

**A PRAGMATIC ANALYSIS OF CLASSROOM SPEECH ACTS IN THE
ENGLISH TEACHING AND LEARNING PROCESS AT SMA N 1
PURWOREJO
(A CASE STUDY)**

A THESIS

**Presented as a Partial Fulfillment of the Requirements for the Attainment of
a *Sarjana Pendidikan* Degree in English Language Education**



**Nurhidayah Permata Nurani
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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
YOGYAKARTA STATE UNIVERSITY
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APPROVAL SHEET

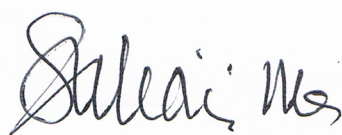
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By
Nurhidayah Permata Nurani
10202241066

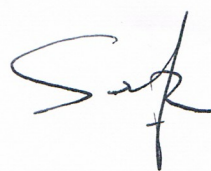
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A PRAGMATIC ANALYSIS OF CLASSROOM SPEECH ACTS IN THE ENGLISH TEACHING AND LEARNING PROCESS AT SMA N 1 PURWOREJO (A CASE STUDY)


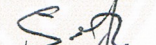
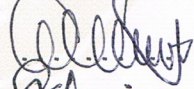
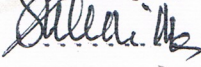
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Board of examiners

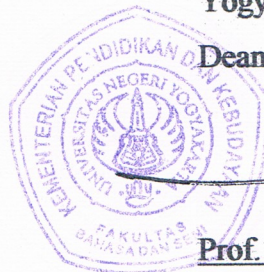
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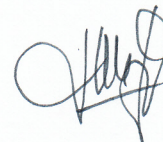
Judul Skripsi : A Pragmatic Analysis of Classroom Speech Acts in the
English Teaching and Learning Process at SMA N 1
Purworejo (A Case Study)

menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila ternyata terbukti bahwa pernyataan ini tidak benar, maka sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 18 Mei, 2015

Penulis,



Nurhidayah Permata Nurani

MOTTOS

Get busy living or get busy dying.

(Andy Dufresne, *The Shawshank Redemption*)

Real courage is when you know you're licked before you begin, but you begin anyway and see it through no matter what.

(Harper Lee, *To Kill a Mockingbird*)

DEDICATIONS

This Thesis is dedicated to:

My parents who always support me since the beginning of this study

My treasured friends in class D PBI 2010

and

Those who always ask me “When will you finish your thesis?”

ACKNOWLEDGMENTS

I shall begin by thanking Allah SWT, the Most Merciful and the Most Gracious One. Without His blessings, grace and mercy, I would not have had the ability to finish this work.

Moreover, this thesis would not have been possible without the support and assistance of many individuals. Thus, it will be a good opportunity for me to extend my great appreciation to the people who have helped me upon the completion of this thesis.

I would like to express my deepest gratitude to my first supervisor Drs. Suhaini M. Saleh, M.A. for all the support, encouragement and invaluable advice he gave me throughout this study. Without his guidance and constant feedback, it would take longer time for me to finish this thesis. I have also benefited greatly from my second supervisor, Siti Sudartini, S.Pd, M.A. Her extensive assistance, insightful advice, good cooperation, and endless care have been enormously valuable and helpful. I learn a lot from her and I feel incredibly privileged to have her as my co-supervisor.

With great appreciation, I would also like to express a deep sense of gratitude to the principal of SMA N 1 Purworejo, Dra. Budiastuti S, M.Pd who has permitted me to conduct my research. For the English teacher of grade X IBB, Tri Yuniarti R.K, S.Pd I deeply appreciate the help and cooperation she provided during the research. I also thank all of the students of SMA N 1 Purworejo Grade X IBB for all their cooperation and willingness to participate in my research. This study would not be possible without their help.


I also want to offer my heartfelt thanks to my best friends since senior high school, Pipit, Nining and Fia for the love, care, and happiness they gave me. I am incredibly blessed to have friends like them. My sincere and special thanks also go to my dearest friends in Class D PBI 2010, Tika, Fitri, Erlinna, Dita, Aulia, Tyas, Wika, Hars, Iden, Dani, Anta, Bayu, Isa, Fian and Pak Soleh. They have

taught me what a precious friendship looks like. Thank you very much for the entire bundle of joy and laughter.

Many thanks are also addressed to my dearly loved room-mates Fie-chan and Eyin, the manager, Ditul and the number one fan, Tika for always being there for me through the good and the bad times. My sisters and my brothers also deserve a special thank. Their smiles and laughter have evoked my courage to finish this thesis as soon as possible.

Lastly but most importantly, I owe an immeasurable gratitude to my beloved parents. I thank them for their unconditional support both financially and emotionally throughout my life and my study. Their abundant affection, encouragement, patience and understanding are also greatly appreciated. It is to them that I dedicate this thesis.

Yogyakarta, May 18th, 2015

A handwritten signature in blue ink, consisting of a large, stylized 'N' followed by a series of loops and a horizontal line.

Nurhidayah Permata Nurani

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ABSTRACT

The purposes of this study was to identify the types of speech acts performed by the English teacher of grade X *IBB (Ilmu Budaya dan Bahasa)* in a series of English teaching and learning process at SMA N 1 Purworejo on the basis of Searle's theory of illocutionary acts and its forces.

This research was descriptive-qualitative in nature. More specifically this research was classified as a case study. The object of this study was the utterances uttered by the English teacher of grade X *IBB* during the teaching and learning practices. The data were in the form of words, phrases, and utterances employed by the teacher. The researcher played the role as the primary instrument in which she was involved in all of the process of this research starting from the research design until the data report. The data were obtained through conducting observations accompanied by audio-video recording. The data were, then, transcribed into the written form, selected to fit the objectives of the study, recorded into the data sheets, interpreted and analyzed using the theory of speech acts proposed by Searle. The data were analyzed by using interactive qualitative method proposed by Miles and Huberman (1994). In addition, coding system was also applied to ease the researcher in classifying the data. Credibility, dependability, and conformability were used to establish the trustworthiness of the data.

The research findings show that there were four kinds of speech acts performed by the teacher, namely representatives, directives, expressive and commissives. The most frequently used illocutionary acts were directives (62.77%), while the least frequent illocutionary acts went to commissives (0.99%). The illocutionary forces performed by the teacher were varied. Questioning appeared to be the most dominant illocutionary forces (286 data) whereas stating, disagreeing, predicting, stating annoyance, and granting became the least produced forces (1 data). The use of directives was understandable since in restricted discourse like classroom setting, the relation between the teacher and the students was asymmetrical in nature. The teacher seemed to be aware of her higher status; hence, she performed more directives compared to the other types. Through the use of directives, she also exerted a certain degree of power over her students to bear out that she was in authority. This also exemplified the teacher-centered classroom. Meanwhile, questioning was employed to check the students' background knowledge.

Keywords: pragmatics, speech acts, English teaching and learning process, SMA N 1 Purworejo

CHAPTER I INTRODUCTION

A. Background of the Study

Language plays a significant role within society which functions as a means of communication. Most of people affairs are said to be done via language. With the existence of language, people are able to exchange information, express their ideas, thoughts, opinions, feelings and so on. In using language, however, people do not merely make a set of grammatically correct sentences. It is widely observed that sometimes people do not solely say what they mean; the utterances they perform are different from the meanings they seek. In other words, there are always motivations, intentions or purpose behind ones' utterances. This phenomenon in language are generally called speech acts; actions performed via language (Yule, 1996).

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 apologizing, thanking, commanding, requesting, and the like. Such phenomenon of speech acts happens everywhere, not to mention in the classroom setting. It is evident that the teaching and learning process involves a lot of interactions where teacher and students produce a number of utterances especially during language class. This particular language used in classroom setting is widely known as classroom speech acts. The use of speech acts determines how the teaching and learning process will happen. Cullen (1998) in Celce-Murcia (2000) emphasizes that the language used by the teacher (speech acts) is particularly important since it will support and enhance learning. The use of

appropriate speech acts will lead to successful teaching and learning process and vice versa.

However, sometimes it is difficult to understand what the teacher says in the acts; thus, it often causes misunderstanding in interpreting the messages. This case occurs in SMA N 1 Purworejo particularly to the students of X *IBB (Ilmu Budaya dan Bahasa)* with their status as foreign language learners. They tend to get difficulty since the production of speech acts are varied in the forms and functions. The understanding of the utterances also depends crucially on the actual contexts and the pragmatic knowledge, especially speech acts. For example, the expression “The mid-term test will begin on the second of December” can be interpreted in two ways. Firstly, in terms of locutionary act, the utterance is simply regarded as informing in which the teacher gives the information to the students about the mid-term test. Secondly, in terms of illocutionary act and its force, the utterance can be classified into directive act with the force of warning. By producing the utterance, the teacher tries to warn the students to study for the mid-term test.

As mentioned earlier, speech acts are vitally important to the teaching and learning process. It is justified since the acts of transmitting knowledge, organizing activities, controlling classroom, and giving instructions are done through teacher talks that contain the speech acts. Having sufficient knowledge of pragmatics especially speech acts is also of great importance in order to minimize misunderstanding during the teaching and learning process. This is also supported by the fact that in today’s language teaching, students are not only demanded to

possess grammatical competence but also pragmatic competence. Communication barrier will not happen if both teachers and students possess good pragmatic competence. Thus, it can be said that the failure or success of teaching and learning is greatly determined by the appropriate use of speech acts.

Considering the views described above, the present study is interested in identifying the types of speech acts performed by the English teacher of *X IBB (Ilmu Budaya dan Bahasa)* during the English teaching and learning process at SMA N 1 Purworejo.

B. Identification of the Problems

Language is very central in any classroom since the teaching and learning process itself is conducted fundamentally through the medium of language. It is said that the use of language can determine the success of teaching and learning process. Misunderstandings or misinterpretations, however, may occur during communication in an instructional setting. The misunderstandings happen because learners tend to have difficulties in understanding speakers meaning. Consequently, misunderstandings may lead to a breakdown in communication.

There are some factors that cause misconceptions in interpreting the speakers' intended messages. Firstly, it is related to the vocabulary. English has a number of vocabularies that are different from Indonesian vocabularies. To non-native speakers, especially foreign language learners, dealing with the vocabulary can be troublesome and baffling because they may not be familiar with them.

Secondly, the problem deals with speech act phenomenon itself. During English class, there are numerous utterances produced by the teacher. The utterances carry the teacher's intentions and the acts performed are varied. However, sometimes the teacher does not speak what she really means. She uses various kinds of speech acts to express her intention depending on the situation. She may perform speech acts explicitly or implicitly. Furthermore, she may also use different structure to accomplish the same functions or vice versa. Speech acts theory can be used to interpret the intended meaning conveyed by the teacher.

C. Limitation of the Problem

Due to the limitation of time and the researcher's knowledge, this research is limited only to analyze the types of speech acts performed by the English teacher of X *IBB (Ilmu Budaya dan Bahasa)* during the teaching and learning process at SMA N 1 Purworejo. The theory of speech acts adopted in this study is the theory proposed by Searle. Searle's theory focuses on the basis of illocutionary acts. They are representatives, directives, expressive, commissives, and declarations. The illocutionary forces are also identified in this study. It is intended to create understanding on how the messages should actually be interpreted.

D. Formulation of the Problem

In line with the limitation of the problem, the research question is formulated as follows:

1. What types of Searle's speech acts are performed by the English teacher of X *IBB (Ilmu Budaya dan Bahasa)* SMA N 1 Purworejo during the English teaching and learning process?

E. Objective of the Study

In accordance with the formulation of the problems above, the objective of the study is elaborated as follows:

1. to identify the type of speech acts performed by the English teacher of X *IBB (Ilmu Budaya dan Bahasa)* SMA N 1 Purworejo during the English teaching and learning process based on Searle's theory of illocutionary acts and illocutionary forces.

F. Significance of the Study

The research is expected to serve the theoretical and practical purposes:

1. theoretically, this study is expected to provide theoretical insights to the linguistic field particularly to the study of pragmatics with focus on speech acts, and
2. practically, the results of this study are expected to give a contribution in educational setting regarding the use of speech acts. This study can serve as a reflection tool on how speech acts should be performed in the teaching and learning process. Thus, the English teachers can evaluate their teaching in the future regarding the use of speech acts.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

This chapter presents the literature review and conceptual framework. The literature review provides the readers with the underlying theories related to the problems of the research. The conceptual framework is presented to highlight the researcher's own position on the problems.

A. Literature Review

1. Pragmatics

It has been widely known that language is used by people in communication. To understand the nature of a language is to understand how it is used in communication. Thus, language should not only be viewed as a product in the form of utterances but also a process. The process here refers to how people employ language as a means to achieve their goals. This phenomenon is studied under the study of pragmatics.

The term pragmatics was first coined by the philosopher, Morris in the 1930s who describes pragmatics as the study of the relationship between the signs and its interpreters (Schiffrin, 1994: 191). There are a number of definitions of pragmatics but, in general, many scholars set to agree that pragmatics is a study of language meaning related to the users of language and the context.

Cruse (2006: 3) states that pragmatics is interested in investigating the meaning of language which links closely to the context. Similarly, Griffiths (2006: 1) proposes that pragmatics focuses on how language is used as a tool to create meaningful communication taking into account the situations or contexts of use. Thus, three consequences can be drawn from this. Firstly, the same messages

can be conveyed through various ways and the same set of utterances can carry different meanings. Secondly, there is often left communicated with just a little having been said. Lastly, it is possible to make mistakes in interpreting the intended message.

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

All of the definitions offered by the experts above consider contexts in studying the use of language. Thus, it can be concluded that pragmatics is the study of how language is being used in relation to the context as it is communicated by the speaker and interpreted by the listener. Accordingly, pragmatics will look for further meaning that cannot be captured by semantic theory since pragmatics enables people to interpret the speaker's meaning when they do not exactly say what they mean. Therefore, studying language via pragmatics allow people to gain better understanding.

2. Scopes of Pragmatics

There are some scopes studied under the area of pragmatics. They include deixis, cooperative principle, implicature, presupposition and speech acts.

a. Deixis

According to Levinson (1983: 54), deixis essentially concerns the way in which languages encode or grammaticalise features of the context of utterance or speech event. Thus, the interpretation of utterances depends on the analysis of that context of utterance. Meanwhile, Yule (1996: 9) states that the term deixis comes from Greek used for one of the basic things people do with utterances that is pointing to an entity via language. To accomplish this ‘pointing’, one uses any linguistic form called a deictic expression. It is important to remember that this kind of referring is tied to the speaker’s context.

Furthermore, Yule (1996: 9-14) divides deixis into three categories; person deixis, spatial deixis and temporal deixis.

1) Person Deixis

Person deixis is used to indicate people and it operates on a basic three-part division, exemplified by the personal pronouns such as ‘I’, ‘you’, ‘he’, ‘she’, ‘it’, ‘we’, and ‘they’. There is a case that these deictic expressions are used to indicate relative social status. Expressions used to indicate higher social status are described as honorifics. The use of honorifics is influenced by the circumstance where the conversation takes place. This leads to the choice of using one of the forms rather than another which is known as social

deixis. The T/V distinction from French that contrasts the form used for familiar versus a non-familiar addressee is an example of social deixis.

2) Spatial Deixis

Spatial deixis is related to the concept of distance. This type of deixis is used to point to a location where an entity being referred to is in the context. The demonstrative adverbs 'here' and 'there' are such examples of spatial deixis as well as the demonstrative adjectives 'this', 'that', 'these', and 'those'. To understand how to use spatial deixis is related to the speaker's ability to project himself or herself into a location at which he or she is not yet present. A fairly well-known example is the use of "here" on telephone answering machines: "I'm not here at the moment".

Moreover, location from the speaker's perspective can be fixed mentally as well as physically although it is believed that the basis of spatial deixis is psychological distance. Normally, physical and psychological distance will be treated the same. Physically close objects will generally be treated by the speaker as psychologically close. On the other hand, something that is physically away from the speaker will tend to be treated as psychologically distant. However, sometimes the speaker may wish to treat something that is physically close as psychologically distant. For example, when one sniffs a perfume and says "I don't like that".

3) Temporal Deixis

The last type of deixis is temporal deixis. This deixis is used to indicate time. 'Now', 'then', 'today', 'tomorrow', 'yesterday' are examples of

temporal deixis. The psychological basis of spatial deixis seems to be at work to mark temporal deixis. Temporal events can be treated as objects that move toward the speaker (into view) or away from the (out of view). For example, the speaker tends to treat the near future as being close to utterance time by using the proximal deictic 'this' such as in 'this weekend' or 'this Sunday'. Temporal deixis can also be recognized by the choice of verb tense. For example:

- a) I study linguistics.
- b) I studied linguistics.

The present tense designates the use of the proximal form whereas the past tense marks the opposite.

b. Cooperative Principle

Generally, there are some principles that guide people in conversation as the basis for cooperative and helpful communication. These principles are described by Grice (1975: 45) as cited in Wardhaugh(2006: 291) as cooperative principle: 'Make your conversational contribution such is required, at the stage at which it occurs, by the accepted purpose or direction of the talk exchange in which you are engaged.'

Grice as cited in Cutting(2002: 34-35) elaborates cooperative principle into four maxims; maxim of quantity, maxim of quality, maxim of relation and maxim of manner.

1) Maxim of Quantity

Maxim of quantity deals with the amount of information that should be delivered by the speaker. The amount of information should be neither too

little nor too much. If the speaker only provides little information, the listener may be left in confusion since he or she will not likely be able to identify what he or she is talking about. On the other hand, it is redundant to provide too much information than is required as it probably will bore the listener.

Example:

- a) This is my boyfriend, Dane.
- b) This is my boyfriend, Dane. He is 23 years old. He graduated from Cambridge University with a bachelor degree in arts. His works will be on exhibition until the end of the month.

The utterances above show that the speaker is trying to introduce her boyfriend to her friend in an occasion. In utterance (a), the speaker already followed the maxim of quantity. She provides adequate information by mentioning her boyfriend's name in the attempt of introducing her boyfriend. Meanwhile, the utterance (b) disobeys the maxim of quantity. In this case, the speaker goes further by mentioning her boyfriend's age, alma mater, and exhibition. It can be interpreted that the speaker not only attempts to introduce her boyfriend but also to invite her friend to her boyfriend's exhibition. The speaker may also intend to show off by providing that information. Thus, it is not recommended to use the pattern in utterance (b).

2) Maxim of Quality

Maxim of quality emphasizes the truth. It requires the speakers to say what is true. It is not recommended to say something that the speaker believes to be false if they lack adequate evidence. For example:

Erm, I'll be there in the evening as far as I know.

The utterance above indicates that what the speaker says may not be totally true. It can be seen from the use of the phrase ‘as far as I know’ at which it indicates uncertainty. Therefore, the speaker can be protected from the accusation of lying since he or she makes it clear that he or she is totally unsure regarding the meeting.

3) Maxim of Relation

This maxim requires the speakers to provide statements that are relevant with the topic. Consider the following exchange:

A: There is somebody at the door.

B: I’m in the bath.

(Taken from Cutting, 2002: 35)

The context for the excerpt above is that there is someone knocking the door. However, B cannot go and open the door to see who it is because he is in the bath. By saying that, B expects A to understand that his utterance is relevant to A’s assertion.

4) Maxim of Manner

One is said to observe maxim of manner if he or she creates a clear, brief and orderly statement. It is also important to bear in mind that one should avoid obscurity of expression and ambiguity in order not to flout this maxim.

What this means can be illustrated in the following example:

Deby : Where were you yesterday?

Ryan : I went to the store and bought a box of chocolate.

In the example above, Ryan obeys the maxim of manner since he responds to Deby’s question orderly. He gives a clear explanation where he was yesterday. If Ryan replies to Deby’s question by saying “I bought a box of

chocolate and went to the store”, he clearly violates the maxim of manner since he does not create an orderly statement.

c. Implicature

In everyday conversation, people do not always adhere to the Gricean's maxims. Sometimes their utterance means more than just what being said; hence there is an additional conveyed meaning called an implicature (Yule, 1996: 35). Similarly, Mey (1993: 45) points out that the word implicature is derived from the verb 'to imply' which means 'to fold something into something else'; hence, that which is implied, is 'folded in', and has to be 'unfolded' in order to be understood. In other word, people may communicate something rather different from what they literally express. Thus, there is something which is left implicit in an actual language use. The context and the shared universe of discourse are of importance in understanding the implied meaning.

Grice in Levinson (1983: 103-128) divides implicature into two categories. Those are conventional implicature and conversational implicature.

1) Conventional Implicature

Grice in Levinson (1983: 127) states that conventional implicatures are non-truth-conditional inferences that are not derived from superordinate pragmatic principles like the maxims, but are simply attached by convention to particular lexical items or expressions. Similarly, Yule (1996: 45) defines conventional implicatures as those implicatures that are not based on the cooperative principle and are not bound to the special context for their interpretation. Conventional implicatures are indicated by specific words that

communicate additional conveyed meanings. The English conjunctions ‘and’, ‘yet’, ‘but’, and ‘therefore’ are such manifestations of conventional implicatures.

2) Conversational Implicature

Unlike conventional implicature, conversational implicatures are dependent on the context. They must occur in conversation and adhere to the cooperative principle or the maxims. Conversational implicatures happen when one gets what is said. In Mey’s words (1993: 45), a conversational implicature is something which is left implicit in utterances. It is important to note that it is speakers who communicate meaning via implicatures and it is listeners who recognize those communicated meanings via inference.

This implicature can be broken down into two categories; they are generalized and particularized conversational implicatures.

a) Generalized Conversational Implicature

Generalized conversational implicatures happen when the hearer is able to interpret the necessary inferences without having special knowledge of any particular context (Yule, 1996: 41). An indefinite article of the type ‘a/an X’ such as ‘a garden’ and ‘a child’ is a common example as in “I was sitting in a garden one day. A child looked over the fence.” The implicatures in that example shows that the garden and the child mentioned are not the speaker’s. Another instance of generalized conversational implicature is exemplified below:

Jake : Did you buy the ice cream and the milk?
Jill : I bought the ice cream.

Upon hearing Jill's response, Jake has to assume that Jill is cooperating and not totally unaware of the maxim of quantity. Jill expects Jake to understand that by not mentioning 'the milk', he will acknowledge that she only bought 'the ice cream'. In this case, Jill has communicated her meaning via generalized conversational implicature.

b) Particularized Conversational Implicature

This implicature requires the hearer to have special knowledge of a context in order to interpret the messages (Yule, 1996: 42). This happens because most of the time conversation takes place in very specific contexts in which locally recognized inferences are assumed. For example:

Jake: Hey, will you come to the party tonight?
Matt: Sorry, I have to study.

