia masih dibawa logat. Singkat, di bahasa arab aja itu, bacanya kaya masih baca Qur'an. Baca bacaan itu kaya baca Qur'an. Sama dengan bahas Inggris. Mereka kurang *pd* aja. Takut kalau salah. Padahal gini, kalau ngomong Bahasa Inggris itu agak di *kemayuk* ke soalnya kan beda, harus berani jelek ngomong bahasa inggris. Ngomongnya mencong-mencong. Cuma mereka agak kurang *pdnya* disitu.

R: *Sudah Miss. Terimakasih sekali untuk waktunya.*

Transcript interview

Student 1

Note: S1: Students 1

R: Researcher

R: *Namanya siapa?*

S1: Aulia Ainun

R: *Kelas berapa?*

S1: Kelas VIII A

R: *Pada saat pelajaran bahasa Inggris, guru menjelaskan menggunakan Bahasa Indonesia atau Bahasa Inggris?*

S1: Bahasa Inggris sama Bahasa Indonesia.

R: *berarti mix ya?*

S1: Iya.

R: *Apakah saat pelajaran Bahasa Inggris guru sering bertanya, menyuruh, atau menjelaskan sesuatu?*

S1: Iya

R: *Paham tidak apa yang dijelaskan? Instrukasinya?*

S1: Kadang paham, kadang tidak.

R: *Pernahkah kamu tidak mengerti apa yang di perintahkan?*

S1: Pernah.

R: *Misalnya?*

S1: Misalnya kalau di suruh ngomong belum bisa eeeee

R: *Sebenarnya paham tapi tidak tau cara mengungkapkannya gitu?*

S1: Iya.

R: *Okay. apakah guru sering membuat kelompok dalam belajar?*

S1: Kadang.

R: *Kadang? Oke. Yang terakhir, apa kesulitanmu dalam belajar bahasa Inggris?*

S1: Mengucapkan.

R: *Sudah itu saja? Yang lainnya bisa?*

S1: Bisa.

R: *Oke. Terimakasih ya.*

Transcript Interview

Students 2

Note: S2: Students 2

R: Researcher

R: *Selamat pagi, Namanya siapa?*

S2: Nila Mutiara Azizah

R: *Panggilannya siapa?*

S2: Tiara.

R: *Tiara kelas berapa?*

S2: Kelas VIII A.

R: *Oke. Saya boleh bertanya beberapa pertanyaan ya?*

S2: Boleh.

R: *Yang pertama, pada saat pelajaran bahasa Inggris, biasanya guru menjelaskan menggunakan bahasa Indonesia atau Bahasa Inggris?*

S2: Pakai Bahasa Indonesia.

R: *Bahasa Indonesia? Oke. Apakah saat pelajaran Bahasa Inggris guru sering bertanya, menyuruh atau menjelaskan sesuatu?*

S2: Kadang.

R: *Lebih sering menjelaskan atau lebih sering bertanya?*

S2: *Eem*, menjelaskan sama bertanya sih.

R: *Oke. Apakah kamu mengerti dengan setiap instruksi dari guru?*

S2: Ngerti

R: *Pernah tidak, tidak mengerti instruksi dari guru?*

S2: Pernah.

R: *Pernah. Contohnya? Ketika disuruh apa?*

S2: Disuruh bikin cerita sih

R: *Biasanya suruh membuat cerita, terus tidak mengerti.*

S2: Iya.

R: *Tapi paham instruksinya cuma membuat ceritanya yang bingung, gitu?*

S2: Paham, Iya.

R: *apakah guru sering membuat kelompok dalam pembelajaran?*

S2: Jarang sih.

R: *Jarang? Tapi pernah?*

S2: Iya.

R: *Apakah kesulitanmu dalam belajar Bahasa Inggris?*

S2: Arti, kalau ada arti yang nggak *mudeng*.

R: *Tapi kalau pengucapan, atau yang lain-lain bisa?*

S2: Bisa.

R: *Oke. Terimakasih.*

Transcript Interview

Students 3

Note: S3: Students 3

R: Researcher

R: *Okay, namanya siapa?*

S3: Muhammad Fakhruddin.

R: *Panggilannya siapa?*

S3: Udin.

R: *Udin, Oke. Udin kelas berapa?*

S3: VIII A

R: *Kelas VIII A, Saya boleh bertanya beberapa pertanyaan?*

S3: Boleh.

R: *Oke. Yang pertama, pada saat pelajaran Bahasa Inggris, apakah guru menjelaskan dengan Bahasa Indonesia atau Bahasa Inggris?*

S3: Ada Bahasa Inggris, Kak.

R: *Ada Bahasa Inggris? Jadi mix ya?*

S3: Iya mix.

R: *Apakah saat pelajaran Bahasa Inggris guru sering bertanya, menyuruh atau menjelaskan?*

S3: Iya.

R: *Lebih sering yang mana? Menjelaskan, bertanya, atau menyuruh?*

S3: Hampir semuanya.