In this case, it seems that Matt's response does not appear to be relevant with the topic. Thus, Jake has to use some special knowledge to make Matt's response relevant so that he can get the additional meaning conveyed by Matt. If Jake recognizes what Matt said, he will understand that Matt will not be able to join the party because Matt has to study. With this regard, particularized conversational implicatures are usually just called implicatures since they are the most common implicatures used by the interlocutors.

d. Presupposition

According to Griffiths (2006: 143), people use the shared background assumptions about what the interlocutor assumes in interpreting utterances. These

shared background belief are described as presuppositions. It is obvious that presuppositions are a part of a common ground between the interlocutors and they are essential to the construction of connected discourse. Shared background beliefs make it easier for the hearer to arrive at the message communicated by the speaker. In line with Griffith, Givon (1979) in Brown and Yule (1983: 29) defines presupposition in terms of assumptions the speaker makes about what the hearer is likely to accept without challenge.

Presuppositions are not the same as entailment; something that logically follows from what is asserted in the utterances (Yule, 1996: 25). It is the speakers who own presuppositions, not the sentences. Furthermore, Yule (1996: 27) demonstrates the six categories of presuppositions. They are existential presuppositions, factive presuppositions, non-factive presuppositions, lexical presuppositions, structural presuppositions, and counter-factual presuppositions.

1) Existential Presuppositions

These presuppositions deal with the existence of an entity. They can be in the forms of possessive constructions and any definite noun phrase. For example, the word 'the Queen of England' indicates that the queen does exist in real life.

2) Factive Presuppositions

Factive presuppositions are related to the fact of an entity. These presuppositions can be identified by the verbs 'know', 'realize', 'regret', as well as phrases involving 'be' with 'aware', 'odd' and 'glad'.

3) Non-Factive Presuppositions

Non-factive presuppositions are assumed that the information provided is not true. These are often associated with certain words like ‘dream’, ‘imagine’, and ‘pretend’.

4) Lexical Presuppositions

These types of presuppositions use particular expressions to presuppose another non-asserted message. When one says that someone managed to do something, the asserted meaning is that the person succeeds in doing something. The word manage here is asserting ‘succeeded’ and presupposing ‘tried’. The words ‘stop’, ‘start’ and ‘again’ also have lexical presuppositions.

5) Structural Presuppositions

Structural presuppositions deal with certain sentence structures. For example, the wh-question construction in English presupposes that the information after the wh-form is already known to be the case as in “When did he leave?” That utterance can be interpreted that the information presented is true that he already left.

6) Counter-Factual Presuppositions

These presuppositions mean that what is presupposed is in contrast with the facts stated. A conditional structure indicates the counter-factual presupposition. For example, the sentence ‘If it didn’t rain, I would have gone to your house’ is conventionally interpreted that the information stated is not true at the time of the utterance.

3. Speech Acts

a. The Definition of Speech Acts

People do not merely create a set of grammatically correct utterances when they speak but they also perform some functions via those utterances. This is the basic idea of speech acts in which people use language to perform actions. As defined by Yule (1966: 47), speech act is an action performed via language. Through speech acts, people can perform a single utterance with more than one act. People can perform requests, commands, apologies, promises and so on.

Similar to Yule's definition, Aitchison (2003: 106) defines speech acts as a sequence of words that behave somewhat like actions. By performing speech acts, the speaker is often trying to achieve some effect with those words; an effect which might in some cases have been accomplished by an alternative action. For example:

It is so hot in here.

The utterance above can be regarded as a request to turn on the fan or air conditioner. If the hearer recognizes the speaker's intention, he or she will definitely turn on the fan or the air conditioner. The utterance is obviously influenced by the context or the situation where the interaction takes place. This circumstance is called speech event (Yule, 1996: 47). This is the nature of speech event in which it will determine the interpretation of an utterance as performing a particular speech act.

In conclusion, speech acts are those utterances used to accomplish such actions. It is important to bear in mind that to understand how the acts work, one cannot simply ignore the role of context around the utterances.

b. Speech Acts Classification

1) Austin's Classification of Speech Acts

The basis of Austin's theory (1962) lies on his belief that speakers do not merely use language to say things, but to do things and thus utterances could be regarded as speech acts (Schauer, 2009: 7). Based on this notion, he, then, proposed three dimensions that usually consist in speech acts, namely locutionary act, illocutionary act and perlocutionary act (Schauer, 2009: 7).

a) Locutionary Acts

Locutionary act is the basic act of utterance. It simply means the actual words that the speaker uses. When someone utters "It is going to rain", he/she simply refers to the weather which is cloudy so the rain is about to fall soon.

b) Illocutionary Acts

As mentioned earlier, however, people also use language to perform such actions. There must be an intention behind the utterance. This particular aspect of speech act is regarded as illocutionary act; what the speakers are doing with their words (Cutting, 2002: 16). Yule (1996: 48) adds that the illocutionary act is performed via the communicative force of an utterance which is generally known as illocutionary force. For example:

It is going to rain.

Looking at the surface level, the utterance might only be interpreted as informing the hearer about the weather. If it is analyzed based on the illocutionary force, the utterance can be regarded as a warning from the speaker to the hearer. The speaker may warn the hearer not to go outside since it is going to rain. Otherwise, he or she warns the hearer to bring an umbrella if the hearer wants to go outside.

c) Perlocutionary Acts

The consequences of illocutionary acts are described as perlocutionary acts or the effects of the utterance on the hearer (Cutting, 2002: 16). These ultimate effects are of course dependent on the particular circumstances of the utterance and are by no means always predictable. Using the same example of the utterance in the illocutionary act above, the perlocutionary effect of the utterance could be accomplished if the hearer recognizes the sentence as a warning. The perlocutionary act is that the hearer would not go outside or just stay at home.

To put it simply, locutionary acts are the real words or utterances performed by the speaker. Meanwhile, illocutionary acts are the intentions behind the speaker's utterances and perlocutionary acts are the effects that the utterances have on the hearer.

Austin as cited in Searle (1979: 8) and Wardhaugh (2006: 286), then, develops his own classification of speech acts. They are as follows:

a) Verdictives

Austin advocates that verdictives deal with delivering of a verdict upon evidence or reasons. The verdicts are usually delivered by a jury, arbitrator or umpire. These kinds of speech acts are typified by the verbs acquit, hold, calculate, describe, analyze, estimate, date, rank, assess, and characterize, grade, estimate, diagnose .

b) Exercitives

These have to do with the giving of a decision in favor of or against a certain course of action or advocacy of it. In other words, executives deal with the way people exercise powers, rights, or influence on other people. A familiar example is the utterance 'I pronounce you husband and wife' which is usually said by priests in marrying; thus, it turns two persons into a couple. Other examples of exercitives are order, command, direct, plead, beg, recommend, entreat and advise, dismiss, nominate, veto, declare closed, declare open, as well as announce, warn, proclaim, and give.

c) Commissives

Commissives are associated with the speaker's commitment to a certain course of action. Some of the apparent examples include promise, vow, pledge, covenant, contract, guarantee, embrace, and swear.

d) Expositives

Expositives are used to make statements fit into the ongoing discourse such as clarifying and arguing. The list of words of expositives includes affirm, deny, emphasize, illustrate, answer, report, accept, object to, concede, describe, class, identify and call.

e) Behabitives

Behabitives are concerned with people's behavior and social's attitude towards other people's imminent or past conduct. These are associated with such matters such as apologizing, congratulating, blessing, cursing or challenging.

2) Searle's Classification of Speech Acts

Similar to Austin's work, Searle segments utterances into an utterance act, propositional act, illocutionary act, and perlocutionary act although it is the illocutionary act which becomes the central subject to Searle's framework (Schiffrin, 1994: 55). This view allows Searle to explicitly associate speech acts with the study of language and meaning.

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

a) Representatives

Representatives are those kinds of speech acts used to represent a state of affairs; which have a word-to-world fit. Statements of fact, assertions, conclusions, and descriptions are such forms of representatives in which people represent the world as they believe it is (Yule, 1996: 53). Cutting (2002: 17) adds that these acts can be used to perform some functions such as describing, claiming, hypothesizing, insisting and predicting.

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

b) Directives

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

- 1.1 Could you open the door, please?
- 1.2 Pass me the salt.

1.3 Stand up!

c) **Commissives**

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

- 1.1. I promise I will always be there for you.
- 1.2. I'll be back in five minutes.
- 1.3. I'm going to visit you next week.

d) **Expressives**

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

e) **Declarations**

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

I now pronounce you husband and wife.

(Cutting, 2002: 16)

The utterance above can only be appropriate and successfully performed if it is said by the priest. Thus, the utterance has an effect in which it turns two singles into a married couple.

To assist you in clarity and better understanding, the five general functions of speech acts are summarized by Yule (1996: 55) in the table below:

Table 2.1: **The Five General Functions of Speech Acts**

Speech act type	Direction to fit	S=speaker; X=situation
Declarations	Words change the world	S causes X
Representatives	Make words fit the world	S believes X
Expressive	Make words fit the world	S feels X
Directives	Make the world fits words	S wants X
Commissives	Make the world fits words	S intends X

c. **Direct and Indirect Speech Acts**

Besides those five categories of speech acts above, Yule (1996: 54) states that there is another different approach used to distinguish types of speech acts. It can

be made on the basis of structure. Three general types of speech acts can be presented by three basic sentences types. They are declarative, interrogative and imperative. Declarative is often associated with an assertion or a statement. Interrogative is usually related to questions. Imperative is linked with a command or request. Two kinds of speech acts made on the basis of structure are:

1) Direct Speech Acts

Direct speech acts are performed whenever there is a direct relationship between a structure and a function (Yule, 1996: 54-55). Similarly, Aitchison (2003: 107) asserts that it is expressed overtly by the most obvious linguistic means. In other words, direct speech acts do not have any implied meanings. The words or the expressions simply communicate the literal meanings. For example:

- 1.1 I am going to go shopping. (a declarative form)
- 1.2 Are you free tonight? (an interrogative form)
- 1.3 Give me the key. (an imperative form)

The utterances above show that direct speech acts do not represent other acts. The utterance (1) is used to make statements by means of declarative form. The utterance (2) functions as a question delivered through interrogative form. The utterance (3) is used as a command or request that is performed via imperative form.

2) Indirect Speech Acts

Most of the time, people communicate their intended meanings indirectly. Indirect speech acts occur whenever there is an indirect relationship between a structure and a function (Yule, 1996: 55). These

speech acts are associated with another act. In line with Yule, Searle as cited in Cutting (2002: 19) explained that when using indirect speech acts, someone wants to communicate a different meaning from the apparent surface meaning. Such case happens in the use of declarative form. A declarative used to make a request is an indirect speech act. The example of the use of declarations is illustrated below:

- 1.1 The cafe will close at 22.00 p.m.
- 1.2 I hereby tell you about the time the café will close.
- 1.3 I hereby request you to leave the café.

The utterance in (2.1) is a declarative. The utterance in (2.1), then, is paraphrased as in (2.2) when it is used to make a statement and thus functions as a direct speech act. Meanwhile, when it is used to make a command/request as paraphrased in (2.3), the utterance functions as an indirect speech act.

Another example comes from the use of interrogative form: paraphrase

- 1.4 A: Do you have Russel's number?
- 2.5 B: Yes.

It is obvious that B's response, from the surface, simply functions as a question. However, the speaker is actually performing a request. He or she wants the hearer to give him or her Russel's number by employing an interrogative form.

In conclusion, the characteristic of indirect speech acts is that its literal meaning is different from its intended meaning.

d. Felicity Conditions

There are certain conditions in order to perform speech acts appropriately. These specified expected conditions are generally known as felicity conditions

(Yule, 1996: 50). Austin in Cutting (2002: 18) believes that the felicity conditions are the contexts and the roles of participants must be recognized by all parties; the action must be carried out completely, and the person must have the right intentions.

Meanwhile, Searle in Cutting (2002: 18) asserts that there is a general condition for all speech acts, that the hearer must hear and understand the language, and that the speaker must not be pretending or play acting. For instance, in order to perform directives and declarations felicitously, the speaker must follow the pre condition rules on those acts. The rules are that the speaker must believe that it is possible to undertake the action: they are performing the act concerning the hearer's best interests, they are genuinely sincere about wanting to carry out the act and the words count as the act.

Schiffrin (1994: 56) discusses the four conditions that have to be met for the performance of a speech act to be felicitous or appropriate. They are:

1) The propositional content conditions

These types of conditions or rules are the most textual which is concerned with reference and predication (the propositional act). A propositional content condition for promises, for example, is the predication of a future act by the speaker. It means that the speaker has to acknowledge that the content of his or her act is about a future event and it is possible to carry out the act in the future. For example:

I promise I'll come to your party.

By uttering the utterance above, the speaker is aware that he or she will carry a future act; he or she will be at the hearer's party.

2) The preparatory conditions

These conditions are varied. They typically involve background circumstances and knowledge about S and H that must hold prior to the performance of the act. According to Yule (1996: 50), two preparatory conditions are involved for the case of promising. First, the event will not happen by itself. Second, the event will be advantageous for the hearer.

3) The sincerity condition

This rule concerns the speaker's psychological state as it is manifested through the illocutionary act performed by the speaker. In other words, it deals with the speaker's genuine intention to carry out the act he or she uttered. For instance, by making a promise, the speaker genuinely intends to fulfill the promise.

4) The essential condition

This condition is what the utterance counts as, i.e. the point of the act. As the term suggests, the essential rule is the most central condition that differentiates one illocution from other illocutions. In case of promising, the essential rule covers the fact that by uttering a promise, the speaker has a responsibility to carry out the action as promised.

e. Illocutionary Force Indicating Devices (IFIDs)

Besides considering the felicity conditions, the hearer can recognize the intended illocutionary force by considering Illocutionary Force Indicating Devices (IFIDs). According to Schiffrin (1994: 56) illocutionary force indicating devices can be regarded as certain linguistic elements that provide conventional procedures by which to perform a given act.

The most obvious device for indicating the illocutionary force is through the use of performative verb (Vp) which explicitly mentions the act being performed (Yule, 1996: 49). Most of the time, however, people do not explicitly perform what they say in the sense that they do not mention the performative verb. When such cases happen, the intended illocutionary force can be identified through the word order, stress, intonation contour, punctuation and the mood of the verb.

4. Context

Context plays a significant role in pragmatics because it determines the interpretation of the utterances delivered by the speakers. The interpretation of the utterances will be different if the context had been slightly different. Sadock (1978: 281) as cited in Brown and Yule (1983: 35) expresses the importance of context as follows:

There is, then, a serious methodological problem that confronts the advocate of linguistic pragmatics. Given some aspects of what a sentence conveys in a particular context, is that aspect part of what the sentence conveys in virtue of its meaning . . . or should it be worked out on the basis of Gricean principles from the rest of the meaning of the sentence and relevant facts of the context of utterance?

Furthermore, Yule (1996: 21) views context as the physical environment in which a referring expression is used. Similarly, Cutting (2002: 2) 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 in which the words are uttered or written. Meanwhile, Mey (1993: 39) argues that context is more than just a matter of reference and of understanding what things are about; it gives a deeper meaning to utterances. For an instance:

It's a long time since we visited your mother.

The utterance has an entirely different meaning when it is uttered at the coffee table in a married couple's living room than the same utterance uttered by a husband to his wife when they are attending the local zoo. Thus, it is clear that context is very essential in assigning a proper value to such phenomena such as presuppositions, implicature as well as dealing with other issues in pragmatics.

Context can be divided into two kinds, i.e. context of situation and cultural context.

a. Context of Situation

According to Cutting (2002: 3), context of situation refers the context surrounds the speakers to which they can see it. It is the immediate physical co presence, the situation where the interaction is taking place at the moment of speaking. In addition, Hymes(1974) as cited in Wardhaugh(2006: 247) emphasizes the importance of an ethnographic view of communicative events within communities. He explicates 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, i.e. the concrete physical circumstances in which speech takes place. In other words, it is where the event is situated. For example, a classroom can be a setting where the teaching and learning process occurs. Meanwhile, scene refers to the abstract psychological setting, or the cultural definition of the occasion. Participants are allowed to change scenes within a particular setting. They can change the level of formality or the kind of activity in which they are involved.

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 refers to the actual form and content of what is said: the precise words used, how they are used, and the relationship of what is said to the actual topic at hand. For example, public lectures and casual conversation have different forms of speaking; with each goes different kind of language and things talked about.

5) (K) Key

Key refers to cues that establish the tone, manner or spirit of the speech act. The message can be conveyed in light-hearted, serious, precise, pedantic, mocking, sarcastic, or even pompous tone.

6) (I) Instrumentalities

Instrumentalities refer to the choice of channel and to the actual forms of speech employed, such as the language, dialect, code or register that are chosen. The speech acts can be conveyed through oral, written or telegraphic form.

7) (N) Norms of Interaction and Interpretation

Norms of Interaction and Interpretation refer to the specific behaviors and properties that attach to speaking and also to how these may be viewed by someone who does not share them, e.g., loudness, silence, gaze return, and so on. In other words, it can be regarded as the social rules governing the event and the participants' action reaction.

8) (G) Genre

Genre refers to particular types of utterance; such as poems, proverbs, riddles, sermons, prayers, lectures, and editorials. These are all different from casual speech. Particular genres seem more appropriate to conduct on certain occasions. For example, sermons are more appropriate to be inserted in church services.

To summarize, using this framework of S.P.E.A.K.I.N.G allows people to learn more about how people communicate and how that communication is often patterned to achieve its objective within particular speech communities.

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

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

b. Context of Socio-Cultural

The socio-cultural context in which human communication occurs is perhaps the most defining influence on human interaction. It influences the way the interlocutors deliver their utterances as well as the linguistic choice they use. Only those who shared knowledge of cultural context will easily recognize the

intended meanings communicated by the speakers. Cutting (2002: 6) believes that it is the cultural and shared attitude of a group that can make the humor of one country difficult to understand for one people of another country and the humor of one generation incomprehensible to another generation. This phenomenon happens because the participants have different shared belief.

Furthermore, Yule (1996: 21) asserts that an analysis of reference not only depends on the situational context but also on the local context and the local knowledge of the participants. For example:

The heart-attack mustn't be moved.

The utterance above shows that local context and local knowledge crucially determines the interpretation of the speaker's intended meaning. People who are familiar with the local socio-cultural convention of that utterance will easily recognize the meaning. In this case, the nurses identify the patient via the name of the illness. Therefore, people should not neglect the cultural context to be able to interpret the speaker intended.

5. Classroom Discourse

Classroom is the main setting where learners are exposed to the target language. The teaching and learning process itself will not take place without the use of language. The teacher is required to use language as a medium to communicate his or her intentions. In classroom setting, there is a certain language used by the teacher and the students to communicate with one another which is described as classroom language or classroom discourse.

According to Nunan (1993), classroom discourse refers to the special type of discourse that occurs in classrooms. In classroom language, it is the oral or spoken language that matters instead of the written form. This type of language is often different in form and function than language used in everyday conversation since the roles played by the participants are different.

In addition, Cazden (1988) states that the study of classroom discourse refers to the study of that communication system. Several features of educational institutions make communication so central. First, spoken language is the medium by which much teaching takes place. It is defensible since the teaching and learning process must involve a lot of interaction. Second, in classroom setting, typically it is the teacher who is responsible for controlling all the talk. It should be perceived positively in which the teacher does this to enhance the purpose of learning. Third, language in classroom consists of three general functions, i.e. to control the activity, to transmit the curriculum and to express personal identity.

Furthermore, Johnson as cited in Richards and Nunan(1990: 269)adds that classroom discourse encompasses the interpersonal aspect which is divided into three modes: control, organization and motivation. Control and organization are usually realized in the forms of directive acts. Such utterances as ‘Stand up’ and ‘Why are you late’ exemplify the control and organization modes. Meanwhile, motivational functions are typically performed under the act of expressives such as ‘Well done’ and ‘That was a good try’.

In a restricted discourse like classroom setting where the power of the participants is not equal, there are conventional overall patterns that occur when

people are talking. These conventional patterns are known as exchange structure (Cutting, 2002: 24). Sinclair and Coulthard (1975) state that transactions are made up of a series of exchanges. There are two types of exchanges: teaching exchanges and boundary exchanges. A boundary exchange can be realized either in a framing move or a focusing move. Framing moves are used to indicate an end or a beginning to the stage of the lesson. They are typically marked by acts such as 'ok', 'well', 'good'. Focusing moves, on the other hand, indicate the speakers' focus of the lesson. They are typically indicated by features such as 'today, we are going to learn about, 'we will focus on', and so on.

Teaching exchanges, on the other hand, concern the actual progression of the lesson. They can be realized in a sequence of informing, eliciting, directing, or checking. They consist of three different moves: I-R-F or Initiation-Response-Follow Up. In a classroom discourse, the one who makes the initiation as well as follow up move is the teacher, while the one who makes the responding move is the student. The lowest rank of Sinclair and Coulthard's model is the act which is built upon Austin's and Searle's categories of speech acts. However, the Sinclair and Coulthard's acts are more general and they are assigned by their discourse functions. The three major acts are elicitation, directive and informative.

6. Theory of Teaching and Learning

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

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

a. Theory of Learning

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

- 1) Learning is acquisition or getting.
- 2) Learning is retention of information or skill.
- 3) Retention implies storage systems, memory, and cognitive organization.
- 4) Learning involves active, conscious focus on and acting upon events outside or inside the organism.
- 5) Learning is relatively permanent but subject to forgetting.
- 6) Learning involves some form of practice, perhaps reinforced practice.
- 7) Learning is a change in behavior.

Similar to Brown’s last component of the definition of learning, Kimble and Garnezy (1963: 133) as cited in Brown (2000: 7) advocate that learning not only deals with getting knowledge but also leads to permanent change in behavior caused by reinforced practice. The change in behavioral tendency, however, cannot be seen directly after someone learns a certain subject. There are also probably other factors that influence the change in behavior.

In preference to learning, there is another term which is often associated with learning called acquisition. Krashen as cited in Stern(1983: 20) makes

distinction between learning and acquisition. He claimed that language which is acquired subconsciously and similar to the process children undergo when they acquire their first language. Hence, in Krashen's view, when learners acquire language, they do not focus on the language components such as grammar and vocabulary. Instead, the process of acquisition happens naturally and subconsciously contrasted to the deliberate teaching in classroom.

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

Furthermore, Allwright (1979: 170) as cited in Harmer (2001: 70) argues that language learning will take care for itself when learners are involved in the process of solving communication problems in the target language. He bases his hypothesis based on the way he had been teaching. He claims that the best way of learning language is when the learners are exposed to the language and forced them to use it instead of exposing the learners to grammar and vocabulary. It means that to successfully master the language, the learners need to use the language optimally.

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

b. Theory of Teaching

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

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

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

well as making the necessary administrative provision inside or outside an educational system belong to the concept of teaching.

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

7. Elements of Teaching and Learning

The success of teaching and learning process is dependent upon many factors. There are some elements that contribute to the success of teaching and learning process which include:

a. Teacher

A teacher holds vital roles in the teaching and learning process. The quality of teaching and learning process is determined by the teacher. Within the classroom, teachers serve a range of roles that may change from one activity to another. They must be fluent in adopting the roles to achieve the effectiveness of teaching and learning process.