R: *Hampir semuanya? Oke. Apakah kamu mengerti dengan setiap instruksi dari guru?*

S3: Mengerti.

R: *Mengerti. Pernah tidak, tidak mengerti instruksi dari guru?*

S3: Pernah.

R: *Pernah? Misalnya disuruh apa?*

S3: Agak lupa (Laughing)

R: (Laughing) *Pernahkah guru membuat kelompok saat di kelas?*

S3: Jarang.

R: *Jarang? Tapi pernah?*

S3: Iya.

R: *Ada kesulitan tidak dalam belajar Bahasa Inggris?*

S3: Ada.

R: *Kesulitannya apa?*

S3: Paling kesulitannya kalau ada kosa kata baru.

R: *tapi semuanya bisa?*

S3: *Insyallah.*

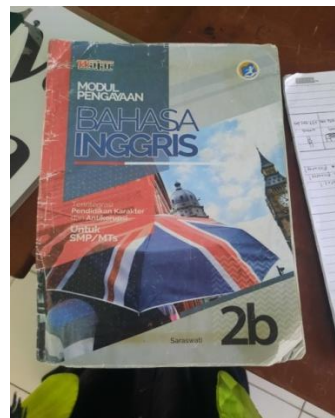
R: *Insyallah, good. Terimakasih.*

Photograph

1. Teaching Learning Process



2. Students' LKS



3. Students' Attendance List



A large grid-based attendance list on a wall. The grid has many columns and rows, with some text visible in the columns, likely representing student names and dates. The list is mounted on a light-colored wall.

4. Interview with English Teacher



5. Interview with students





**KEMENTERIAN AGAMA REPUBLIK INDONESIA UNIVERSITAS
ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN**
Jalan Prof. Hamka Km.2 Semarang 50185 Telepon 024-
7601295, Faksimile 024-7615387 www.walisongo.ac.id

Nomor:2377/Un.10.3/D1/TA.00.01/05/2023 Semarang, 19 Mei 2023

Lamp:-

Hal : Mohon Izin Riset
a.n. : Amalia Eka Noviana Arditasari
NIM : 1603046021
Yth.

Bapak M. Abdul Hadi, M.S.I
Kepala sekolah MTs Darul Ulum
ditempat.

Assalamu'alaikum Wr.Wb.,

Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa:

Nama : Amalia Eka Noviana Arditasari
NIM : 1603046021
Alamat : Purwoyoso, Ngaliyan, Semarang
Judul skripsi : **The Illocutionary Acts and Its Implication in Classroom Interaction**

Pembimbing :

1. Lulut Widyaningrum, M.Pd

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan di berikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas selama 6 hari, mulai tanggal 22 Mei 2023 sampai dengan tanggal 27 Mei 2023.

Demikian atas perhatian dan terkabulnya permohonan ini disampaikan terimakasih. Wassalamu'alikum Wr.Wb.

a.n. Dekan,
Wakil Dekan Bidang Akademik



MAHFUDJUNAEDI

Tembusan:

Dekan FITKUI Walisongo Semarang (sebagai laporan)



**YAYASAN PENDIDIKAN ISLAM
MADRASAH TSANAWIYAH "DARUL ULUM"**

Alamat : Jalan Raya Anyar Wates Ngaliyan
Telp. (024) 7628212 Semarang 50188

SURAT KETERANGAN

Nomor : 0108/D/MTs-DU/VI/2023

Yang bertanda tangan dibawah ini

Nama : M.Abdul Hadi, M.S.I
Jabatan : Kepala Madrasah
Unit Kerja : MTs Darul Ulum Semarang

Menerangkan dengan sesungguhnya bahwa:

Nama : Amalia Eka Noviana Arditasari
NIM : 16030460221
Perguruan Tinggi : UIN Walisongo Semarang
Fakultas : Ilmu Tarbiah dan Keguruan

Telah melakukan penelitian di MTs Darul Ulum Semarang, untuk keperluan penyusunan skripsi dengan judul "THE ILLOCUTIONARY ACTS and TRANSLATION TECHNIQUES ANALYSIS IN CLASSROOM INTERACTION"

Demikian Surat keterangan dibuat dengan sebenar- benarnya untuk dapat dapat dipergunakan sebagaimana mestinya.

Semarang, 7 Juni 2023

Kepala Madrasah

Abdul Hadi, M.S.I

Curriculum Vitae

A. Personal Data

1. Name : Amalia Eka Noviana Arditasari
2. Birth : 05 November 1997
3. Religion : Islam
4. Gender : Female
5. Civic : Indonesian
6. Address : Jl. Segaran Baru RT/RW 05/11 Purwoyoso,
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B. Formal Education

1. TK Bustanul Athfal Aisyah
2. MIN 06 Lampung Utara
3. MTsN 03 Lampung Utara
4. SMAN 02 Kotabumi
5. UIN Walisongo Semarang