Harmer (2001: 56) states that there are many roles that the teachers should hold in order to facilitate the students' progress and enhance the teaching and learning process. Those are:

1) Controller

In educational context, this is the most common role held by the teachers. This role is generally believed by the teachers who view their job as the transmitter of knowledge. Teachers as the controllers are in charge of the

class and the activity taking place during the process of teaching and learning. Controllers typically tell students things, manage drills, read aloud and various other ways that exemplify the qualities of teacher-centered classroom. However, this role makes sense when the teachers need to make announcements, give explanation or lead a question and answer session. An appropriate degree of control by the teacher over the class is vital in formal language teaching.

2) Organizer

This role is crucially important to be performed by teachers when it is required. It is usually dealing with that of organizing students to do various activities. As an organizer, teacher typically gives the students information, tells them how they are going to do the activity, puts them into groups or pairs, and finally closes things down when it is time to stop.

The role of organizers involves engaging, instructing, initiating and giving feedback. After getting students engaged in the activity, the teacher can go on giving necessary instructions to the students like telling them about what and how they should do the activity. The instruction should be delivered clearly so that the students know what they are actually going to do. Then, the teacher can start or initiate the activity. At this point, the teacher is supposed to tell the students the time to start and to stop the activity. After the students finish the activity, it is necessary for the teachers to give the students feedback dealing with their performance during the activity.

3) Assessor

When the teachers act as assessors, they usually deal with criticizing or offering feedback and correction on students' performance, handing out grades, passing students to the next level, etc. Giving assessment is such an emotionally sensitive issue. Students need to know and for what they are being assessed. Thus, teachers should tell the students the purpose of assessment and the criteria of success of the tasks they perform. Though this is such a sensitive issue, the teachers need to be objective and fair on giving assessment towards the students' performance. It can be made far more acceptable if it is given with sensitivity and support.

4) Prompter

When teachers adopt some kind of a prompting role, they tend to encourage students to think creatively when they face difficulties during the activity. For example, in such situations where the students are lost for words, the teachers will push them forward in a discreet and supportive way. It is important to note that when the teachers act as prompters, they should do it sensitively and encouragingly.

5) Participant

Teachers can also play role as participants during the activity. Acting as participants has some benefits. Teachers can liven up the teaching and learning process from the inside instead of always having to prompt from outside of the group. When the teachers succeed in enliven things, the students will enjoy having the teachers with them. However, there is also a

danger having teacher as participants. Teachers can easily dominate the activities. This is hardly surprising since teachers are more fluent in English than the students are. Moreover, the teacher is still regarded as the teacher who has more power than students and they tend to be listened to with greater attention.

6) Resource

Being a resource means that teachers want to be helpful and available when students need some help during the activities. In such situation, students might want to know information about something which leads them to ask questions to the teachers. This is where teachers can act as resources. However, teachers need to be careful when they play the role as resources. They have to resist the urge to spoon-feed for students if they do not want the students become over reliant on them.

7) Tutor

Acting as a tutor is a combination of the roles of prompter and resource. The term implies a more intimate relationship than that of a controller or organizer. Hence, it is rather difficult to be a tutor in a very large group. It is essential for teachers to act as tutors from time to time since the learners have a real chance to feel supported and helped. As a result, the atmosphere of the class will be greatly enhanced.

8) Observer

Observing students during the activities is important so that teachers can give them useful feedback on their performance. Teachers need to be careful

when observing students. They should avoid drawing attention to themselves in order to not distract the students from the task they are involved in. Observing students can also be used to judge the success of different materials and activities they take into lessons. Hence, teachers can evaluate the materials in the future.

Those are some roles that teachers can take within classroom during the teaching and learning process. They should be able to switch between the various roles depending on the situation they face. Teachers also need to be aware of how they perform the role.

b. Learner

Learner is a key participant in the teaching and learning process. Teaching activity cannot be conducted if there is no student attending the class. Age is a major factor that determines the content to teach and the way teacher teaches the students. Harmer (2001: 37-40) classifies the students based on the age differences into three categories: young children, adolescents, and adults.

Young children are those learners up to the ages of nine or ten. They learn differently from older children, adolescents and adults. Here are the ways young children learn:

- 1) They respond to meaning even if they do not understand the words.
- 2) They tend to learn indirectly.
- 3) Their understanding often comes from what they see and hear especially when they have a chance to interact.
- 4) They are enthusiastic and curious about the world around them.

- 5) They have a need for individual attention.
- 6) They are fond of to talk about themselves.
- 7) They have a short attention span which makes them get easily bored.

Adolescents are those learners who are at the stage of searching for individual identity. Teenage students are often disruptive in the class. There are a number of factors that cause them to behave like that such as the need for self-esteem, the peer approval, and the boredom they feel. Teacher should be able to control and manage them. If the teacher succeeds in controlling them in a supportive way, the students will be less likely disruptive especially when the challenge is met. Apart from the disruptive behavior, they have a great capacity to learn, a great potential for creativity, and a passionate commitment to things which interest them. Thus, it is the teacher's job to provoke student engagement with material which is relevant and involving as well as to boost their self-esteem.

Like young children and adolescents, adult learners also have notable characteristics. They are:

- 1) They can engage with abstract thought.
- 2) They have expectations about learning.
- 3) They are more disciplined than some teenagers.
- 4) They have a lot of experiences so that teachers can use a wide arrange activities with them.
- 5) They have a clear understanding of their purpose of learning.

However, adults are not entirely free from problems. Their characteristics sometimes may cause problems during the teaching and learning process. Since

they have a lot of learning experiences, they can be critical of teaching methods. Moreover, they may also worry that their intellectual power may be diminishing with age. They may also feel anxious since they have experienced failure in their previous learning.

c. Task

Breen (1987:23) as cited Nunan, (2004: 3) suggests that task is any structured language learning endeavor or a range of work plans which is designed from the simple and brief exercise type to more lengthy and complex activities and has a purpose to facilitate language learning. As a result, those who undertake the task will have a range of outcomes.

In addition, Nunan (2004:4) offers a definition of task as a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language so that learners are able to communicate meaning without ignoring their grammatical knowledge. Nunan's opinion about task emphasizes the fact that learner's attention should be more focused on meaning rather than grammatical form in order to achieve communicative outcome. This does not mean that Nunan neglects the importance of grammar. The existence of grammar allows the language user to express different communicative meanings.

Similarly, Ellis (2003: 16) defines a task as "a work plan that requires learners to process language pragmatically in order to achieve an outcome that can be evaluated in terms of whether the correct or appropriate propositional content has been conveyed". This suggests that learners are supposed to give more focus

on meaning and to make use their own linguistic resources; thus they will understand how to use the language in the real world.

Of all the definitions above, it can be synthesized that task is a range of work plans or activities which is intended to facilitate learning and to bring about a communicative outcome through the exchange of meanings.

d. Method

Clearly, methodology is one of major factors that contribute to the success or failure of English teaching. Teachers must wisely decide what kind of methodology that they are going to use. Harmer (2001: 79) states that there are five teaching models that have strong influence in classroom practice. They include grammar-translation, audio-lingualism, PPP (Presentation, Practice, Production), communicative language teaching and task based learning.

1) Grammar translation method

Harmer (2001) stresses out that grammar translation has been used for hundreds of years. This model focuses on analyzing the grammar and finding the equivalents between the students' language and the target language. This method is criticized because it gives too much emphasis on form while neglecting the functions of language itself.

2) Audio-lingualism

The grammar translation method is then replaced by audio-lingualism method. Audio-lingualism is heavily influenced by the Behaviorist models of learning. The Stimulus-Response-Reinforcement model is used as an attempt

to prompt good habits in language learners. It concentrates on long repetition drill-stage so that students would acquire good language habit.

This method has some drawbacks. In the first place, it is focused more on form rather than the communicative function. Second, students are expected to only use correct language since it is believed that the best way to learn is to banish any kinds of mistakes. Such teaching runs counter to belief among many theorists that making from errors is a key part of the process of acquisition. Despite these caveats, habit-forming drills have remained popular among teachers and students.

3) Presentation, Practice and Production or PPP

The next method is PPP which stands for presentation, practice, production. This method moves from tight teacher control towards greater language freedom. In this procedure, the teacher introduces a situation which contextualizes the language to be taught. The language, then, is presented. Then, the students practice the language introduced in the presentation stage using accurate reproduction techniques such as choral repetition, individual repetition and cue-response drills.

The practice stage has similarities with the classic kind of Audio-lingualism method. The drill model in PPP, however, carries more meaning than a simple substitution drill since they are not presented in isolation. The end point of the PPP cycle is production. At this stage, the students are asked use the target language in sentences of their own.

4) Communicative Language Teaching

The communicative approach which is also known as Communicative Language Teaching (CLT) focuses on what to teach and how to teach aspect. The “what to teach” aspect stresses the significance of language functions rather than focusing solely on form. Meanwhile, “how to teach” aspect is closely bound up with the idea that language learning will take care of itself. A lot of exposure as well as opportunities to practice the language are also significant for the students’ development of knowledge and skill.

Activities in CLT typically involve students in real communication. The successful achievement of the communicative task that learners are performing is more important than the accuracy of language they use. Role play and information gap are such activities that are commonly used in CLT. What matters in CLT is that students should have a desire to communicate something. The focus is emphasized on the content or meaning rather than form. This approach also gives primary attention to the use of variety of language.

5) Task-based Learning

Task-based learning presents the students with authentic task they have to perform. Task-based learning is often regarded as a kind of ‘deep-end’ strategy. In other words, the students are presented with a task they have to perform and when the task has been completed, the teacher discusses the language that was used and makes adjustments on the students’

performance. Task-based learning consists of three basic stages: the Pre-task, the Task cycle, and Language Focus.

In the Pre-task the teacher introduces the topic to the students and may highlight useful words and phrases. This is done to help students to understand the task instructions. Then, during the Task cycle, the students perform the task in pairs or groups while the teacher plays role as a monitor. The students then discuss about how they will report the task and they then report what they have been discussing either orally or in writing. In the final stage, the Language focus stage, the students examine and discuss specific features of any listening or reading text which they have looked at for the task.

Task-based learning implies a shift away from some traditional teacher roles. The teachers cannot always act as controllers if they expect the students to perform the task by themselves. TBL, however, is not free from critics. This methodology is often criticized for its applicability to lower learning levels. It also fails to promote the kind of language used in discussions or social interactions. There is also a difficulty dealing with how to grade tasks in syllabus. Tasks, however, are now widely used in language teaching.

It is difficult to decide which methods which are most appropriate for teachers' own teaching situation. Teachers must carefully consider the best approach to addressing students' difficulty, needs and promoting success on learning language. When both teachers and students are comfortable with the method being used, success is much more likely.

B. Reviews of Related Studies

Several studies have been conducted in the area of pragmatics especially speech acts. One of them is the research conducted by Dr. Margana, M.Hum, M.A. (2011), a lecturer of English Education Department of State University Yogyakarta, entitled “Pragmatic Knowledge for Second Language Learners”. The research focuses on the analysis of speech acts, especially the illocutionary acts and the illocutionary forces, and the conversational implicature. The object of his research was the English teachers of secondary school levels in Yogyakarta.

After conducting his research, he found that during the process of English language teaching and learning, the English teachers of secondary school levels in Yogyakarta tend to perform speech acts in the forms of representatives, directives, commissives and expressive. Each of the illocutionary acts is classified in terms of its illocutionary forces.

Regarding the use of implicature, the results show that in classroom communication practices the English teachers of secondary schools performed two types of conversational implicatures which include generalized conversational implicatures and particularized conversational implicatures. His final conclusion is that pragmatic knowledge is of great importance to facilitate students of secondary school levels to easily understand the utterances carried out by the English teachers during the classroom communication practices. In effect, the misunderstanding and miscommunication can be minimized.

Another closely related research is the research conducted by A. Dzo’ul Milal (2010), entitled “A Study of Classroom Discourse in a Language

Instructional Setting with a Special Focus on Power Relations”. The aim of his research is to describe and explain the speech acts performed by the teachers and the learners in the context of language instructional setting. This study, however, does not only discuss the existence of speech acts but also the language lesson and the power relations in classroom discourse.

The findings show that the speech acts performed by the teacher and the students include representatives, directives, commissives and expressive. Meanwhile, the lesson is basically focused on the improvement of vocabulary mastery. The students are engaged in a variety of grouping patterns such as pair-work, group-work and whole-class. Dealing with the power relations, the teacher imposes numerous demands by asking questions, ordering learners to do tasks, eliciting and prompting expressions which implies that the teacher exercise greater power over the students.

Those two previous researches are similar to this research. However, this research is different in terms of subject and the intention of the research, that is, to analyze the types of speech acts performed by the English teacher during the English teaching and learning process at SMA N 1 Purworejo. The theory of speech acts used in this research is that of Searle’s which focuses on the illocutionary acts and illocutionary forces.

C. Conceptual Framework and Analytical Construct

This study is conducted to identify the types of speech acts performed by the English teacher of grade X IBB (*Ilmu Budaya dan Bahasa*) of SMA N 1

Purworejo during the English teaching and learning process. It is carried out under the study of pragmatics. Pragmatics is the appropriate approach because it investigates the meaning of language in a certain context. Besides, pragmatics can be used to analyze the meaning which cannot be captured by the semantic theory; it explores the deeper or the implied meaning. Hence, speech acts, i.e. actions performed via languages become the main focus of this study.

To analyze the types of speech acts, the theory of speech acts established by Searle is adopted. Searle's classification of speech acts is the modification of Austin's general theory of speech acts. His theory is based on the criterion what the speaker intends to imply in his or her utterances. In other words, it focuses on the basis of illocutionary act which is communicated via illocutionary force. The five types of speech acts developed by Searle are representatives, directives, expressive, commissives and declaratives. The brief explanation of those types of speech acts is presented below.

1. **Representatives:** those kinds of speech acts that represent the speaker's belief and carry the true or false value. The forces that fall into this category include stating, describing, reporting, confirming and so on.
2. **Directives:** those kinds of speech acts that are performed by the speaker to get the hearer to do something. The illocutionary forces of directives include requesting, ordering, suggesting, commanding, questioning, etc.
3. **Expressives:** those kinds of speech acts that state what the speaker feels. Apologizing, thanking, congratulating, condoling, greeting are such examples of expressive illocutionary forces.

4. **Commissives:** those kinds of speech acts that speakers use to commit themselves to future actions. Commissives can be used to perform promises, threats, refusals, pledges, and so on.
5. **Declarations:** those types of speech acts that can change the world via utterances. Baptizing, marrying, and naming are such forces that exemplify declaration acts.

1. Analytical Construct

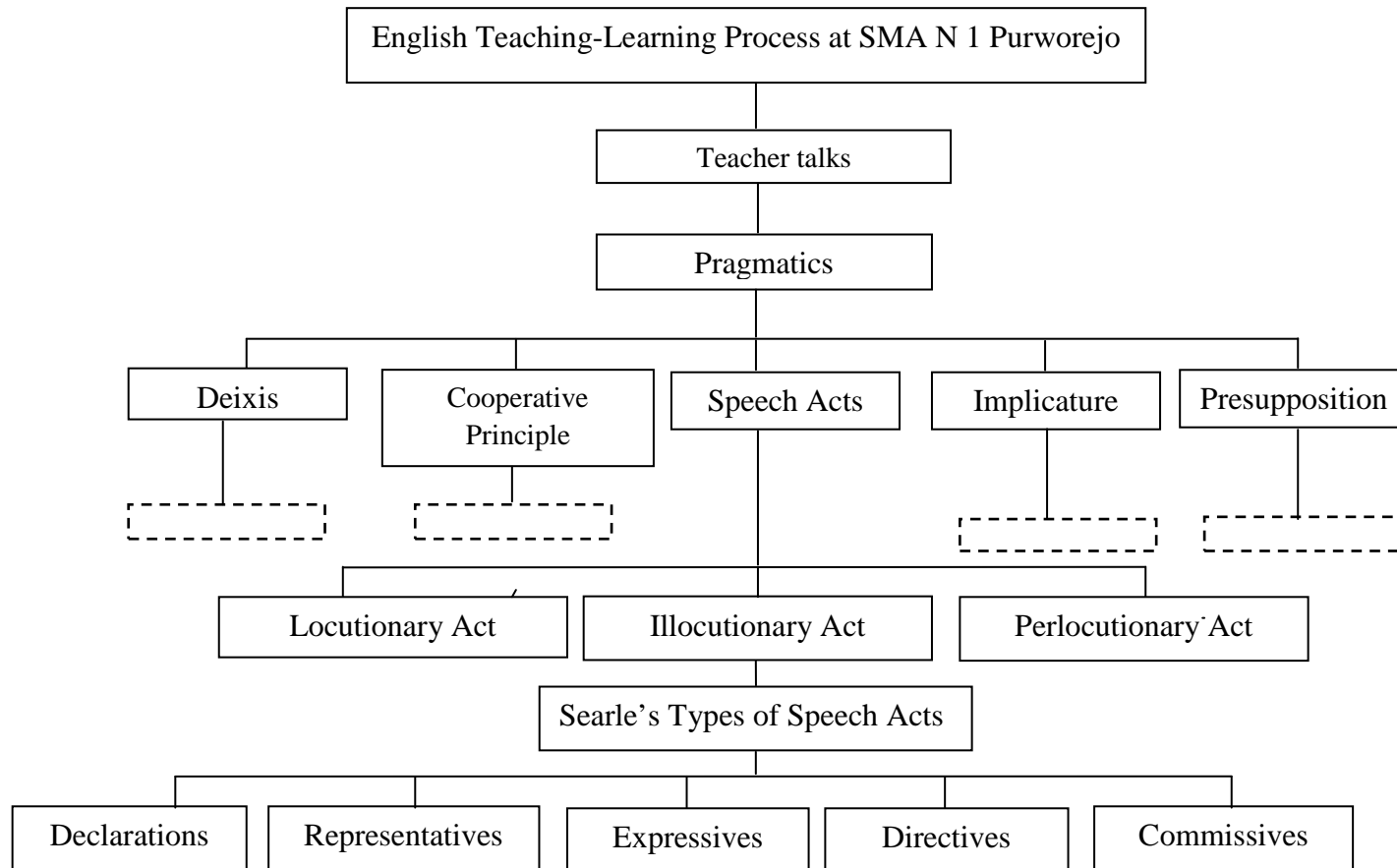


Figure 2.1 The Analytical Construct of the Analysis of the Types of Speech Acts Performed by the English Teacher during the English Teaching and Learning Process

CHAPTER III RESEARCH METHOD

The purpose of this chapter is to demonstrate how the research is conducted. This chapter is broken down into some sub-headings including types of the research, data preparation, techniques of data collection, techniques of data analysis and trustworthiness of the data.

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. This is in accordance with Kothari (2004: 3) who states that qualitative research is concerned with qualitative phenomena, i.e., phenomena relating to or involving quality or kind. In addition, the analysis of the data is presented in the form of narrative or words instead of number (Lodico, Dean, and Katherine, 2010: 143). This means that the results of qualitative research rely more on the interpretation of the researcher.

More specifically, this research falls under the category of case study. According to Given (2008: 68), a case study is a research approach in which one or a few instances of phenomenon are studied in depth. By using this approach, it is expected that the study will provide in-depth understanding and rich data. However, a quantitative approach was also involved to support the description of the data. The quantitative approach was used to reveal the frequency of the occurrence of the data.

Descriptive qualitative approach was the most suitable approach since this research was intended to analyze the types of speech acts performed by the

teacher in a series of English teaching and learning process at SMA N 1 Purworejo grade X *IBB (Ilmu Budaya dan Bahasa)* on the basis of Searle's theory of illocutionary acts and illocutionary forces.

B. Data Preparation

1. Research Setting and Time

This study was executed at SMA N 1 Purworejo which is located at Jalan Tentara Pelajar No. 55, Purworejo, Jawa Tengah. The school was chosen because it is known as one of the best schools in Purworejo. This school is also formerly known as an *RSBI* school (*Rintisan Sekolah Bertaraf Internasional*). Having its status, the English teachers mainly deliver the lesson in English. Thus, it will help and ease the researcher in collecting the data of the research.

In terms of time, this research was conducted over a period of four time meetings in November and January in the academic year of 2014/2015. This took so long because in December, the school underwent first semester test and two-week holiday. Thus, this research was continued in January. This study was carried out following the school schedule, which was every Thursday at 10.45-13.30.

2. Subjects of the Research

The main subject of this study was the English teacher of grade X *IBB (Ilmu Budaya dan Bahasa)* of SMA N 1 Purworejo. Through some consideration, she was appointed by the principal of SMA N 1 Purworejo to participate in this study. The students of X *IBB* also became the subjects of this study since in

maintaining the communication during the teaching and learning process, the teacher interacted with the students. They were 32 students in total; 25 female students and 7 male students.

3. Source, Form, and Context of the Data

The primary source of this research was the speech acts produced by the English teacher of grade X IBB (*Ilmu Budaya dan Bahasa*) of SMA N 1 Purworejo during the process of English teaching and learning. The data were in the forms of words, phrases, and utterances uttered by the teacher during the lesson. This is in line with Bogdan and Biklen (1982) who states that qualitative data are in the forms of words or pictures rather than in utterances. Meanwhile, the context was the context surrounding the utterances.

4. Research Instrument

This research involved the researcher herself as the main instrument. This is in accordance with the nature of qualitative research in which Bogdan and Biklen (1982: 27) point out that the key instrument of the qualitative research is the researcher himself/herself. Therefore, the researcher was involved in all process of the research starting from the data design until the data report. A handy-cam was also used to aid the researcher in recording the data. The secondary instrument was also used in this study. The instrument was the data sheet which could be used to help the researcher in identifying and analyzing the data. The format of the data sheet is presented below:

Table 3.1: The Data Sheet of the Data Findings of the Types of Speech Acts in Terms of Its Illocutionary Acts and Illocutionary Forces Performed by the English Teacher of Grade X IBB (*Ilmu Budaya dan Bahasa*) SMA N 1 Purworejo

No	Code	Data	Context	Types of Illocutionary Acts				
				Rep	Dir	Exp	Com	Dec
1	M-1/01/00:16-00:18							

Note:

M-1	: Number of meeting	Re	: Representatives
01	: Number of data	Dir	: Directives
00:16-		Exp	: Expressives
00:18	: Minute	Com	: Commissives
Dec	: Declaration		

C. Techniques of Data Collection

The data were obtained using a technique, namely observation. According to McMillan and Schumacher (2010), observation is a way for the researcher to see and hear what is occurring naturally in the research site. The observation was conducted together with the audio-video recording process. The data was recorded using a handy-cam. Some procedures were then followed after conducting the observation. The steps are as follows:

1. listening to the recording and trying to understand the utterances performed by the teacher;
2. transcribing the data into the written form;
3. listening to the recording again to check the accuracy of the data;
4. selecting the data from the recording which are in accordance with the objectives of the study;
5. recording the data into the data sheets; and
6. classifying the data.

D. Techniques of Data Analysis

This study adopted the framework developed by Miles and Huberman (1994: 10) to describe the procedures of data analysis. The data analysis consists of three streams of activity: data reduction, data display, and conclusion drawing and verification.

1. Data Reduction

Data reduction is concerned with the process of selecting, focusing, simplifying, reducing, and organizing the data that has been collected. At this stage, the data that has been obtained were organized and the irrelevant data were discarded. This was done through the process of coding; the process of labeling and segmenting units of meaning to the descriptive or inferential information compiled during the study. The purpose is to help the researcher in organizing and classifying the data. The process of coding is as follows:

- a. the data were carefully read;
- b. the data related to the objectives of the study were identified and selected;
- and
- c. each datum was assigned a code.

2. Data Display

Data display deals with providing an organized, compressed, assembly of information that allows conclusion drawing. A display can be in the form of texts, graphs, diagrams, charts, matrices, or other graphical formats. In this study, the data were presented in the form of table and descriptions.

3. Conclusion Drawing and Verification

Conclusion drawing involves moving back to consider what the analyzed data mean and to assess whether the data findings fit the objectives of the study. At this stage, the data that has been analyzed were read and re-read to develop the conclusions regarding the study. The conclusions, then, were verified by revisiting the data as many times as necessary. Verification was also enhanced by conducting peer checking and consultation with the supervisors.

E. Data Trustworthiness

Validating the result of the research is important in any type of research for influencing the findings and the analysis. If the data are not valid, thus, the analysis is not reliable. According to Lodico, Dean and Katherine (2010: 169) the criteria to evaluate qualitative study include credibility, dependability, conformability and transferability. This research, however, only used credibility, dependability, and conformability as tools to check the trustworthiness of the data.

Credibility refers to whether the participants' perceptions of the settings or events match up with the researcher's portrayal of them in the research report (Lodico, Dean and Katherine, 2010: 169). The credibility was enhanced by discussing how the information provided by the data sources was compared through triangulation technique to verify the conclusions. The sources were utterances uttered by the English teacher of grade X *IBB* of SMA N 1 Purworejo in the English teaching-learning process. Meanwhile, the theories of pragmatics, speech acts, teaching and learning are referred in this study.

Once credibility was achieved, the consistency should be fulfilled. To achieve dependability, the detailed explanations of how the data were collected and analyzed were provided. Finally, to avoid such subjectivity, conformability was applied in this study. To check on the conformability, triangulation technique was used. This was done by doing consultation with two English lecturers, who also played roles as the researcher's supervisors. Peer checking was also conducted to establish conformability. The peer debriefing was held by asking two colleagues majoring linguistics in English Education Department to give suggestions and opinions about the data analysis. In addition, the researcher also checked the data by consulting them with some articles, books and journals which were relevant with the objectives of the study.

CHAPTER IV FINDINGS AND DISCUSSION

This chapter is divided into two parts: findings and discussion. The findings part presents the result of the data analysis of the types of Searle's speech acts in terms of illocutionary acts and illocutionary forces performed by the teacher during the English teaching and learning process at SMA N 1 Purworejo. Meanwhile, the discussion section provides the deep and detailed description of the data findings.

A. Findings

1. The Types of Searle's Speech Acts in Terms of Illocutionary Acts and Illocutionary Forces Performed by the Teacher

These data findings are related to the types of speech acts in terms of illocutionary acts and illocutionary forces performed by the teacher during the English teaching and learning process at SMA N 1 Purworejo. Searle classifies speech acts into five categories, i.e. representatives, directives, expressives, commissives, and declarations. However, the findings show that there were only four types of speech acts performed by the teacher, namely representatives, directives, expressives, and commissives. The distribution of each speech act in terms of its illocutionary acts and illocutionary forces performed by the English teacher is illustrated in table 4.1, as follows:

Table 4.1: The Data Findings of the Types of Speech Acts in Terms of Illocutionary Acts and Illocutionary Forces Performed by the Teacher during the English Teaching and Learning Process at SMA N 1 Purworejo.

No.	Classification of Searle's Speech Acts (The Illocutionary Act)	Illocutionary Force	Frequency	Percentage
1.	Representatives	1. Confirming 2. Correcting 3. Agreeing 4. Explaining 5. Disagreeing 6. Informing 7. Stating 8. Predicting	49 11 8 36 1 43 31 1	27.22% 6.11% 4.44% 20.00% 0.56% 23.89% 17.22% 0.56%
Total			180	25.68%
2.	Directives	1. Reminding 2. Warning 3. Suggesting 4. Requesting 5. Asking 6. Ordering	4 4 5 4 286 137	0.91% 0.91% 1.14% 0.91% 65.00% 31.14%
Total			440	62.77%
3.	Expressives	1. Stating anger 2. Stating annoyance 3. Stating disappointment 4. Apologizing 5. Leave-taking 6. Stating pleasure 7. Wishing 8. Greeting 9. Thanking 10. Complimenting 11. Stating surprise	2 1 4 5 2 3 1 4 5 42 5	2.70% 1.35% 5.40% 6.76% 2.70% 4.05% 1.35% 5.40% 6.76% 56.76% 6.76%
Total			74	10.56%
4.	Commissives	1. Granting 2. Promising 3. Offering	1 2 4	14.29% 28.57% 57.14%
Total			7	0.99%
Total of illocutionary act occurrences			701	100%

Table 4.1 shows that there are four types of Searle's speech acts employed by the teacher of grade X SMA N 1 Purworejo during the English teaching and learning process. They were representatives, directives, expressives, and commissives whereas declarations were not utilized by the teacher. Furthermore, the table points out that the most dominant speech acts used by the teacher was directives with 440 instances which represent 62.77% out of the total number of utterances.

Representative speech acts occupied the second place among the other types. They appeared in 180 utterances representing 25.68% out of the total utterances. The occurrence of expressives was revealed in 74 instances with the percentage of 10.56% out of the whole speech acts. Meanwhile, the least speech acts produced by the teacher during the process of English teaching and learning were commissives. They were revealed only in 7 utterances with 0.99% out of the total utterances. Throughout the analysis of the data, there were no instances of declarations produced by the teacher.

Concerning the illocutionary forces within the representative speech acts, the table shows that the teacher performed confirming, correcting, agreeing, explaining, disagreeing, informing, stating and predicting. Based on the level of occurrence, the most frequently used representatives were confirming with 49 utterances (27.22%). The second place was occupied by informing with 43 instances (23.89%).

The third rank went to that of explaining with 36 utterances (20.00%). The next rank of illocutionary force of representatives was stating with 31 utterances (17.22%). Correcting were realized in 11 utterances (6.11%). Agreeing occurred in 8 utterances (4.44%). It made the illocutionary force of agreeing occupy the second least rank. Meanwhile, the least frequently used illocutionary forces of representatives were disagreeing and predicting which appeared in the same amount of utterance. Both of them were found only in 1 utterance (0.56%).

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 reminding, warning, suggesting, requesting, asking and ordering. The table shows that there were 286 instances of asking with the percentage 65.00% out of the total occurrence.

The frequency shows that asking or questioning was the most dominant illocutionary forces of directives produced by the teacher. Ordering was expressed in 137 utterances with 31.14% out of the whole data making them occupy the second place. Suggesting occurred in 5 instances with the percentage 1.14% out of the total. The least frequently directive illocutionary forces were reminding, warning and requesting which were found in 4 utterances for each of them.

In case of expressive illocutionary acts, the table shows that the kinds of illocutionary forces performed by the teacher were also varied. They include greeting, stating anger, stating annoyance, stating disappointment, apologizing,

stating goodbye, stating pleasure, wishing, greeting, thanking, complimenting, and stating surprise. Based on the rank of the occurrence of the data, complimenting dominated the illocutionary forces of expressive with 42 utterances (56.76%). Apologizing, thanking and stating surprise were on the second place in which they were utilized by the teacher in 5 utterances for each of them.

The third rank of occurrences was realized in the form of greeting and stating disappointment which were revealed in 4 utterances (5.40%) for each illocutionary force. Then, stating pleasure appeared in 3 utterances (4.05%). Stating anger and leave-taking were expressed in 2 utterances (2.7%) for each of them. The next illocutionary force of expressives was stating annoyance which appeared only in 1 utterance (1.35%). Accordingly, it was the least illocutionary force of expressives performed by the teacher of SMA N 1 Purworejo during the English teaching and learning process.

For commissive speech acts, the types of illocutionary forces produced by the teacher were offering, granting and promising. The most frequently used commissive illocutionary force was revealed in the form of offering which occurred in 4 utterances (57.14%) while the least went to that of granting which was expressed only in 1 utterance (14.29%). Another type of commissives used by the teacher was that of promising. It was realized in 2 utterances (57.14%) out of the total data occurrence.

B. Discussion

1. The Types of Searle's Speech Acts in Terms of Illocutionary Acts and Illocutionary Forces Performed by the Teacher during the English Teaching and Learning Process at SMA N 1 Purworejo

Based on the findings, there were four kinds of speech acts performed by the teacher of SMA N 1 Purworejo during four meetings of the English teaching and learning process. They were representatives, directives, expressives and commissives. 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 speakers. On the other hand, commissives were the least frequently used speech acts performed by the teacher throughout the research. Meanwhile, declaratives were not performed at all by the teacher.

a. Representatives

Representatives are those types of speech acts that represent what the speaker believes and does not believe. The production of representatives was revealed as the second highest significance performed by the teacher during the teaching and learning process. They appeared in 180 acts from the total acts of 701. For these types of speech acts, the illocutionary forces performed by the teacher were confirming, agreeing, correcting, explaining, disagreeing, informing, stating and predicting.

1) Stating

Stating is one type of representative illocutionary acts that asserts what the speaker believes to be the case or not. It is usually concerned with delivering the fact or opinion. Stating appeared in 31 utterances. Below is one example of stating performed by the teacher:

S: Ma'am, how about special English?

T: **I don't know because in outside there is no *peminatan*. They only have English. I don't know. There are some special forms of English in Indonesia especially in 2013 curriculum.**

(M-1/69/23:17-23:40)

In the datum exemplified above, the teacher said that utterance because she believed that there was no English equivalent for the Indonesian *peminatan* when one of her students asked her about the English word for *peminatan*. She believed that there were some special forms of English in Indonesia but she did not know the equivalent word for *peminatan* in English.

The teacher delivered her utterances in a convincing way. She was adamant when one of her students suggested the English word for *peminatan*. She still held her belief that in English speaking country, the people only use English to describe *peminatan*. She also made her voice as clear as possible to make sure that her opinion was stated well. She repeated the words "I don't know" twice in asserting her belief that according to her knowledge she did not know the English of *peminatan*.

In this case, the teacher used the illocutionary act of representatives which functions to state an opinion. The example shows that the teacher attempted

to assert her belief about the truth of proposition. Moreover, the utterances were expressed in declarative forms which were typically suited to the functions of stating opinion.

Another act of stating is performed in the following utterance:

T: OK. Just listen to it.
 playing the recording
 Ss: Aaw.
 T: **You get trapped.**

(M-2/162/24:10-24:11)

The teacher said the utterance above because she believed that her student named Dwi got trapped; thus he could not correctly catch the words said by the speaker. In producing the act of stating, the teacher asserted her belief about the truth of expressed proposition in which the direction of fit was words to world. The declarative mood was also utilized that usually marked the representative act.

The following utterance also illustrates the act of stating:

T: D. What is it?
 Ss: London Bridge.
 T: **This one? I also don't know.**

(M2/283/42:34-42:36)

The teacher uttered the utterance above because she did not know what picture it was. The utterance was delivered in the form of declarative which typically marked the act of representative. The force carried by the teacher was stating because in this case she tried to state her opinion.

2) Explaining

The purpose of explaining is to give the explanation, the details or the reasons to make something clear or easy to understand. During the English teaching and learning process, explaining was expressed by the teacher in 38 utterances. The example is presented in the bold forms below:

T: Play means drama.
 T: Drama.
 Ss: Oh.
 S: *Permainan.* (Game).
 T: *Permainan. Permainan lagi. Cerita atau drama. (Game. Game again. Story or drama.) It has a beginning, middle and end. Awal, tengah dan akhir. Short story usually has one plot. So, it can be read in one sitting. Nah, satu kali duduk membaca cerita pendek itu selesai beda dengan kalau kita membaca novel.*
 (M-4/632/15:20-15:43)

The utterances show that the teacher was trying to explain the plot of a story or play to her students. She explained that there were three parts of plot which were the beginning, the middle and the end. She, then, added that short story usually had one plot so that it could be read in one sitting. It was different from novel which could not be read in one sitting because it had a lot of plot. The teacher explained it in English but she also translated it into Indonesian to help the students easily process the explanation.

She tried to make her explanation as clear as possible. The choice of words she utilized was simple and understandable. She did not employ the long and complicated sentences to make the students understand the explanation easily. She was aware of her students' English mastery. In this case, the teacher produced representatives with the illocutionary force of explaining.

Explaining is included as representatives because it shows one's belief about the truth of proposition. In this case, the teacher asserted what she believed by explaining the plot of story or play.

Another example of illocutionary force of explaining is shown below:

T: And then tema. Theme. The theme as a piece of fiction is its controlling idea or its central insight. *Yang namanya tema adalah setunggal fiksi yang mengontrol idea tau sudut pandang di dalamnya. It is the author's underlying meaning or idea that he is trying to convey.* *Yang namanya tema itu sesuatu yang ada di pikiran penulis yang akan diceritakan atau dikembangkan ke dalam sebuah cerita.*

(M-4/603/11:33-11:35)

Based on the example above, the teacher employed explaining as the illocutionary force of representatives. The utterance above is included into representative illocutionary act of explaining because it commits the speaker to the truth of the expressed proposition. In this case, the teacher attempted to explain to her students about the notion of theme in a story. The teacher used her background knowledge in explaining the notion of theme to her students.

The teacher delivered her explanation about theme in a distinct voice and structured way from the general to the specific one. Her choice of words was also understandable. However, she still provided translation of her explanation to her students. She was concerned if there were students who did not understand her explanation.

Furthermore, the teacher also performed explaining in the following utterances:

T: And then omniscience. Omniscience. I don't know what it is in Indonesian.

S: *Serba tahu.*

(Knowing everything.)

T: *Oh, serba tahu artinya. OK. Tapi dalam bahasa Indonesia mungkin tidak masuk sudut pandang.*

(Oh, it means knowing everything. OK. But perhaps it is not included into point of view in Indonesian.)

Ss: *Masuk.*

(It is.)

T: **There are two main types of omniscient point of view. Omniscient limited, *yang terbatas*, and omniscient objective. Omniscient limited, we know only what the character knows and what the author allows him or her to tell us.**

(M-4/655/25:03-26:00)

The teacher's utterances above illustrate an act of explaining in which the teacher tried to enlighten the students about two types omniscience as part of point of view of narrative, namely omniscient limited and omniscient objective. When performing the utterances, the teacher expressed the truth of proposition which she believed to be the case. Thus, her utterances fall into the category of representatives which carry the illocutionary force of explaining. Just like the two preceding examples, there was no performative verb mentioned. However, her utterances can be identified by its mood which was in the form of declarative.

3) Agreeing

Agreeing means having the same opinion or accepting the suggestion. The illocutionary force of agreeing was delivered by teacher as shown in the following example:

T: And then *tema*. Theme. The theme as a piece of fiction is its controlling idea or its central insight. *Yang namanya tema adalah tunggal fiksi yang mengontrol ide atau sudut pandang di dalamnya.* It is the author's underlying meaning or main idea that he is trying to convey. *Yang namanya tema itu sesuatu yang ada di pikiran penulis yang akan diceritakan atau dikembangkan ke dalam sebuah cerita. Kalau misalnya Snow White temanya apa?* (For example Snow White, what is the theme?)

S: Love story.

T: Love story?

S: Love story.

T: **Something like that.**

(M-4/660/27:24-27:25)

The phrase “*Something like that*” implies that the teacher agreed with the students about something. Previously, the teacher had explained to her students about the notion of theme in a story. She, then, asked her students the theme of Snow White. Some of her students answered that the theme was love story. In this case, the teacher agreed with her students that the theme of Snow White was love story.

Another example of agreeing is exemplified below:

T: Amalia Dwi, who is she?

S: She is my mom.

T: **Oh, your mom. Good. I agree with you.**

(M-4/675/33:11-33:14)

The example above shows that the teacher agreed with the student about something. She had the same opinion with her student who adored her own mother and regarded her mother as her idol. It can be concluded that the teacher has performed representative act with agreeing as its illocutionary force since she committed herself to the truth of expressed proposition and

the direction of fit was also words to world. In addition, the act of agreeing was also marked by the use of performative verb “agree”.

The teacher also produced agreeing as can be seen in the following example:

S: It's about life.
T: Yes. Life becomes the theme also.
 (M-4/691/109:18-109:22)

The teacher accepted one of her students' suggestion who suggested her about the theme of the story “The Red Rose and the Nightingale”. In performing agreeing, she did it affirmatively. The word “yes” also indicates that she agreed with the student's suggestion.

4) Predicting

The purpose of predicting is to say or estimate that a specified thing will happen in the future. Predicting falls into the category of representatives since it carries the truth of proposition. The situation where the teacher produced the illocutionary act of predicting is exemplified below:

T: And today is the last meeting of our class. Is it right?
 Ss: Yes.
 T: So tomorrow is Saturday. **It means that tomorrow perhaps you will go home earlier.**
 (M-3/514/01:04-01:10)

In the datum above, the teacher made a prediction for tomorrow. She predicted that the students would go home earlier. She made a prediction based on the situation that they would have a culture parade around the town

on Saturday. SMA N 1 Purworejo sent some representatives to join the culture parade. Thus, the teacher predicted that the students would go home earlier on Saturday.

In delivering her utterances, however, the teacher was not very sure since there was not an official announcement about that. Thus, the teacher used the word “perhaps” that indicates that she was not that sure about her prediction. The word “perhaps” also indicates that something is possible to happen in the near future. In conclusion, the teacher’s utterance is classified as representative with the illocutionary act of predicting since it shows one’s belief about the truth of proposition. It also involves the fact that a prediction must be about the future which was indicated by the use of modal “will”.

5) Confirming

The purpose of confirming is to establish the truth or correctness of something previously believed to be the case. This illocutionary force appeared in 52 utterances. Here is one of the examples of confirming:

T: Interest. There must be a preposition there. Depend? Depend?
 Ss: On... on.
 T: **They do lots of things depend on their interest.**
 (M-2/124/15:52-15:56)

During the meeting, the teacher and the students had listening section. The teacher had previously ordered the students to listen to the recording and catch the words of what the speaker said. At this time, the teacher asked one of her students named Amalia to listen to the recording and repeat the words

uttered by the speaker in the recording. After several attempts, Amalia finally repeated what the speaker uttered correctly. Then, the teacher confirmed that Amalia's answer was correct. The teacher produced the confirming illocutionary force by repeating the same exact words of the speaker. She uttered the utterances affirmatively.

The confirming illocutionary force can also be found in the following utterance:

<p>T: He always listens to me. What is it? S: Attentively. T: Yes. Very good, Affan. Attentively. T: Yes. Attentively. Listen to me attentively. (M-2/223/33:49-33:52)</p>

In the example above, the teacher confirmed the right answer. The utterance above was the teacher's response to one of her students, Affan who had just caught the missing word correctly. The teacher confirmed that Affan's answer was correct. It was marked by the use of the words "Yes" and the emphasis on the repeating word "attentively". This was done to verify and to make it clear that the word needed was "attentively", not something else. Thus, the utterance above is classified as confirming illocutionary force since it carried the teacher's belief about something to be the case or not.

Another example of confirming is illustrated below:

<p>S: I like playing badminton. T: OK. I like playing badminton. (M-2/130/16:49-16:51)</p>

Just like the previous examples, the teacher performed confirming during the listening activity. The teacher produced confirming by presupposing the utterance with the same propositional content that has already performed by one of her students with some emphasis on the repeated utterance . This was done to establish an approval more clearly.

6) Informing

The goal of informing is to tell someone about certain facts they do not know. Informing occurred in 43 utterances in this study. An example of informing is as follows:

T: Well, today I need a score about writing because you haven't had the writing. It means that I must take the writing score from you.

(M-3/512/00:41-00:52)

The example above shows that the teacher gave information about something. She informed the students that it would be their last meeting of the first semester. Then, she told her students that they were going to have writing session for this last meeting and she would take the writing score from them since they did not have the score for writing yet.

The act of informing produced by the teacher above was expressed in the declarative form. It is understandable because informing belongs to representatives which carry the speaker's belief about something to be the case or not. Moreover, when one informs something to people, they usually assert the information in the form of declarative.

Another example of informing can be found in the following utterance:

T: Take place. *Sinonimnya apa?* (What is the synonym?)

The students kept silent.

T: **Take place means *terjadi*.**

(M-4/620/13:44-13:45)

The teacher asked the students the meaning of take place. None of them knew its meaning in Indonesian. Thus, the teacher told them the right meaning. The teacher's utterance belongs to representative since the direction of fit was words to world and she stated what she believed in. Moreover, the act was performed in the form of declarative.

Similarly, an act of informing is exemplified in the following utterance:

S: Place and time in which the story takes place.

the student read

T: Can you make it into Indonesian?

S: Waktu dan tempat. (Place and time.)

T: **In which means *dimana*.**

S: *Dimana*. (In which)

(M-4/618/13:26-13:27)

Just like the preceding example, the teacher was in the attempt of informing the students about the Indonesian equivalent of the word "in which" to which the student did not know. Hence, the teacher's utterance is classified as representative that functions as informing because it carried the teacher's belief about the expressed proposition. Moreover, the utterance was also performed in declarative.

7) Disagreeing

Disagreeing is used by the speaker to express his/her disagreement toward an idea. It belongs to representatives because it conveys one's belief about the

truth of expressed proposition. Here is an example of disagreeing found in this study:

T: It is the sequence of events in a story or play. *Merupakan urutan peristiwa dalam sebuah cerita atau play*. What is play?
 S: *Permainan*. (Game)
 T: ***Permainan? Gobak sodor? (Game? Gobak sodor?) No.***
 (M-4/629/15:11-15:13)

The teacher previously asked her students the Indonesian word for “play”. One of her students said that “play” means *permainan* in Indonesian. However, it was not the equivalent word of play in Indonesia since during the lesson they were talking about the elements of story. The equivalent word for “play” here is drama. Thus, the teacher said “no” when one of her students said *permainan*. She directly said the word “no” to express her disagreement with the student’s response. The word “no” indicates that the teacher performed disagreeing illocutionary force.

8) 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:

S: I wrote it in the... *di rumah*.
 T: ***In the di rumah. At home.***
 (M-4/559/04:07-04:09)

The teacher previously asked one of her students about the assignment for the previous lesson. She asked her where she got all the data about her idol. The student told her that she knew her idol by herself and did the assignment

at home. However, the student said “in the home” instead of “at home”. The teacher knew what the student meant by saying that. Thus, she corrected the student’s mistake. She told her that she should say “at home”, not “in the home”. 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 believed that the English word for “*di rumah*” is “at home”.

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

T: It is the sequence of events in a story or play. *Merupakan urutan peristiwa dalam sebuah cerita atau play*. What is play?
 S: *Permainan*. (Game.)
 T: *Permainan? Gobak sodor? No. (Game? Gobak sodor? No.)*
 T: **Play means drama.**

(M-4/630/15:14-15:15)

The utterance above is included into correcting because the teacher believed that the Indonesian equivalent for play was “drama”, not *permainan* (game). She said so because at that time the class was discussing about story. By performing correcting, she aimed to correct the student’s mistake.

The act of correcting is also illustrated below:

S: I’m afraid I have to do something.
 T: *Kebalik*.
 (It’s reversed.)
 T: **I have something to do that time.**

(M-2/421/69:44-69:47)

The teacher asked one of her students to listen to the recording and repeat the speaker’s words. The student was able to catch the words but the structure

was reversed. The utterance was supposed to be “I have something to do that time”. Thus, the utterance corrected his mistake and told him the right one. The teacher’s utterance belongs to representative with the illocutionary force of correcting because it committed the teacher to something is being the case.

b. Directives

Directives are those kinds of speech acts used by the speaker to get the hearer to do something. During the English teaching and learning process, out of 701 data, directives appeared in as many as 440 acts. They were expressed in the form of asking or questioning, requesting, suggesting, ordering, reminding, and warning.

The teacher was found to produce more directive type of speech acts compared to the other types of speech acts during the four meetings. In line with the function of directives, she used them to get the addressee, i.e. the students to take some actions 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. Moreover, it seemed that she was quite aware that the asymmetrical relation between her and her students did exist. The asymmetrical relation shows that the use of directives by the teacher shows how powerful she was over her students during the teaching and learning activities. The power to control and determine the teaching and learning activity was in her favor.

As mentioned earlier, the purpose of directives is to make the addressee do things for the addressor. In classroom setting, the teacher produced directives to get the students do something for her such 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 answers for the questions she proposed. The other intentions she had in utilizing directives were to order, request, warn, suggest and remind her students.

1) Asking or Questioning

Asking is used for the purpose of getting an answer from the hearer by posing a question. The questioning force also serves function as elicitation. The teacher poses questions to make the students participate actively in the process of teaching and learning. By being exposed to the questions, the students are encouraged to activate their background knowledge of the topic under discussion. Hence, the teacher will be able to identify to what extent the students' comprehension is. An example of asking illocutionary force is presented below:

T: Do you still remember the generic structure?

Ss: Orientation.

(M-3/519/03:07-03:10)

In this case, the teacher asked the students about the generic structure of recount text. The teacher performed directives because she wanted the hearers, the students, to do something for her; that was answering her question. The illocutionary act performed by her was asking; putting

question to someone to get an answer. Moreover, asking or questioning is typically marked by the use of interrogative form.

The conditions of the utterance also constitute the illocutionary force of questioning. First, the teacher has fulfilled the propositional content condition by asserting proposition in which she believed that the students would answer her questions. Second, the preparatory condition specifies that the teacher lack knowledge whether the proposition was true. The teacher did not know if the students remembered the generic structure or not. Third, the teacher genuinely wanted to get the information from the students. Here, she has satisfied the sincerity condition. Lastly, the essential rule was fulfilled since the teacher's utterance counted as an attempt to elicit the information or to get the answer from the students.

Another example of asking is as follows:

T: What is the use of narrative? There are many kinds of narrative, is it right? Just mention them. **What are they?** The first we have for example *Kancil dan Buaya* (The Mouse Deer and the Crocodiles).

T: So, what is the use of narrative? To?

T: To?

S: To retell

T: To retell?

S: To entertain the readers.

(M-4/573/07:38-07:47)

At that time, the teacher and the students talked about narrative text. First, the teacher initiated the question to test the students' knowledge about narrative text. The teacher asked the students about the use of narrative. Her utterance is classified as directives. Directives are the kind of speech acts

used to get the hearer to do something. More specifically, her utterance is included into the illocutionary force of asking. It was marked by the use of interrogative form and the purpose of uttering that utterance is to get the answer from the students as the hearer. In this case, the teacher used the WH question by using the word “what” to perform directives.

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

T: OK. So, the answer is?

Ss: E.

(M-2/413/62:56-62:57)

In this case, the teacher asked the students about the answer for the question number eight when they had listening activity. Her utterance is categorized as directive with questioning as its illocutionary force since it attempted to get the students do something for her; the students were demanded to provide the answer for question number one. In addition, the device that indicates the illocutionary force of questioning was the structure of the utterance which was presented in the form of interrogative.

2) Requesting

The purpose of requesting is to politely ask something or someone to do something. Requesting was produced by the teacher during the teaching and learning process as shown in the following example:

T: Can you make it into Indonesian?

S: *Waktu dan tempat.* (Place and time.)

(M-4/617/13:22-13:23)

The teacher and the students had been talking about the elements of story. They had arrived to talk about one of the elements of story, setting. She asked the meaning of setting to her students. However, the students kept silent. Then, the teacher asked them to make it into Indonesian. Based on the data, the teacher performed directive with the illocutionary force of requesting. Requesting is included into directives because it is performed when the speaker wants the hearer to do something. In this case, the teacher tried to ask the students to translate the word “setting” into Indonesian.

In performing the request, the teacher employed the conventionally indirect level strategy with reference to preparatory condition. In simple words, 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 modal (can, could, will, would) followed by pronoun ‘you’ and the desired actions. Based on the example, the teacher applied this formulaic structure of requesting with the use of modal ‘can’ followed by the pronoun ‘you’ which refer to the students and the actions that is to translate something into Indonesian. By performing requesting, the teacher attempted to minimize the imposition, hence, her utterances sound more polite.

Another example of requesting is presented below:

T: Who? You will go to the library?

S: No.

T: **Leo, will you go to the library?**

S: No.

(M-1/64/19:22-19:23)

The teacher's utterance above was not merely a question but also a request. The teacher performed the request indirectly; she communicated her intention to the student as the hearers more than she actually said. She relied on their mutually shared background information. The strategy used by the teacher was based on the teacher's wish or want that the student as the hearer would do the action for her. In this case, the teacher wanted Leo to go to the library to borrow some dictionaries. The formulaic structure of requesting was also applied here; the modal "will" followed by pronoun "you" and the desired action (going to the library) and closed with question mark.

The teacher also performed another requesting as can be seen in the following utterance:

T: The time is over. So, for the next group seven: Jody's father was a garbage man.

T: **Dimas, can you get the attention of the class?**

S: Attention, please. Let's pray.

(M-4/695/120:04-120:09)

Similar to the first example, the teacher employed the conventionally indirect level strategy with reference to preparatory condition in which she believed that the student was able to do what she instructed. The conventional way of making a request was also applied here. The modal "can" was followed by the pronoun "you" and the preferred action (getting the class attention). The use of indirect speech act by the teacher was to minimize the imposition. In this case, the teacher wanted one of her students, Dimas to take particular action for her; getting the class attention.

3) Suggesting

The aim of suggesting is to give or mention an idea, possible plan, and action for other people to consider. Here is an example of suggesting:

T: OK. And the hardest is part 4. The hardest thing is part 4. Why? Because there will be a monologue, short reading text that is spoken and one...There will be two questions. **If it is possible for you on the first reading, sorry, on the first listening, you write down the questions. If it is possible. And then, the second one, you make sure that the answer is correct.**

Ss: Yes.

(M-2/93/07:43-08:15)

The teacher and the students were going to have listening activity. She had informed the students that there were four parts in the listening section and the hardest part was part four. Part four would be in the form of monologue or short reading text spoken by the speaker. Thus, teacher gave tips to her students to write down the questions if it was possible for them. She used the phrase “if it is possible” in giving suggestion to her students. Based on the context, the teacher’s utterance is classified as directives and the illocutionary force performed is suggesting. It is clear since the teacher proposed a tip to her students to help them answer the questions of listening easily.

The teacher performed another act of suggesting in the following example:

S: Ma’am, can we use dictionary?

Ss: No.

T: Yes. For now you can but your own dictionary.

T: **OK. Listen to me. If you need any dictionary, you can go to the library and then borrow some dictionaries.**

(M-1/61/19: 05-19:10)

The instance above shows that the teacher utilized the act of suggesting. She proposed a suggestion for the students to go to the library if they need dictionary. The utterances were delivered in the form of declarative. These are categorized as directives since the teacher used the utterances to get the students do something.

4) 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: Start from Indri. Try to catch the words that the speakers are saying.

the teacher played the recording

(M-2/96/09:36-09:41)

The teacher and the students were having listening activity. She asked Indri as the first student to catch the words. The teacher, here, employed the illocutionary force of ordering. The teacher wanted her student to do something for her. In this case, the teacher asked Indri to catch the words said by the speaker. Her utterances were typified by the use of imperative form. Hence, it is included into the illocutionary force of ordering. The teacher ordered her students to do something using the direct speech acts because in classroom instruction the teacher tends to have higher position than the students.

Another example of ordering is presented below:

T: Gita, what are you doing?

Gita kept silent

T: **Keep it because we don't need that. That is Pak Eko's material, not Bu RK's material. Just keep it.**

(M-4/546/01:47-01:56)

The teacher ordered her student to stop what she was doing because it was not related to her material. She performed the act of ordering directly and distinctly. It could be identified from the use of imperative forms. By performing the act directly, the imposition was maximized. This means that degree of obligation was higher than that of requesting.

The teacher also produced another act of ordering as shown below:

T: **Please open your book about the elements of story.** Have you found it?

Ss: Yes.

(M-4/609/12:05-12:19)

The teacher ordered the students to open the book about the elements of the story. Just like the previous examples, the teacher performed the act of ordering directly with the use of imperative form. However, in this example, she employed the word "please" to soften the demand.

5) 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: OK. We will continue after this. We'll check for the next time. **You don't discuss with your own friends.** Thank you. **Don't forget to go to the mosque and then do the *Dzuhur* prayer.** See you after this.

Ss: See you.

(M-2/320/49:04-49:06)

The utterances in the bold forms above indicate that the teacher employed the act of reminding. Reminding belongs to directives because it expresses what the speaker wants. Consequently, the hearer will take a particular action. Based on the example, the teacher as the speaker reminded her students not to discuss the answer with other students. She wanted them to do the task by themselves. She also reminded the students to go to the mosque to do the *Dzuhur* prayer since it was the time for *Dzuhur*. By saying that, it was expected that the students would do *Dzuhur* prayer.

The teacher also performed another act of reminding in the following utterances:

T: **Do by yourself. Do by yourself. Don't cheat. Why? I need to pick the score.**

Ss: OK, Ma'am.

(M-1/59/18:43-18:50)

In performing reminding, the teacher expressed it directly by the use of imperative form. She had already told the students to do the task by themselves yet she told them again because she was concerned that they might have forgotten about what she said. The use of imperative indicates that

the degree of compulsion was strong. By using that, the students were expected to do what was instructed.

Another example of reminding is presented below:

T: Don't make any sign on your papers. Why? Because it will break your concentration again. You can try it again at home after I give you the listening soft file.

(M-2/94/08:41-08:55)

Just like the previous examples, the act of reminding was performed directly. This was done to mark the degree of intensity. Hence, it would have stronger force on the student to take the action.

6) Warning

Warning is performed to make someone realize the possible danger or problem especially in the future. The example of warning employed by the teacher during the English teaching and learning process is given below:

T: OK. The materials will be chapter 1, chapter 1. And then we will go for chapter 2 and the last is chapter 3. Yeah. It's only three chapters.

Ss: Yaaah. *the students were whining*

T: Only 3 chapters.

Ss: Only. Only.

T: And the item will not be very difficult. So, I hope you can do that carefully so don't be. **Don't fall into my traps. Why? Because I prepare so many traps there but actually it is not that difficult. So, be careful with the traps.** Okay? So you will get 100 for all of you.

(M-1/06/03:09-03:49)

The utterances in the bold forms above show that the teacher tried to warn her students of *IBB* class about the trap she was going to put on the test. She warned her students to be careful in answering the questions on the test

because she provided many traps there. By saying that, she hoped that her students would not fall into her traps. As a result, they would get good scores. The utterance expressed by the teacher was directives with warning as the illocutionary force since it intended to make the students do something. The utterance was also marked by the use of imperative form and the word “don’t”. The teacher also used other another device that is a lowered voice quality in giving a warning to her students.

Another example of warning produced by the teacher is shown below:

T: In listening, don’t make any sound. Don’t make any comment although the speaker saying is ridiculous, although the pictures are not clear enough. Don’t say anything. Why? Because it will break your concentration on listening conversation. Can you understand what I mean?

Ss: Yes.

(M-2/91/07:05-07:37)

In this case the teacher warned her students not to make any sound during the listening because it would break their concentration. In giving a warning, she used the imperative mood followed by the declarative form as the evidence of impending danger if the students did not do as told by the teacher. The direction of fit employed by the teacher was world to words. Then, she continued her act of warning to make it clearer that the evidence of difficulty was real.

T: So, for example the voice is so *mbrebeki*. (So, for example, the voice is so noisy). *We wonge koyo ngono*. (The people are strange). Don’t say like that. It will break your concentration. Just keep silent and ready to listen.

The students listened to the teacher’s warning

(M-2/92/07:39-07:42)

Just like the previous example, the utterance was expressed in the imperative mood followed by the reason as the imminent danger. A lowered quality of voice was also employed. These utterances, somehow, served as a strengthener of the earlier warning.

c. Expressives

Expressive are those kinds of speech acts which express the speaker's feelings or psychological states which can be thanking, apologizing, stating like, pleasure, sorrow, dislike, and so on. The types of expressive illocutionary forces found in this study were varied. They included greeting, apologizing, thanking, stating anger, annoyance, disappointment, goodbye, pleasure, surprise, wishing, and complimenting.

1) Greeting

Greeting deals with welcoming someone with particular words such as 'hello', 'hi', 'good morning', and so on. Here is an example of the act of greeting in the bold form employed by the teacher during the English lesson:

Ss: Morning spirit, Ma'am.
T: **Morning spirit.** Thank you.

(M-1/01/00:16-00:18)

In the example above, the teacher greeted back the students who were involved in the English teaching and learning process at that time. 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 “morning spirit”. It was the jargon they created and used to show that they were in a good spirit to join the class. Thus, the teacher’s utterance was classified as expressive with the illocutionary act of greeting. It is included into expressive since it shows the speaker’s feeling. By performing greeting, the teacher tried to make her words fit the world of feeling.

2) Apologizing

Apologizing is the act of saying sorry. It shows that someone is feeling sorry for having done something that causes other people problems or troubles. The example of apologizing performed by the teacher is exemplified below:

S: *Saya bilangnya where, bu.*

(I said where, Ma’am.)

T: **Oh, I see. Sorry, I didn’t hear it.**

(M-2/149/20:38-20:41)

In the example above, the teacher performed the act of apologizing. Apologizing belongs to expressive since it shows the speaker’s feeling or emotional response. The teacher’s feeling or emotional response was marked by the use of the word “sorry”, which is usually used to express an apology. By saying sorry, the teacher tried to convey her admission of guilt to one of her students because she misheard what her student said. Her student, Leo actually had repeated the same exact utterances said by the speaker on the listening recording. Leo said “Where have you been?”. However, the teacher misheard the word “where”. She thought that Leo said “When have you

been?” Hence, the teacher apologized to Leo for mishearing the utterances he said.

The teacher produced another apology in the following example:

T: Next, we go for Amaliana.
 The teacher played the recording
 T: **Sorry.**
 (M-2/416/63:22-63:23)

The act of apologizing expressed by the teacher involved the word “sorry”. It is understandable since the word “sorry” is generally used to signal an apology. The teacher’s act of apologizing was also marked by the reference of sincerity condition. In this case, the teacher genuinely regretted for having played the wrong recording.

There is another example of apologizing expressed by the teacher:

T: And then... **Sorry, I forget your name.**
 Ss: Hanifa, bu.
 (Hanifa, Ma’am.)
 (M-2/218/32:54-32:59)

Based on the example above, the teacher also used the word “sorry” as an indicator of expressing an apology. Sincerity condition was also applied here in which the teacher felt sorry for having forgotten one of her student’s name.

3) Stating Anger

Stating anger is used to express anger toward someone or something. Here is one example of expressing anger:

T: So, what do you do with the internet connection?

S: The biography.

T: **The biography. What about the others? There are many papers there and your friends have finished writing it and then why do you need the connection? So, what biography that you need to finish Pak Eko's assignment?**

(M-4/550/02:29-02:45)

The example above shows that the teacher was angry at one of her students, Gita. She was angry upon knowing that Gita had not finished writing the assignment given by the teacher on the previous lesson. Thus, she did not pay attention to the teacher. The teacher felt disgusted and she got angry with the student. She did not want her student to do anything else, in this case finishing the assignment given on the previous lesson, during the teaching and learning process but keep paying attention to the activity they were going to have.

She expressed her anger in a loud voice. Her facial expression also showed that she was disgusted and angry with the student. Based on the context, the teacher employed expressive speech act with the illocutionary force of stating anger. It is obvious since the teacher expressed what he/she felt at the moment that was caused by something that the student did.

She continued her act of stating anger as can be seen in the following utterances:

S: Idol.

T: **Oh, idol, your idol. So, the idol of Gita needs internet connection.**

(M-4/551/02:53-03:03)

Like the previous utterances, she felt irritated by Gita's action in which she used internet to finish her task. It can be seen from her tone of voice and facial expression.

4) Stating Surprise

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

T: Two hours. Two hours. Why didn't you finish Gita?

S: I need internet.

T: **Oh. Did you need the internet connection?**

(M-4/549/02:15-02:20)

Gita, one of the students of IBB class argued that she had not finished her assignment because she needed internet connection. The teacher was surprised because Gita used the internet to help her finish her assignment. Apparently, it was not allowed to use internet during the teaching and learning process. In this case, the teacher used expressive speech act with the illocutionary force of stating shock or surprise. She expressed her surprise in the form of interrogative with rising intonation. It is included into expressive because the teacher performed the utterance to express her feeling toward Gita's reason of why she had not finish writing her assignment for the previous lesson.

Another act of stating surprise is expressed below:

<p>T: Which one do you choose? The first or the second? S: The second. T: Oh, the second? Angel is like <i>bakso</i> (meatball)? (M-1/42/13:19-13:21)</p>

The teacher previously asked the students to answer the questions in complete sentences. Then, she gave example and asked them to choose the right sentence. Surprisingly, one of the students chose the second sentence. This made the teacher surprised. In uttering the act of surprising, she employed rising intonation.

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

<p>T: The synonym use o. What is it? S: Occupation. T: Occupation? (M-4/624/14:23-14:24)</p>
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The teacher asked the students about the synonym of take place. She gave a hint that the synonym began with the alphabet “o”. One of her students spontaneously said that the synonym was “occupation”. This made the teacher surprised. Thus, she expressed the act of stating surprise by employing interrogative mood with rising intonation. She also rolled her eyes which signaled her disbelief toward the student’s answer.

5) Thanking

Thanking is used to express to someone that you are grateful for something that they have done. An example of thanking is illustrated in the following example:

Ss: Morning spirit, Ma'am.
T: Morning spirit. **Thank you.**

(M-2/70/00:04-00:05)

The utterance in the bold form performed by the teacher above is included into expressive because it expresses the speaker's feeling or emotions toward the proposition. The teacher expressed her gratitude to the students because they had greeted her before they started the activity. Her utterance is classified as thanking. It is indicated by the use of the expression "thank you". All of the acts of thanking in this study were performed by involving the expression of "thank you".

6) Stating annoyance

Stating annoyance is used to express that someone is annoyed of something or someone's behavior. It is exemplified as follows:

T: So, you need internet connection to find some data?

The student didn't answer the teacher's question

T: **And then what about the others? Why didn't you need the internet connection like Gita?**

(M-4/553/03:17-03:23)

The teacher performed expressive in her utterances above because they expressed her feeling. In those utterances, she expressed her feeling of annoyance of Gita's behavior. She was annoyed because Gita had not finished her assignment and used the internet to help her finished the

assignment. She, then, sarcastically asked the other students to express her annoyance by uttering “And then what about the others? Why didn’t you need the internet connection like Gita?” Moreover, she expressed her utterance of annoyance in high voice that typically indicated an expression of annoyance.

7) Complimenting

Complimenting is performed to express admiration or approval about the achievement or the characteristics of a person or a thing. All of the acts of complimenting in this research were expressed by using the word “good”.

One of them is embodied below:

<p>T: The reader is placed in the position of spectator. <i>Apa</i> spectator? (What is spectator?) S: <i>Penonton</i>. (Spectator) T: <i>Penonton</i>. (Spectator) Good, Dimas. (M-4/657/26:28-26:29)</p>

In the example above, the teacher complimented Dimas for having answered the question correctly. She used the word “good” to express her praise to Dimas. The teacher’s utterance is classified as expressive with the illocutionary force of complimenting. Expressive is used to express the psychological state of the speaker. The teacher had attempted to make the words fit her world of feeling. Thus, the act of praising is included into one of the expressive illocutionary acts.

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

T: Go, Agus.
 playing the recording
 S: Well, I had I had a food festival in Yogyakarta.
 T: **Good, Agus.**
 (M-2/157/23:26-23:27)

Similar to the preceding example, the teacher complimented one of her students named Agus for correctly repeating the words said by the speaker in the recording. She employed the word “good” followed by mentioning the student’s name. She did this to give appreciation to her student for having caught the speaker’s words correctly. This act is included into expressive because the teacher tried to express her psychological state which was specified in the sincerity condition.

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

T: Amalia, right?
 the teacher played the recording
 S: I think it’s a quite good festival.
 T: **Very good.** Well, I think it’s a quite good festival.
 (M-2/158/24:41-24:46)

Based on the datum above, the teacher expressed the act of complimenting to Amalia for correctly repeating what the speaker said. The phrase “very good” was used to show her appreciation and praise to Amalia. Thus, her utterance can be regarded as expressive acts with the illocutionary force of complimenting because it shows her psychological state.

8) Stating pleasure

The purpose of stating pleasure is to express enjoyment, satisfaction or happiness. An example of stating pleasure is provided below:

T: Two months. Raise your hand if you have wrong answer.
 None of the students raised their hands.
 T: **OK. Good. All of you are correct.**
 (M-2/206/31:00-31:03)

The teacher asked the students to raise their hands for those who had different answer from her. However, all of the students' answer was the same with the teacher's so that none of the students answer the questions incorrectly. Upon knowing that, the teacher felt happy. She expressed her pleasure by employing and stressing the word "good" to her students. In this case, the teacher produced expressive with the illocutionary force of stating pleasure which was used to express her feelings of pleasure. Her joyful tone of voice and facial expression accompanied by smile also marked her act of stating pleasure.

9) Wishing

Wishing is used to express hope for someone's success or happiness. Here is an example of wishing:

T: Any question?
 Ss: No.
 T: No. **OK. Good luck.**
 (M-3/482/07:23-07:25)

In the example above, the teacher expressed her wishing to her students. She wished that her students could do the writing task well. The teacher's

utterance is classified as expressive with the illocutionary act of wishing. Expressive is used to express the psychological state of the speaker. The illocutionary force is also marked by the use of the expression “good luck” which is usually used to express wishes to someone.

Another example of stating wishes performed by the teacher is exemplified below in the bold form:

T: OK. The materials will be chapter 1, chapter 1. And then we will go for chapter 2 and the last is chapter 3. Yeah. It's only three chapters.
 Ss: Yaaah. *the students were whining*
 T: Only 3 chapters.
 Ss: Only.Only.
 T: And the item will not be very difficult. **So, I hope you can do that carefully.** Don't fall into my traps. Why? Because I prepare so many traps there but actually it was.... So, be careful with the traps. Okay?
So I hope you will get 100 for all of you.
 (M-1/06/03:09-03:49)

The teacher had informed the students that she would provide many traps on the test. Then, she hoped that the students could do the test carefully so that they would not fall into the traps. She also hoped that her students could get 100 for the test. In this case, the teacher's utterance is classified as expressive with the illocutionary force of wishing. It is included into expressive because by saying that utterance, the teacher conveyed her feeling of wishing for her students. She put high expectation to her students on doing the test.

10) Leave-taking

Leave-taking deals with expressing goodbye. ‘Goodbye’, ‘good night’, ‘bye’, and ‘see you’ are such words used to express goodbye. During the

study, the teacher performed leave-taking by utilizing the expression “see you”. Here is an example of saying goodbye communicated by the teacher:

S: Let's pray. Pray begin.
 the students and the teacher were praying
 S: Amen.
 T: **See you next week.**
 Ss: See you.

(M-2/506/80:00-80:03)

After the last group presented the result of their discussion in front of the class, the bell rang that indicated that the time for activity was over. After giving some feedbacks to her students, the teacher bid her farewell to the students. Based on the example, she performed the illocutionary act of stating farewell or leave-taking which functions to close the lesson. The teacher's utterance belongs to expressive since it shows her feeling or emotion toward the proposed proposition. She tried to make the word fit her feeling. The teacher's utterance was also typified by the use of the expression “see you” which is a sign of stating goodbye.

11) Stating disappointment

The purpose of stating disappointment is to show that someone is disappointed toward something. An example of stating disappointment is exemplified below:

T: **Well, students, at that time I waited for you to ask the questions you have prepared well but actually only Kintan asking or raising the questions.**

S: And Mega.

T: Oh and Mega.

(M-4/566/05:00-05:16)

The teacher was disappointed because there was only one student who asked a question during the audience. She actually expected her students to ask many questions to the speakers of the audience because they are from language department. In the example above, the teacher performed expressive. The illocutionary force she exerted was stating disappointment. It belongs to expressive because it shows her feeling or emotional response. Her disappointed tone of voice signaled that she felt disappointed with her students conduct.

The teacher continued her feeling of disappointment by saying these utterances:

T: And then what about the others? Pak Bagyo raised many questions but the others just kept silent.

S: *Sudah ditanyakan.* (It's already been asked.)

(M-4/570/06:04-06:18)

T: Ashamed, Ma'am. *Malu. Gak berani, bu.* (We have no confidence, Ma'am). Remember you are the language class. The language class and language is your word. Just ignore your shame.

(M-4/571/06:29-06:55)

From the utterances above, it can be seen that the teacher was really disappointed with her students. Her disappointed tone of voice manifested her expressive act of stating disappointment. Her gesture of shaking head also indicated that she was dissatisfied with what her students did by not raising questions during the audience.

d. Commissives

Commissives are those kinds of speech acts performed by speakers to commit themselves to future actions. In this study, commissives appeared in 7 utterances. The illocutionary force of commissives found in this study were offering, promising and granting. Offering was the most used illocutionary force of commissives utilized by the teacher during the English teaching and learning process. It was realized in 4 utterances. Meanwhile, the least performed commissives was that of granting which appeared only in 1 utterance.

1) Offering

Offering is performed to ask someone whether they would like to do or to have something. An example of the act of offering is shown in the following utterances:

T: OK. So, we will plan the listening again. Why? Because next semester, you will also have test on listening. The listening is like this. I try to make the form of the listening that will appear next semester. Two December I think or December second. So, later I will give it to you. So, please... **You want to have it or not?**

S: Yes.

(M-2/81/02:03-02:36)

The teacher produced the utterances during the listening section. She firstly told her students that they were going to have listening section for that meeting. She tried to introduce it to her students because they would have it on the next semester. After that, she offered the students the soft-file of the recording.

The example above shows that the teacher made an offer to his students by saying “You want to have it or not?” The teacher made an offer to her 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 teacher’s response by saying “yes”.

When performing the act of offering, the teacher also concerned the propositional content condition in which she proposed a future act for the students. The preparatory conditions were also employed in which she was uncertain if the students wanted the soft file of the listening. Thus, the teacher made an offer by asking them. When the teacher found out that the students wanted the soft file, she was obliged to take the action. In this case, she had a responsibility to give the soft file of the listening to her students.

Another example of offering is illustrated below:

T: And then after that, you translate into English. **If you need the help, I will help you. If you need my help, I will help you.** After that in the form of script you have finished and then you rewrite on the paper that will be submitted to me. So, please don’t write directly on the paper that will be submitted to me. Can you understand what I mean?
Ss: Yes.

(M-3/528/04:12-04:39)

The teacher produced the act of offering by using declarative mood. The use of future tense which was typified by the modal “will” also shows that she intended to commit herself to future action. This is in line with the notion of commissive that is to commit the speaker to some future action. The

preparatory condition, content condition, sincerity condition and essential condition were also utilized by the teacher. Thus, her act of offering was felicitous.

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

T: Understand? Dimas, do you understand?
 S: Yes.
 T: **Or should I change into Indonesian?**
 (M-2/88/06:15-06:17)

The expression in the bold form above indicates that the teacher performed an act of offering. In performing the act, she used interrogative mood. This is similar to the case of request but in the case of offering it is the speaker who will undertake the action. In this case, the teacher offered to change her utterances into Indonesian. She also operated preparatory condition, content condition, sincerity condition and essential condition to indicate that she was serious about her intention of making an offer.

2) Promising

Promising is used to tell someone that you will certainly do something. Promising causes the hearer to expect something from the speaker. An example of the act of promising is shown below:

T: Yes? OK. If you want to have it, please you put your name here and then the answer on another paper. Keep this paper for you.
Later, I will give the soft file of the listening. OK? So, you can test your ears again at home. Agree?
 Ss: Agree.
 (M-2/82/02:38-02:44)

In the example above, the teacher made a promise to her students that she would give the file of listening recording to her students later after they had finished the activity. In those utterances, the teacher performed commissives. The illocutionary force conveyed was promising. Previously, the teacher asked her students whether they wanted the file or not. The students replied the teacher that they wanted it. Thus, the teacher promised to give them the soft file after they had finished the activity.

However, the teacher promised to give the file to the students with some conditions. If the students accept the conditions, the teacher would surely realize her promise. Promising belongs to commissives because it commits the speaker to some future action. It is typically marked by the use of future present tense or the modal “will” as in the utterance “Later, I will give the soft file of the listening”. The preparatory condition, content condition, sincerity condition and essential condition were also employed by teacher.

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

T: And then after that, you translate into English. If you need the help, I will help you. If you need my help, I will help you. After that in the form of script you have finished and then you rewrite on the paper that will be submitted to me. So, please don't write directly on the paper that will be submitted to me. Can you understand what I mean?

Ss: Yes.

T: **And then, after that I will correct your writing and then I will give the feedback to you with the right word, for example, with the right diction.**

In this case, the teacher made a promise to her students to correct their writing and provided feedback with the right word. There was no

performative verb mentioned here but the illocutionary force indicating device in the utterance operated on the propositional content that indicates the direction of fit; make the world fit word. By uttering those utterances, she intended to carry future actions.

Moreover, the felicity conditions employed here were also the factor that constituted making promise. Content conditions, preparatory conditions, sincerity condition, and essential conditions were utilized by the teacher. With regard to content conditions, the teacher predicated that she would undertake future act; correcting the student's writing and giving feedback. Related to preparatory conditions, she assumed that she was able to perform the act she promised. By employing sincerity condition, she genuinely intended to fulfill her promise. Meanwhile, by using essential condition, she attempted to create an obligation to carry out what she was promised.

The teacher also performed the act of promising in the subsequent utterances:

S: Ma'am, how about special English?

T: We don't know because in outside there is no *peminatan*. I think they only have English. I don't know. There are some special terms for English in Indonesia especially in curriculum 2013.
Later, I will ask if I meet some English teachers from province. I will ask.

(M-1/69/23:17-23:40)

The instance above shows that the teacher produced the act of promising. In this case, she promised to her students that she would ask the English word for *peminatan* if she met some English teachers from province. The act of promising was typified by the use declarative mood with future tense. The

future tense can be identified from the auxiliary verb or modal “will”. She also stressed her promise by saying the expression “I will ask” twice. It means that the teacher truly intended to carry an obligation to do something in the near future. Similar to the previous instances, the preparatory condition, content condition, sincerity condition and essential condition were also utilized by her.

3) Granting

The purpose of granting is to give or allow someone something. Granting usually deals with accepting requests. Here is an example of granting:

S: Ma'am, can we use dictionary?

T: **Yes. For now you can but your own dictionary.**

(M-1/60/19:00-19:04)

One of the students named Angel asked the teacher whether they could use dictionary or not during the activity. The teacher let the students use the dictionary for writing section by saying “yes”. However, the teacher only allowed the students to use their own dictionary. The students were not allowed to use their friends' dictionary. The teacher's utterance falls into the category of commissives with the illocutionary force of granting. Granting belongs to commissives since it shows one's commitment to some future action. By saying that utterance, the teacher committed herself to let the students use the dictionary during the activity.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

This chapter consists of three parts; conclusions, implications and suggestions. Conclusions are concerned with the summary of the research findings. Implications provide some implications related to the objectives of the study. Meanwhile, suggestions section is presented to offer some suggestions for linguistic students, teachers and other researchers.

A. Conclusions

Dealing with the objective of this study, which is to identify the types of Searle's speech acts in terms of illocutionary acts and illocutionary forces, there were four types of speech acts employed by the English teacher of X *IBB (Ilmu Budaya dan Bahasa)* at SMA N 1 Purworejo. They were representatives, directives, commissives, and expressives.

Regarding the illocutionary forces, they occurred in the form of confirming, correcting, agreeing, explaining, disagreeing, informing, stating and predicting for representatives, questioning, reminding, warning suggesting, requesting and ordering for directives, greeting, stating anger, stating annoyance, stating disappointment, apologizing, stating pleasure, stating goodbye or leave-taking, wishing, thanking, complimenting and stating surprise for expressives, offering, promising and granting for commissives.

Directives were found to be the most performed speech acts by the teacher during the four meetings of English teaching and learning activities which occurred in 440 utterances (62.77%). On the other hand, commissives appeared to

be the least speech acts used by the teacher which only occurred in 7 utterances (0.99%).

Directives were used by the teacher to get the students to undertake some actions. Asking or questioning became the most dominant illocutionary force of directives produced by the teacher which was realized in 286 instances (65.00%). 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.

B. Implications

Based on the conclusion, the teacher mostly performed directive acts with the illocutionary force of questioning (65.00%). The production of directives is central to keep the activity proceedings under control. Thus, directives can be applied in the teaching and learning process to manage and control the activities and the students during the teaching and learning process.

Regarding the illocutionary force of questioning, it is aimed to ask certain information from the students. The teacher's use of questioning allowed the students to participate more actively in the lesson. It is also beneficial to check the students' knowledge or comprehension as well as to promote the students' critical thinking. It implies that questioning should be employed by the teacher during

classroom communication practice. However, it is advisable for the teacher to pose more open questions instead of display questions.

Furthermore, the teacher's speech acts are central in the teaching and learning process since through the teachers' speech acts, the students learn how the language should be used. By familiarizing themselves with speech acts, they are also able to comprehend and acknowledge the illocutionary force carried by the teacher. It implies that the teacher's production of speech acts should be retained in the classroom. However, the teacher needs to do that wisely. The students should be given more opportunity to practice the target language so that they are not only apt in recognizing the speech acts but also in producing the language.

C. Suggestions

Based on the conclusions and the implications, some suggestions are proposed to the following parties:

1. To linguistic students

The linguistic 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 speakers' intended messages.

2. To English teachers

This research is expected to give English teachers an insight about language teaching especially on the language phenomena 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' pragmatic 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 researchers

The objective of this research is limited only to identify the types of Searle's speech acts performed by the teacher with focus on its illocutionary acts and illocutionary forces, and its contribution to the English teaching and learning process. Therefore, it is expected that the limitation of this research will encourage other researchers who wish to carry out similar study to investigate more about other aspects of pragmatics such as perlocutionary acts, implicature and politeness. It is also suggested to enlarge the study by investigating the students' speech acts since the present study has not explored it yet. Moreover, if it is possible, it is recommended to get genuine data so that the study will appear to be more natural.

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Appendices

Appendix 1. The Findings of the Types of Speech Acts in Terms of Its Illocutionary Acts and Illocutionary Forces Performed by the English Teacher of Grade X IBB (*Ilmu Budaya dan Bahasa*) SMA N 1 Purworejo

Rep: representative Dir: directive Com: commissive Exp: expressive Dec: declarative

M-1/01/00:16-00:18 → number of meeting/number of data/minute

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
MEETING 1								
1	M-1/01/00:16-00:18	T: Morning spirit. (a) Thank you. (b)	Setting: On Thursday, November 13, 2014, in the classroom Situation: It was 10.45. All of the students of X IBB had been already in the class and sitting on their chairs. The teacher stood in front of the class. The students and the teacher had finished saying their prayers. They greeted the teacher and she greeted back the students. Topic: Greeting			(a) Greeting (b) Thanking		
2	M-1/02/00:22-01:52	T: After the last meeting, I could not come to the classroom because I had something to do. You know why last week I could not come here? It is because my father had an	Setting: On Thursday, November 13, 2014, in the classroom Situation: Before starting the activity, the teacher explained to her students why she didn't teach the class last week. Topic: The reason why the teacher	explaining				

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
		operation that was hernia repair and the operation was held exactly at 9 o'clock. So I had to be there. I had to be there to accompany my step mother. My true mother passed away for about 18 years ago. She passed away 18 years ago and a year later my father got married with another woman and last week he had an operation. And you know what, my new mother was so nervous to accompany my father. So my younger sister, my older sister and I were together in front of my father and supported him to be brave. And the operation, the operation could run well and right now my father has been better.	did not come to the class.					

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
3	M- 1/03/01:5 3-02:18	T: Well, last meeting I ask you to do many things. It was on my desk. So for today, I'd like you to rewrite on the papers that I will share to you.	Setting: On Thursday, November 13, 2014, in the classroom Situation: The teacher finished explaining to her students. Then, she reminded them about the task that they had done in the last meeting. She asked the students to rewrite it on the papers. Topic: Rewriting the task		requesting			
4	M- 1/04/02:2 0-02:29	T: You know next week we'll have UTS or mid semester test. (a) Have I given you the material that will be used in mid-term test? (b)	Setting: On Thursday, November 13, 2014, in the classroom Situation: The teacher informed the students that they would have mid-term semester test next week. She asked the students whether they already knew the materials for the English test or not. Topic: The materials for the English test.	(a) informing	(b) asking			
5	M- 1/05/02:3 8-03:00	T: The materials will be chapter 1 and then you will go for chapter 2 and the last is chapter 3. It's only 3 chapters.	Setting: On Thursday, November 13, 2014, in the classroom Situation: The students told the teacher that they did not know about the materials. She, then, told the students about the materials for the test.	informing				

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
			Topic: The materials for the English test.					
6	M-1/06/03:09-03:49	T: And the item will not be very difficult. So, I hope you can do that carefully. So, don't fall into my traps. Why? Because I prepare so many traps there but actually it is not really difficult. So, be careful with the traps. Okay? (a) So I hope you will get 100 for all of you. (b)	Setting: On Thursday, November 13, 2014, in the classroom Situation: After informing the materials, the teacher warned her students that she would provide many traps for the test. She wished that the students would do the test carefully. She spoke seriously. Topic: The materials for the English test.		(a) warning	(b) wishing		
7	M-1/07/03:52-04:02	T: What is the assignment that I had given to you?	Setting: On Thursday, November 13, 2014, in the classroom Situation: The teacher started a new topic. She asked the students about the assignment. Topic: The assignment.		asking			
8	M-1/08/04:10-04:15	T: Oh I see. You want to erase it? Why? (a) That's beautiful I think. Yeah, that's beautiful. (b)	Setting: On Thursday, November 13, 2014, in the classroom Situation: A student walked to the front of the class. He wanted to erase the picture on the whiteboard. The teacher asked him why he		(a) Asking	(b) complimenting		

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
			wanted to erase it. Topic: The reason why the student wanted to erase the picture on the whiteboard.					
9	M- 1/09/04:2 0-04:23	T: Who drew the picture?	Setting: On Thursday, November 13, 2014, in the classroom Situation: The teacher continued asking the student. She was curious about the student who drew the picture. Topic: The drawer of the picture.		asking			
10	M- 1/10/04:2 5-04:27	T: So what does it mean, Leo? Can you give the meaning?	Setting: On Thursday, November 13, 2014, in the classroom Situation: All of the students told the teacher that the student named Leo drew the picture. Then, the teacher asked Leo about the meaning behind the picture. Topic: The meaning of the picture.		asking			
11	M- 1/11/04:3 8-04:39	T: And then?	Setting: On Thursday, November 13, 2014, in the classroom Situation: Leo tried to explain the meaning of the picture. He said that it was a picture of bird. The teacher was still curious about the meaning. She kept asking Leo about it.		asking			

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
			Topic: The meaning of the picture.					
12	M- 1/12/04:4 1-04:47	T: Liverbird. How do you spell it?	Setting: On Thursday, November 13, 2014, in the classroom Situation: The teacher did not know how to spell Liverbird. She asked Leo about the spelling Topic: How to spell Liverbird.		asking			
13	M- 1/13/04:5 7-04:58	T: So, is there any meaning?	Setting: On Thursday, November 13, 2014, in the classroom Situation: The teacher was still curious about the meaning behind the picture because Leo's answer was not satisfying for her. Topic: The meaning of the picture.		asking			
14	M- 1/14/05:0 0-05:01	T: No? What's the meaning? In English.	Setting: On Thursday, November 13, 2014, in the classroom Situation: Leo told the teacher that the picture did not have any meaning. However, the teacher kept insisting the student to tell her about the meaning in English. Topic: The meaning of the picture.		Asking			
15	M- 1/15/05:0 3-05:10	T: I mean liver means hati, right? Bird means burung, to? So it means burung hati or hati	Setting: On Thursday, November 13, 2014, in the classroom Situation: Leo kept silent. The teacher tried to explain to Leo her	explainin g				

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
		<i>burung.</i>	point. Topic: The meaning of the picture.					
16	M- 1/16/05: 10-05:11	T: What is it?	Setting: On Thursday, November 13, 2014, in the classroom Situation: The teacher was still curious about the picture. She asked the students what kind of thing held by the bird. Topic: Leaves		asking			
17	M- 1/17/05:2 5-05:44	T: There is no meaning, isn't it? Right? But I hope that there will be something meaningful. You said that it can be the sign of our class. IBB. Ilmu Budaya Bahasa. Bahasa dan Budaya. It means that this bird can fly around the world.	Setting: On Thursday, November 13, 2014, in the classroom Situation: The student told the teacher that there was no meaning of the bird holding the leaves. Although the teacher understood about it, she was rather disappointed. She hoped that the class could fly around the world like the bird. Topic: The meaning of the picture.	stating				
18	M- 1/18/05:5 5-06:07	T: OK. And then the second one, we have two hours, is it right? And then after 2 hours we have a break, the second break.	Setting: On Thursday, November 13, 2014, in the classroom Situation: The teacher told the students that they had two hours of meeting. Topic: The break time.	informing				

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
19	M-1/19/06:09-06:16	T: We will continue without break and then the break will be on the last time.	Setting: On Thursday, November 13, 2014, in the classroom Situation: The teacher told the student that they would continue the activity without break. The students agreed with her. Topic: The break time.		ordering			
20	M-1/20/06:17-06:29	T: Why? Because I have something to do. OK. And later you can do this on the paper that I will give it to you. (a) Can you understand what I mean? (b)	Setting: On Thursday, November 13, 2014, in the classroom Situation: The teacher explained to the students the reason why the activity would continue without break. She told them that she has something to do.	(a) Explaining	(b) asking			
21	M-1/21/06:31-06:51	T: OK. OK. I understand too. I hope I am understandable. (a) And then. Nissa, what is it? The carnival? Yes. So what's for it is? (b)	Setting: On Thursday, November 13, 2014, in the classroom Situation: The students understood what the teacher said. The teacher asked another thing. She saw something in the back of the class. She asked Nissa, one of her student, about the thing on the back of the class. Topic: The thing on the back of the class.	stating	asking			

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
22	M- 1/22/06:5 6-06:57	T: In English, please.	Setting On Thursday, November 13, 2014, in the classroom Situation: Nissa answered the teacher's question in Indonesian. The teacher asked her to speak in English because at that time they have English class. Topic: Ordering to speak in English		ordering			
23	M- 1/23/07:1 0-07:13	T: Fifth October. And then who will use it?	Setting: On Thursday, November 13, 2014, in the classroom Situation: The teacher was curious about the carnival. She asked the students when the carnival would be held. She also asked them about the ones who would wear the property. Topic: The carnival.		asking			
24	M- 1/24/07:1 7-07:26	T: I don't know but I heard that the school will choose some of the students to wear the carnival. The batik carnival that you had had last month.	Setting: On Thursday, November 13, 2014, in the classroom Situation: The teacher told the students that the school would choose some students to wear customs for the carnival. Topic: The carnival	informing				
25	M- 1/25/07:	T: I don't know but perhaps this will not be used by	Setting: On Thursday, November 13, 2014, in the classroom	(a) informing	(b) suggesting			

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
	27-08:07	IBB class. Yeah. Why? Because this one is for <i>budaya</i>, culture parade. So, next, on the 8th October, at 9, but in the morning you will have mid-term test and there will be a parade around the town square. At 19.30 in the evening. 19.30. (a) So, if I have suggested to you, you can go everywhere but keep studying in your house. (b)	Situation: The teacher explained to her students that the carnival will have culture parade on the eight of October at 9 a.m around the town square. She also suggested her students to keep studying because they would be having mid-term test at that time. Topic: The carnival					
26	M-1/26/08:10-09:26	T: Yes.19.30. Thirty past nineteen. <i>Setengah delapan</i>. I don't know until when. Why? Because the parade will be very long. The first is from drum band SMP Bunderaan. And then the second one is a... what do we call it? <i>Bajulen</i>, Kenduren from SMP 2	Setting: On Thursday, November 13, 2014, in the classroom Situation: The teacher continued her explanation about the culture parade especially about the participants. Topic: The participants of the culture parade.	informing				

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
		and then the third one will be batik carnival form SMP 1 Purworejo. The fourth will be SMK 3 Purworejo. And then the next troop will be ... what is it? The art team from each district. So there will be 16 districts that will perform dancing like <i>jaran kepang, dolalak, perhaps gejulan.</i>						
27	M-1/27/09:27-09:33	T: Any question? Any question for this? Or perhaps you have problem?	Setting: On Thursday, November 13, 2014, in the classroom Situation: The teacher finished explaining about the culture parade. She asked the students if they have any question about the carnival. Topic: Question about the carnival		asking			
28	M-1/28/09:35-09:53	T: Gita. Where have you been, Gita? The list of what is it? LPBB. Affan, have you got the list? Of the students who will join it? No?	Setting: On Thursday, November 13, 2014, in the classroom Situation: A student named Gita came to the class. She asked her why she was late. She also asked another student, Affan about the list of the students who would join the		asking			

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
			parade. Topic: The list of the students who would join the parade.					
29	M- 1/29/09:5 6-09:57	T: Not yet?	Setting: On Thursday, November 13, 2014, in the classroom Situation: Affan told the teacher that he had not got the list yet. The teacher asked Affan again to make sure that he had not got the list. Topic: The list of the students who would join the parade.		asking			
30	M- 1/30/09:5 8-10:04	T: Who will be responsible? You and Leo. Leo and you?	Setting: On Thursday, November 13, 2014, in the classroom Situation: The teacher asked again about the students who would hold the responsibility of the list. Topic: The ones who was in charge of making the list.		asking			
31	M- 2/31/10:1 7-10:19	T: Today, you have to take the team on LPP? On what time?	Setting: On Thursday, November 13, 2014, in the classroom Situation: The teacher asked another question. She asked the students when they would go to LPP. Topic: The time to go to LPP.		asking			

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
32	M- 2/32/10:2 5-10:28	T: Today?	Setting: On Thursday, November 13, 2014, in the classroom Situation: The students said that they would take the team to LPP today. The teacher showed her disbelief by asking the students again. Topic: The time to go to LPP.		asking			
33	M- 1/33/10:3 3-10:34	T: You have to train?	Setting: On Thursday, November 13, 2014, in the classroom Situation: One of the students told the teacher that they have to train. The teacher asked again to make sure that they had to train. Topic: Training		asking			
34	M- 1/34/10:3 6-10:37	T: Training for what?	Setting: On Thursday, November 13, 2014, in the classroom Situation: The teacher asked the students why they had to train. Topic: Training		asking			
35	M- 1/35/11:3 4-12:21	T: OK. Now, I will give you the paper. And then please do what I ask you to do. I will score the answer. You have done it. If you have done it, it	Setting: On Thursday, November 13, 2014, in the classroom Situation: After having some conversations with the students, the teacher ordered the students to do the task. She also told them that		ordering			

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
		means you only rewrite it here but if you hadn't done it, please you think about it and then rewrite it on the paper. I hope that you will do it individually. Why? Because I will score it. OK. And you have the questions. I hope that you will answer in a full sentence.	their task would be scored. Topic: The task					
36	M- 1/36/12:2 2-12:49	T: In a complete sentence. It means, for example, who likes <i>bakso</i> ? The answer is not only Angel. But I hope the answer will be Angel likes <i>bakso</i> or Angel is like <i>bakso</i> . (a) Which one do you choose? Angel likes <i>bakso</i> or Angel is like <i>bakso</i> ? Which one do you choose? The first or the second? (b)	Setting: On Thursday, November 13, 2014, in the classroom Situation: The teacher told the students that they had to answer the questions in a complete sentence. She also gave the example of it. Topic: The task	(a) explaining	(b) asking			
37	M-	T: Why did you choose the	Setting: On Thursday, November		asking			

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
	1/37/12:5 0-12:53	second one?	13, 2014, in the classroom Situation: Some students jokingly chose the second one as the answer. The teacher was wondering why they choose the second answer. Topic: The second answer					
38	M- 1/38/12:5 5-12:56	T: Angel is like <i>bakso</i> (meatball). Angel <i>seperti bakso</i> .	Setting: On Thursday, November 13, 2014, in the classroom Situation: The teacher translated the example she gave. She also wrote it on the whiteboard. Topic: The second answer	stating				
39	M- 1/39/13:1 4-13:18	T: Which one do you choose? The first or the second?	Setting: On Thursday, November 13, 2014, in the classroom Situation: The teacher asked the students again what answer they chose. Topic: The answer		asking			
40	M- 1/40/13:1 9-13:21	T: Oh, the second? Angel is like <i>bakso</i> (meatball).	Setting: On Thursday, November 13, 2014, in the classroom Situation: Some students still answered the second one as the answer. The teacher was rather surprised because the second answer was wrong.			Stating surprise		

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
			Topic: The second answer.					
41	M- 1/41/13:4 1-13:46	T: OK. Open your book. Open your book, page eleven.	Setting: On Thursday, November 13, 2014, in the classroom Situation: The teacher told the students to open the book, page eleven. Topic: An order to open the book		ordering			
42	M- 1/42/13:5 1-13:56	T: OK. Please hold a pencil. Hold a pencil to make the sign of it. (a) Are you ready? (b)	Setting: On Thursday, November 13, 2014, in the classroom Situation: The teacher gave a sign that they will start the activity. She ordered the students to hold a pencil. She also asked the students about their readiness to start the activity. Topic: An order to hold a pencil.		(a) Ordering (b) asking			
43	M- 1/43/13:5 9-14:00	T: No. No. No?	Setting: On Thursday, November 13, 2014, in the classroom Situation: Some students answered that they were not ready for the activity. The teacher was surprised. Topic: The students' readiness			stating surprise		
44	M- 1/44/14:0 7-14:10	T: You don't have any pencil? It's OK. You can use pen.	Setting: On Thursday, November 13, 2014, in the classroom Situation: One of the students did not hold a pencil. The teacher	informing				

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
			noticed and told him that he could use a pen. Topic: Using pen.					
45	M-1/45/14:08-14:16	T: OK. Page eleven, dialogue two. There are five items. Is it right?	Setting: On Thursday, November 13, 2014, in the classroom Situation: The teacher began telling the students about the task on the book they should do for the activity. Topic: The task		ordering			
46	M-1/46/14:17-14:20	T: Eleven means <i>sebelas</i>. <i>Sebelas</i> means <i>sewelas, mbak</i> .	Setting: On Thursday, November 13, 2014, in the classroom Situation: One of the students still could not find the page because she was confused. The teacher told the students that she should open page eleven. The teacher translated the word into Indonesian to help the student. Topic: The meaning of eleven	informing				
47	M-1/47/14:20-14:28	T: OK. Dialogue two. (a) Which one? So, there are five items. Is it right? (b)	Setting: On Thursday, November 13, 2014, in the classroom Situation: The teacher continued telling the students about the page of the book that contained the task for the activity.	(b) Informing	(a) ordering			

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
			Topic: The task					
48	M-1/48/14:29-14:51	T: And then dialogue three, there are 5 items. And then page twenty one, withdrawal. Withdrawal. Twenty one, twenty one, withdrawal. There are six items, is it right?	Setting: On Thursday, November 13, 2014, in the classroom Situation: The teacher continued telling the students about the page of the book that contained the task for the activity. Topic: The task		ordering			
49	M-1/49/14:55-15:05	T: And then page twenty seven. Twenty seven. (a) There are five items, is it right? (b)	Setting: On Thursday, November 13, 2014, in the classroom Situation: The teacher continued telling the students about the page of the book that contained the task for the activity. Topic: The task	(b) informing	(a) ordering			
50	M-1/50/15:27-15:39	T: You should make the form with the complete information from the text. So, later you make <i>the kotak, the kotak, the square, the form.</i>	Setting: On Thursday, November 13, 2014, in the classroom Situation: The teacher told the students on how to do the task. She asked the students to make the form with the complete information from the text. Topic: How to do the task		ordering			
51	M-1/51/15:46-	T: And then go to page forty five. Page forty five, activity seven. There are	Setting: On Thursday, November 13, 2014, in the classroom Situation: The teacher continued		ordering			

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
	16:05	five items. Forty six. There are four items.	telling the students about the page of the book that contained the task for the activity. Topic: The task					
52	M-1/52/16:09-16:19	T: The last forty seven. Forty seven yes. There are 10 items.	Setting: On Thursday, November 13, 2014, in the classroom Situation: The teacher continued telling the students about the page of the book that contained the task for the activity. This was the last task the teacher gave. Topic: The task		ordering			
53	M-1/53/16:23-17:14	T: The score will be fifty. You can pay attention to me for dialogue two, there are five scores. And then, dialogue three, five scores. And then, withdrawal, five scores. And then, activity ten, five scores. And then for multiple choice, five scores. And then for activity eleven, there is information with four forms. Is it right? Each	Setting: On Thursday, November 13, 2014, in the classroom Situation: The teacher told the students about the scoring system. She explained it one by one for the purpose of clearness. Topic: The scoring system for each task.	explaining				

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
		form will have one point. And then activity seven, there are five scores. Activity eight, four scores. Activity nine, ten scores with bonus one. So you only have nine items.						
54	M-1/54/17:20-17:30	T: So, you will have nine items to tick but I will give you ten scores. So, all together the score will be fifty. (a) Can you understand what I mean? (b)	Setting: On Thursday, November 13, 2014, in the classroom Situation: The teacher concluded her explanation about the scoring system. Topic: The scoring system	(a) informing	(b) asking			
55	M-1/55/17:32-17:47	T: Later, in writing the answer, please you minimize, minimize the paper. I don't give you one paper for one student.	Setting: On Thursday, November 13, 2014, in the classroom Situation: The teacher ordered the students to torn the paper into two because she did not give the students paper one by one. Topic: An order to minimize the paper		ordering			
56	M-1/56/18:43-18:50	T: Do by yourself. Do by yourself. Don't cheat. Why? I need to pick the score.	Setting: On Thursday, November 13, 2014, in the classroom Situation: The teacher reminded the students to do the task by		reminding			

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
			themselves because she would take the score from the activity. Topic: Reminding the students to do the task by themselves					
57	M-1/57/19:00-19:04	T: Yes. For now you can but your own dictionary.	Setting: On Thursday, November 13, 2014, in the classroom Situation: One of the students asked the teacher whether they could use dictionary or not. The teacher allowed them to use their own dictionary. Topic: Using dictionary				Granting	
58	M-1/58/19:05-19:10	T: OK. Listen to me. If you need any dictionary, you can go to the library and then borrow some dictionaries.	Setting: On Thursday, November 13, 2014, in the classroom Situation: The teacher told the students that they should go to the library if they need dictionary. Topic: Using dictionary.		suggesting			
59	M-1/59/19:11-19:14	T: Who will go to the library? To borrow the dictionary?	Setting: On Thursday, November 13, 2014, in the classroom Situation: The teacher asked the students who would go to the library to borrow the dictionary. Topic: Borrowing the dictionary		asking			

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
60	M- 1/60/19:1 8-19:19	T: Who? You will go to the library?	Setting: On Thursday, November 13, 2014, in the classroom Situation: Leo told the teacher that Yuli would go the library. The teacher asked her to make sure that she would go the library. Topic: Going to the library to borrow the dictionary		asking			
61	M- 1/61/19:2 2-19:23	T: Leo, will you go to the library?	Setting: On Thursday, November 13, 2014, in the classroom Situation: Yuli refused to go to the library. Then, the teacher requested Leo to go to the library. Topic: Going to the library to borrow the dictionary.		requesting			
62	M- 1/62/19:5 8-19:59	T: So, Nisa, what number are you?	Setting: On Thursday, November 13, 2014, in the classroom Situation: The teacher asked Nisa, one of her students about her student's number to make sure that the students would do what she instructed correctly. Topic: The student number		asking			
63	M- 1/63/20:0 4-	T: What number were you when you were in junior high school?	Setting: On Thursday, November 13, 2014, in the classroom Situation: The teacher asked Nisa		asking			

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
	20:07		again the number she had in Junior high school to make sure that she told her the right number. Topic: Nisa's number in junior high school.					
64	M- 1/64/21:0 6-21:10	T: Only the answer but in a complete sentence.	Setting: On Thursday, November 13, 2014, in the classroom Situation: One of the students asked the teacher whether they had to write the questions or not. The teacher told them that they should only write the answer but in a complete answer. Topic: How to answer the questions.		ordering			
65	M- 1/65/23:1 7-23:40	T: Just say <i>peminatan</i>. I don't know because in outside there is no <i>peminatan</i>. They only have English. I don't know. There are some special forms of English in Indonesia especially in 2013 curriculum. (a) Later, I will ask if I meet some English teachers	Setting: On Thursday, November 13, 2014, in the classroom Situation: The teacher wrote <i>peminatan</i> on the whiteboard. One of the students suggested her to use special English as the equivalent word for <i>peminatan</i> . However, the teacher was not sure about it. She promised the students that she would ask it to the English teachers from province if she had a chance	(a) stating			(b) promising	

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
		from province. I will ask. (b)	to meet them. Topic: The English of <i>peminatan</i> .					
MEETING 2								
66	M- 2/66/00:04 -00:05	T: Morning spirit. (a) Thank you. (b)	Setting: On Thursday, November 20, 2014, in the classroom Situation: It was 10.45 a.m. The lesson was about to begin. The students had been on their desk. The students and the teacher had said their prayer. The students greeted the teacher and she greeted them back and thanked them for saying the prayer. Topic: Greeting			(a) Greeting (b) Thanking		
67	M- 2/67/00:06 -00:10	T: Rifa, why are you so low?	Setting: On Thursday, November 20, 2014, in the classroom Situation: A student named Rifa seems unmotivated. The teacher asked her why she looked like that. Topic: The reason why Rifa looked low		asking			
68	M- 2/68/00:13 -00:14	T: Oh, you are sick?	Setting: On Thursday, November 20, 2014, in the classroom Situation: Rifa told the teacher in a low voice that she was sick. The teacher did not hear what Rifa said		asking			

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
			clear enough. The teacher asked her again if she was sick. Topic: The reason why Rifa looked low					
69	M- 2/69/00:17 -00:21	T: Izzy, Izzy, when did you come to the private house?	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked another student. She asked Izzy when he went to the private house. Topic: The time Izzy went to the private house.		asking			
70	M- 2/70/00:30 -00:31	T: On Monday?	Setting: On Thursday, November 20, 2014, in the classroom Situation: The student told the teacher that he went there on Monday. The teacher was surprised so she asked him again. Topic: The time Izzy went to the private house.		asking			
71	M- 2/71/00:39 0-00:40	T: Oh, so you were sick in Surabaya?	Setting: On Thursday, November 20, 2014, in the classroom Situation: The student explains that she was sick at that time. The teacher asked the student again to make sure that she did not lie.		asking			

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
			Topic: The reason why Izzy did not meet the people.					
72	M-2/72/00:42-00:44	T: Is there any permission by the chief of the club?	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked the student again whether she had the permission from the chief of the club. Topic: The permission from the club		asking			
73	M-2/73/00:59-01:00	T: Oh, I see. Why did you go to Surabaya?	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked the student why she went to Surabaya. Topic: The reason why Izzy went to Surabaya.		asking			
74	M-2/74/01:23-01:26	T: How are you now? How are you?	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked Rifa's condition again to make sure that she could follow the activity. Topic: Rifa's condition.		asking			
75	M-2/75/01:50-01:55	T: OK. Let's go to the material for our lesson today. (a) What did Pak Eko give to	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher finished having some chit-chat with the		(a) ordering (b) asking			

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
		you? (b)	students. She invited them to go to the material for the lesson. Topic: The material for the lesson					
76	M-2/76/02:01-02:02	T: Describing people and things. Yes.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The students told the teacher that they were asked to describe people and things on the previous lesson. Then, the teacher repeated what the students say. Topic: The material on the previous lesson	stating				
77	M-2/77/02:03-02:36	T: OK. So, we will plan the listening again. Why? Because next semester, you will also have test on listening. The listening is like this. I try to make the form of the listening that will appear next semester. Two December I think or December second. (a) So, later I will give it to you. So, please... You want to have it or not?	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher told the students that they would have listening section for the lesson. She explained to them why they should have listening section on that day lesson. She also asked them if they wanted to have the soft file of the listening. Topic: The listening section	(a) informing			(b) offering	

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
78	M- 2/78/02:38 -02:44	T: Yes? OK. If you want to have it, please you put your name here and the answer on another paper. Keep this paper for you. (a) Later, I will give the soft-file of the listening. OK? So, you can test your ears again at home. (b) Agree? (c)	Setting: On Thursday, November 20, 2014, in the classroom Situation: The students said that they wanted to have the soft file of the listening. The teacher promised them that she would give it later. She asked the students to put her name on a paper and the answer on another paper if they. Topic: The requirement for having the soft file of the listening		(a) Ordering (c) asking		(b) promising	
79	M- 2/79/03:51 -03:59	T: So, today you take this based on the roll of the paper. The roll, kocokan. Based on the kocokan.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked the students to take the roll. Topic: The roll	informing				
80	M- 2/80/04:39 -04:23	T: I will tell you the trick on how to do the listening. Listen to me carefully. (a) For the first time, when you accept the reading, oh sorry, the listening text, please look at the, what is it, eee the problems. You look at the problem. For example,	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher told the students about the trick on how to do the listening. Topic: The trick to do the listening	(b) informing	(a) Ordering (c) asking			

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
		<p>number one. Then, you please you use that. And then, the listening will be spoken twice. That will be spoken twice. What might you do for the first time, get listen to the speaking well while your eyes go to the items on your paper. When you hear something that the words appear on the item. That would be the check point. And the last, if it is possible for you, you can write the questions from the speaker. If you can write what the speaker saying, and then you can make sure the answer and then on the text of speaking you can make sure that your answer is correct.</p> <p>(b) Can you understand what</p>						

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
		I mean? (c)						
81	M- 2/81/06:06 -06:07	T: Yes or no?	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher had previously asked whether the students understood what she said or not. She asked it again because to make sure that they understood. Topic: Understanding what the teacher said		asking			
82	M- 2/82/06:09 -06:11	T: Honestly, who couldn't understand what I say?	Setting: On Thursday, November 20, 2014, in the classroom Situation: The students kept silent. She asked them again to honestly answer if they did not understand what she meant. Topic: Who did not understand what the teacher said		asking			
83	M- 2/83/06:12 -06:14	T: Understand? Dimas, do you understand?	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher had previously asked whether the students understood what she said or not. She asked it again because the students kept silent. Then, she asked one of her students, Dimas		asking			

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
			whether he understood or not. Topic: Understanding what the teacher said					
84	M- 2/84/06:15 -06:17	T: Or should I change into Indonesian?	Setting: On Thursday, November 20, 2014, in the classroom Situation: The students still kept silent. She offered them to change her utterances into Indonesian. Topic: Translating into Indonesian				offering	
85	M- 2/85/06:19 -06:20	T: Yes or no?	Setting: On Thursday, November 20, 2014, in the classroom Situation: The students still kept silent. The teacher asked them again bout the offer. Topic: Translating into Indonesian				offering	
86	M- 2/86/06:21 -06:22	T: Oh, I see.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The students finally raised their voice. They wanted the teacher to translate what she said into Indonesian and the teacher understood about it. Topic: Translating into Indonesian.	stating				
87	M- 2/87/07:05 -07:37	T: And then, the next, there are some pictures. There are some pictures. (a)	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher explained to	(a) informing	(b) warning (c) asking			

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
		<p>In listening, don't make any sound. Don't make any comment although the speaker saying is ridiculous, although the pictures are not clear enough.</p> <p>Don't say anything. Why? Because it will break your concentration on listening conversation.</p> <p>(b) Can you understand what I mean? (c)</p>	<p>her students that in listening there would be some pictures. She also gives the tips to keep focus during the listening.</p> <p>Topic: The part of the listening section and the tips to keep focus during the listening.</p>					
88	M-2/88/07:39-07:42	<p>T: So, for example the voice is so <i>mbrebeki</i>. We <i>wonge koyo ngono</i>. (The people are strange). Don't say like that. It will break your concentration. Just keep silent and ready to listen.</p>	<p>Setting: On Thursday, November 20, 2014, in the classroom</p> <p>Situation: The teacher continued giving the tips by giving the example.</p> <p>Topic: The tips to keep focus during the listening</p>		warning			
89	M-2/89/07:43-08:15	<p>T: OK. And the hardest is part four. The hardest thing is part four. Why? Because there will be a monologue, short reading</p>	<p>Setting: On Thursday, November 20, 2014, in the classroom</p> <p>Situation: The teacher told the students that the hardest part of the listening was part four. She also</p>	(a) informing	(b) Suggesting (c) asking			

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
		<p>text that is spoken. There will be two questions. (a) If it is possible for you on the first reading, sorry, on the first listening, you write down the questions. If it is possible. And then, the second one, you make sure that the answer is correct. (b) Can you understand what I mean? (c)</p>	<p>gives another tip to her students during doing the listening. Topic: The hardest part of the listening and the tips to do the listening</p>					
90	M-2/90/08:41-08:55	<p>T: And then, now, prepare your book. (a) Don't make any sign on your papers. Why? Because it will break your concentration again. You can try it again at home after I give you the listening soft file. (b)</p>	<p>Setting: On Thursday, November 20, 2014, in the classroom Situation: The class was about to begin the listening activity. The teacher asked the students to prepare their book. She also reminded her students not to make any sign on their papers. Topic: Preparing the book and a reminder about the listening</p>		<p>(a) Ordering (b) reminding</p>			
91	M-2/91/08:43-08:57	<p>T: This one, e to repeat part two because the pictures are not clear enough. So you can see the pictures</p>	<p>Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher told the students that the pictures were not</p>	<p>(a) informing</p>	<p>(b) asking</p>			

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
		on the screen. (a) Can you see it? Are they clear enough for you? (b)	clear enough. She asked them to look them on the screen Topic: The pictures					
92	M- 2/92/09:36 -09:41	T: Start from Indri. Try to catch the words that the speakers are saying.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The listening section was about to begin. Before playing the recording, the teacher asked Indri as the first student to catch the words that the speakers were saying. Topic: Catching the words		ordering			
93	M- 2/93/09:43 -09:49	T: Start from What is it? Number one. From number one.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher told the student to start from number one. Topic: Catching the words		ordering			
94	M- 2/94/10:36 -10:40	T: What?	Setting: On Thursday, November 20, 2014, in the classroom Situation: There was a misunderstanding. Indri thought that the teacher asked her about the answer. The teacher was surprised. Topic: Catching the words		asking			
95	M- 2/95/10:	T: No no no. I mean catch the words, what the	Setting: On Thursday, November 20, 2014, in the classroom	explaining				

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
	41-10:44	speakers are saying.	Situation: The teacher explained to Indri about what she should do by repeating the instruction. Topic: Catching the words.					
96	M- 2/96/10:59 -11:00	T: The sentence after this.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher played the recording. The teacher asked Indri to catch the words after this sentence. Topic: Catching the words.	informing				
97	M- 2/97/11:09 -11:10	T: Indri, Indri.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher summoned Indri and ordered her to repeat what the speakers said. Topic: An order to catch the words.		Ordering			
98	M- 2/98/11:15 -11:16	T: What the students?	Setting: On Thursday, November 20, 2014, in the classroom Situation: Indri found it difficult to catch the word. She did not finish her sentence. The teacher asked her by repeating what Indri said. Topic: Catching the words.		asking			
99	M- 2/99/11:	T: OK. What the students do?	Setting: On Thursday, November 20, 2014, in the classroom		asking			

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
	17-11:21		Situation: Indri was hesitant to answer. The teacher tried to help her and began writing on the whiteboard. Topic: Catching the words.					
100	M- 2/100/11:2 2-11:23	T: What the students do?	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher tried to help the students by repeating what she had said. She used falling intonation. Topic: Catching the words.		asking			
101	M- 2/101/11:3 0-11:32	T: Activity what?	Setting: On Thursday, November 20, 2014, in the classroom Situation: The students continued catching the sentence but it was still not complete. The teacher asked her again. Topic: Catching the words		asking			
102	M- 2/102/11:4 5-12:46	T: Yes...Activity?	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked the students again about the words that she had not finished. Topic: Catching the words		asking			
103	M-	T: The students do?	Setting: On Thursday, November		asking			

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
	2/103/12:5 4-12:55		20, 2014, in the classroom Situation: The teacher asked the students again about the words that she had not finished. Topic: Catching the words					
104	M- 2/104/12:5 8-12:59	T: On?	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked the students again about the words that she had not finished. Topic: Catching the words		asking			
105	M- 2/105/13:3 0-13:31	T: Indri. On?	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked the student again because she still incorrectly caught the speakers' words. Topic: Catching the words		ordering			
106	M- 2/106/13:3 2-13:33	T: On the?	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked the student again because she was still incorrectly caught the speakers' words. Topic: Catching the words		asking			
107	M-	T: On the? Is there any	Setting: On Thursday, November		asking			

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
	2/107/13:3 6-11:39	different listening? On their?	20, 2014, in the classroom Situation: The teacher asked the student again because she was still incorrectly caught the speakers' words. Topic: Catching the word					
108	M- 2/108/13:4 1-13:43	T: On their?	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked the student again to finish the words she caught. Topic: Catching the words.		asking			
109	M- 2/109/13:5 9-14:02	T: Something missing there, what is it?	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked the students again because they still incorrectly caught the speakers' words. She told them that there was something missing. Topic: Catching the words		asking			
110	M- 2/110/14:0 3-14:09	T: Something missing here. This could be one word again. What?	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked the students again because the sentence was still not complete. She told them that there was something		asking			

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
			missing by pointing on the sentence that she wrote on the whiteboard. Topic: Catching the words					
111	M-2/111/14:10-14:22	T: Yes, very good. What do the students do? What do the students do? OK. Good. Almost 50%.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The students finally caught the words correctly. The teacher complimented them. Topic: Catching the words	confirming		complimenting		
112	M-2/112/14:25-12:26	T: And then, Inten.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked Inten to catch the words. Topic: An order to catch the words		ordering			
113	M-2/113/12:34-12:35	T: They do?	Setting: On Thursday, November 20, 2014, in the classroom Situation: Inten had not caught the words correctly. There was something missing. The teacher asked her again. Topic: Catching the words.		asking			
114	M-2/114/12:36-12:37	T: Inten, Tri Inten	Setting: On Thursday, November 20, 2014, in the classroom Situation: Inten keeps silent. The teacher summoned her. Topic: Catching the words.		ordering			

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
115	M- 2/115/12:4 6-12:48	T: They do? Tri Inten.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked Inten again to catch the words. She replayed the recording because Inten seemed to have difficulty in catching the words. Topic: Catching the words.		ordering			
116	M- 2/116/12:1 3:14:00	T: They?	Setting: On Thursday, November 20, 2014, in the classroom Situation: Inten had not caught the words correctly. There was something missing. The teacher asked her again. Topic: Catching the words.		asking			
117	M- 2/117/15:3 6-15:49	T: Interest. There must be a preposition there. Depend? Depend?	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher told the student that the sentence needed a preposition. Topic: Preposition	correcting				
118	M- 2/118/15:5 2-15:56	T: They do lots of things depend on their interest.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher confirmed the right sentence. Topic: Catching the words	confirming				

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
119	M- 2/119/15:5 7-15:59	T: Mega, your turn.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked Mega to catch the words because it was Mega's turn to catch the words. Topic: An order to catch the words		ordering			
120	M- 2/120/16:0 9-16:10	T: Mega?	Setting: On Thursday, November 20, 2014, in the classroom Situation: The recording had been played. Mega kept silent. The teacher called her name and asked her to give the answer. Topic: Catching the words		ordering			
121	M- 2/121/16:3 9-16:40	T: Yuli.	Setting: On Thursday, November 20, 2014, in the classroom Situation: It was Yuli's turn. The teacher asked her to catch the words. Topic: An order to catch the words		ordering			
122	M- 2/122/16:4 9-16:51	T: OK. I like playing badminton.	Setting: On Thursday, November 20, 2014, in the classroom Situation: Yuli correctly caught the words. The teacher, then, confirmed it by repeating the words. Topic: Catching the words	confirming				
123	M-	T: Arifah.	Setting: On Thursday, November		ordering			

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
	2/123/16:5 4-16:55		20, 2014, in the classroom Situation: The teacher called the student named Arifah. She asked her to catch the words because it was already her turn. Topic: An order to catch the words					
124	M- 2/124/17:2 4-17:25	T: Therefore?	Setting: On Thursday, November 20, 2014, in the classroom Situation: Arifah had not completely caught the words. The teacher asked her again. Topic: Catching the words.		asking			
125	M- 2/125/18:2 3-18:30	T: Friend, therefore? I take this for my extracurricular activity.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher corrected Arifah's answer. Topic: Catching the words.	correcting				
126	M- 2/126/18:3 2-18:33	T: Very good.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher complimented the students for correctly catching the words. Topic: Catching the words.			complimenting		
127	M- 2/127/18:	T: What does the woman do?	Setting: On Thursday, November 20, 2014, in the classroom		asking			

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
	46-18:47		Situation: After playing the recording, the teacher asked the students the answer for question number one. Topic: The answer for question number one					
128	M-2/128/18:52-18:58	T: OK. Who didn't answer B? Raise your hand. The wrong answer? Who didn't answer B?	Setting: On Thursday, November 20, 2014, in the classroom Situation: The right answer was B. The teacher asked the students to raise their hand if they got different answer. Topic: An order to raise the hand for having wrong answer		ordering			
129	M-2/129/18:59-19:00	T: Why? What's your answer?	Setting: On Thursday, November 20, 2014, in the classroom Situation: One of the students raised his hand. Then, the teacher asked him about the answer he chose. Topic: The student's answer		asking			
130	M-2/130/19:01-19:07	T: Leo, doing a lot of things. I see. You are trapped with this.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher understood why Leo chose the wrong answer. She told him that he was trapped	Stating				

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
			while underlining the word she had written on the whiteboard. Topic: The student's answer					
131	M-2/131/19:09-19:18	T: But the question is for the woman, not for the students. These are for the students.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher explained to Leo why his answer was wrong Topic: Why Leo's answer was wrong	explaining				
132	M-2/132/19:19-19:21	T: The woman should be playing badminton.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher continued her explanation why Leo's answer is wrong. Topic: Why Leo's answer was wrong	explaining				
133	M-2/133/19:22-19:25	T: And then, Yuli, what is your answer?	Setting: On Thursday, November 20, 2014, in the classroom Situation: Another student named Yuli also raised her hand. The teacher asked her about the answer she chose. Topic: Yuli's answer		asking			
134	M-2/134/19:29-19:30	T: B?	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked Yuli		asking			

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
			again to make sure that Yuli said B. Topic: Yuli's answer					
135	M- 2/135/19:3 5-19:44	T: <i>Ya, you get trapped here. Ya, extra. But actually there is no activity. Extra activity bukan extracurricular.</i>	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher explained to Yuli that she got trapped so that her answer was wrong. Topic: Why Yuli's answer was wrong	explaining				
136	M- 2/136/19:4 9-19:52	T: Good. You can take it.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher complimented the students. Topic: Complimenting			complimenting		
137	M- 2/137/19:5 3-19:55	T: Now, number two belongs to Leo.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked Leo to catch the words. Topic: An order to catch the words		ordering			
138	M- 2/138/20:1 6-20:19	T: When you have been? When you have been?	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked Leo again to make sure that she did not mishear what Leo said. Topic: Catching the words.		asking			
139	M-	T: When you have been? Is	Setting: On Thursday, November		asking			

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
	2/139/20:2 2-20:30	it?	20, 2014, in the classroom Situation: The teacher asked Leo again. Topic: Catching the words.					
140	M- 2/140/20:3 6-20:37	T: <i>Ya, where?</i>	Setting: On Thursday, November 20, 2014, in the classroom Situation: The students said that it should be “where”, not “when”. The teacher agreed with them. Topic: Catching the words.	confirming				
141	M- 2/141/20:3 8-20:41	T: Oh, I see. Sorry, I didn’t hear it.	Setting: On Thursday, November 20, 2014, in the classroom Situation: Leo clarified that he said “where” not “when”. Having known that, the teacher apologized to him. Topic: Catching the words.			apologizing		
142	M- 2/142/20:4 2-20:45	T: So, where have you been, Lucy?	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher confirmed the right answer. Topic: Catching the words.	confirming				
143	M- 2/143/20:4 9-20:50	T: Go, Agus.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked Agus to catch the words.		ordering			

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
			Topic: An order to catch the words.					
144	M- 2/144/21:3 7-21:38	T: Well, I had the?	Setting: On Thursday, November 20, 2014, in the classroom Situation: Agus had not completely caught the words. The teacher asked him again. Topic: Catching the words		asking			
145	M- 2/145/21:3 9-21:40	T: Food?	Setting: On Thursday, November 20, 2014, in the classroom Situation: Agus had not completely caught the words. The teacher asked him again. Topic: Catching the words		asking			
146	M- 2/146/21:4 3-21:45	T: Festival in Yogyakarta.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher helped Agus continue the words. Topic: Catching the words.	Stating				
147	M- 2/147/22:5 1-22:53	T: What happened with Agus?	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked Agus what happened with him because she thought that there was something wrong. Topic: Agus' condition		asking			
148	M-	T: Remember, there is the	Setting: On Thursday, November	informing				

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
	2/148/23:1 9-23:26	word just and here we have V3, and here we have “have”. But you didn’t listen “I have”, is it right? But “I’ve”. I have just attended a food festival in Yogyakarta.	20, 2014, in the classroom Situation: The teacher told the students that there was V3. So, it must be preceded by “have” but they did not listen the word “have” because it was shortened into I’ve. Topic: Verb 3					
149	M- 2/149/23:2 6-23:27	T: Good, Agus.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher complimented Agus. Topic: Complimenting			complimenting		
150	M- 2/150/23:2 9-23:32	T: We go for Dwi. Listen to it, Dwi.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked Dwi to listen to the recording and catch the words. Then, the teacher played the recording. Topic: Catching the words.		Ordering			
151	M- 2/151/23:3 9-23:40	T: What?	Setting: On Thursday, November 20, 2014, in the classroom Situation: Dwi had not completely caught the words. The teacher asked him again. Topic: Catching the words.		asking			
152	M-	T: People, what do you think	Setting: On Thursday, November		asking			

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
	2/152/23:4 2-23:46	about it? What's missing?	20, 2014, in the classroom Situation: The teacher asked the students what word that was missing. Topic: The missing word					
153	M- 2/153/23:5 0-23:51	T: OK. Just listen to it.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The students kept silent. The teacher asked them to listen to the recording again and then she played the recording. Topic: Listening to the recording		ordering			
154	M- 2/154/24:1 0-24:11	T: You get trapped.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher told the students that they got trapped. Topic: The reason why the students' answer was wrong	Stating				
155	M- 2/155/24:1 6-24:18	T: What do you think about it?	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher confirmed the right answer. Topic: Catching the words	confirming				
156	M- 2/156/24:1 9-24:22	T: Ya, Alvi. Alvi Laila.	Setting: On Thursday, November 20, 2014, in the classroom Situation: It was Alvi's turn. The		ordering			

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
			teacher asked her to catch the words. Topic: An order to catch the words					
157	M-2/157/24:24-24:26	T: Amalia, right?	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher was not sure if the student's name was Amalia. So, she asked her. Topic: The student's name		asking			
158	M-2/158/24:41-24:46	T: Very good. Well, I think it's a quite good festival.	Setting: On Thursday, November 20, 2014, in the classroom Situation: Alvi caught the words correctly. The teacher complimented her. Topic: Complimenting			complimenting		
159	M-2/159/24:56-24:59	T: And many people came there. OK. Good.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The student caught the words correctly. The teacher confirmed it and complimented her student for answering correctly. Topic: Complementing			complimenting		
160	M-2/160/25:00-25:01	T: Next, Dimas.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked Dimas to catch the words because it was		ordering			

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
			his turn. Topic: An order to catch the words.					
161	M- 2/161/25:0 7-25:08	T: Very good.	Setting: On Thursday, November 20, 2014, in the classroom Situation: Dimas caught the words correctly. The teacher was glad and complimented him. Topic: Complimenting			complimenting		
162	M- 2/162/25:1 4-25:16	T: <i>Apa?</i> What are they talking about?	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher just played the recording. She asked the students the answer for the question number three. Topic: The answer for question number three		asking			
163	M- 2/163/25:3 2-25:39	T: Raise your hand if you have the wrong answer. The wrong answer. The wrong answer.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked the students who had different answer to raise their hand. Some students, then, raise their hands. Topic: The students who got different answer		ordering			
164	M- 2/164/25:	T: Yes you. What is your answer?	Setting: On Thursday, November 20, 2014, in the classroom		asking			

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
	40-25:42		Situation: A student raised his hand. The teacher asked him about his answer. Topic: The student's answer					
165	M- 2/165/25:4 3-25:45	T: Festival. Festival only?	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked the student to make sure that he says festival only. Topic: The student's answer		asking			
166	M- 2/166/25:4 6-25:52	T: Aha. You get trapped with the festival. But actually, there is food festival. So, culinary festival.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher stated that the student was trapped. So, his answer was wrong. Topic: The reason why the student's answer was wrong	explaining				
167	M- 2/167/26:0 0-26:03	T: What? Beauty festival?	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked her again about her answer. Topic: The student's answer		asking			
168	M- 2/168/26:0 5-26:12	T: Beauty festival. You get trapped with this *pointing at the word on	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher said that the	stating				

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
		the whiteboard*	student got trapped with the word she pointed at the whiteboard. Topic: The reason why the student's answer was wrong					
169	M- 2/169/26:1 7-26:19	T: We go for Alfiani.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher continued the activity. She asked Alfiani to catch the words. Topic: An order to catch the words		ordering			
170	M- 2/170/26:2 5-26:26	T: Alfiani.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher just finished playing the recording. She called Alfiani again to catch the words. Topic: An order to catch the words		ordering			
171	M- 2/171/26:5 7-26:58	T: Hi, George?	Setting: On Thursday, November 20, 2014, in the classroom Situation: Alfiani said the words incompletely. She still thought about the next words. The teacher repeated what Alfiani said. Topic: The words that the speaker said	stating				
172	M-	T: Hi, George?	Setting: On Thursday, November		asking			

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
	2/172/27:00-27:01		20, 2014, in the classroom Situation: Alfiani still thought about the next words. The teacher tried to help her. Topic: The words that the speaker said					
173	M-2/173/27:46-27:50	T: Very good. Haven't?	Setting: On Thursday, November 20, 2014, in the classroom Situation: The students answered the missing words together. The teacher complimented them. She drilled the students again. Topic: Complimenting			complimenting		
174	M-2/174/27:52-27:53	T: For?	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked the students again about the next words. Topic: The words that the speaker said		asking			
175	M-2/175/27:53-27:56	T: Good. Haven't must be followed by V3.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher complimented the students for catching the words correctly. She also gave another explanation to the	explaining		complimenting		

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
			students about tenses. Topic: Perfect tense					
176	M- 2/176/27:5 8-27:59	T: Next, we go to Dini.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked Dini to catch the words. Topic: An order to catch the words		ordering			
177	M- 2/177/28:0 7-28:08	T: Hi, Sarah?	Setting: On Thursday, November 20, 2014, in the classroom Situation: Dini had not completely caught the words. The teacher repeated what Dini said. Topic: The words that the speaker said	confirming				
178	M- 2/178/28:4 3-28:44	T: It has been?	Setting: On Thursday, November 20, 2014, in the classroom Situation: Dini had not finished catching the words. The teacher asked her again. Topic: The words that the speaker said		asking			
179	M- 2/179/28:4 6-28:47	T: About two months?	Setting: On Thursday, November 20, 2014, in the classroom Situation: Dini had not completely caught the words. The teacher repeated what Dini said.		asking			

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
			Topic: The words that the speaker said					
180	M-2/180/28:54-28:56	T: Yes, we haven't met?	Setting: On Thursday, November 20, 2014, in the classroom Situation: Dini had not completely caught the words. The teacher repeated what Dini said. Topic: The words that the speaker said		asking	complimenting		
181	M-2/181/29:02-29:03	T: Apri	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked Apri to catch the words. Then, she played the recording. Topic: An order to catch the words		ordering			
182	M-2/182/29:08-29:11	T: OK. Good. (a) How is your family? (b)	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher complimented Apri for correctly catching the words. Topic: Complimenting and confirming the answer	(b) confirming		(a) complimenting		
183	M-2/183/29:27-29:28	T: My parents....?	Setting: On Thursday, November 20, 2014, in the classroom Situation: Gita has not finished catching the words. The teacher		asking			

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
			asked her again. Topic: The words that the speaker said					
184	M- 2/184/29:3 1-29:32	T: My parents....?	Setting: On Thursday, November 20, 2014, in the classroom Situation: Dita had not finished catching the words. The teacher asked her again. Topic: The words that the speaker said		asking			
185	M- 2/185/29:3 5-29:40	T: Are fine and my sister...?	Setting: On Thursday, November 20, 2014, in the classroom Situation: Gita continued catching the words she had not finished. The teacher asked her again. Topic: The words that the speaker said		Asking			
186	M- 2/186/29:4 2-29:43	T: Marry?	Setting: On Thursday, November 20, 2014, in the classroom Situation: Gita has not finished catching the words. The teacher asked her again. Topic: The words that the speaker said		asking			
187	M- 2/187/30:	T: Marry, my sister, Marry?	Setting: On Thursday, November 20, 2014, in the classroom		asking			

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
	18-30:20		Situation: Dita had not finished catching the words. The teacher asked her again. Topic: The words that the speaker said					
188	M-2/188/30:21-30:22	T: Is still?	Setting: On Thursday, November 20, 2014, in the classroom Situation: Dita had not finished catching the words. The teacher asked her again. Topic: The words that the speaker said		Asking			
189	M-2/189/30:24-30:29	T: Is still in elementary school. OK.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher confirmed the correct words. Topic: The words that the speaker said	Confirming				
190	M-2/190/30:31-30:33	T: Dio. Dio.	Setting: On Thursday, November 20, 2014, in the classroom Situation: It was Dio's turn. The teacher asks him to catch the words. Topic: An order to catch the words		Ordering			
191	M-2/191/30:40-30:41	T: Dyah	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked Dyah		Ordering			

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
			to catch the words. Topic: An order to catch the words.					
192	M- 2/192/30:4 6-30:52	T: How long haven't they met? Met each other? How long?	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher just finished playing the recording. She asked the students the answer for the question number four. Topic: The answer for question number four		Asking			
193	M- 2/193/30:5 4-30:57	T: Two months. Raise your hand if you have wrong answer.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The students said that the answer was two months. The teacher confirmed it and asked them to raise their hands if they had wrong answer. Topic: An order to raise the students hands for those who got wrong answer		ordering			
194	M- 2/194/31:0 0-31:03	T: OK. Good. All of you are correct. So, we go to the picture.	Setting: On Thursday, November 20, 2014, in the classroom Situation: No one raised their hands. All of the students got correct answer. The teacher was happy and asked them to look at the			Stating pleasure		

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
			picture. Topic: Stating pleasure					
195	M- 2/195/31:3 0-31:32	T: Hesti.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked Hesti to catch the words. Topic: An order to catch the words		Ordering			
196	M- 2/196/31:3 9-31:40	T: Tell me about your new school. Very good.	Setting: On Thursday, November 20, 2014, in the classroom Situation: Hesti correctly caught the words. The teacher praised her. Topic: Complimenting			complimenting		
197	M- 2/197/31:4 1-31:42	T: Affan.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asks Affan to catch the words. Topic: An order to catch the words		Ordering			
198	M- 2/198/31:4 9-31:51	T: OK. Good. Affan.	Setting: On Thursday, November 20, 2014, in the classroom Situation: Affan caught the words correctly. The teacher was glad and praised him. Topic: Complimenting		ordering	Complimenting		
199	M- 2/199/32:2 1-32:26	T: Huda. Listen to it.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked Huda		Ordering			

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
			to listen to the recording and catch the words. Topic: An order to catch the words.					
200	M-2/200/32:35-32:36	T: OK. Nisa.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked Nisa to listen to the recording and catch the words. Topic: An order to catch the words.		ordering			
201	M-2/201/32:47-32:49	T: Depend on your destiny.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The students protested because Nisa got the easy part. Topic: Stating	Stating				
202	M-2/202/32:54-32:59	T: And then. Sorry, I forget your name. (a) Alvi Laila? (b)	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher forgot the student's name. So, she asked her. Topic: The student's name		(b) Asking	(a) apologizing		
203	M-2/203/33:04-33:07	T: We go for Dyah.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked Dyah to listen to the recording and catch the words. Topic: An order to catch the words.		Ordering			

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
204	M-2/204/33:17-33:19	T: Very good. Especially my classroom teacher.	Setting: On Thursday, November 20, 2014, in the classroom Situation: Dyah correctly caught the words. The teacher praised her. Topic: Complimenting			Complimenting		
205	M-2/205/33:29-33:40	T: He always listens to me. What is it?	Setting: On Thursday, November 20, 2014, in the classroom Situation: The student had not caught the words completely. The teacher asked the whole class about the missing word. Topic: The missing word		Asking			
206	M-2/206/33:43-33:45	T: Ya, very good, Affan. Attentively.	Setting: On Thursday, November 20, 2014, in the classroom Situation: Affan caught the missing word correctly. The teacher praised him. Topic: The missing word			complimenting		
207	M-2/207/33:49-33:52	T: Yes. Attentively. Listen to me attentively.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher confirmed the answer. Topic: The missing word	confirming				
208	M-2/208/33:55-33:59	T: You can catch those words (circling the words). The key is out	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher tried to	Informing				

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
		there.	explain the missing words while writing on the whiteboard. Topic: The missing word					
209	M-2/209/34:00-34:01	T: And then we go for Ayu. *playing the recording*	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked Ayu to listen to the recording and catch the words. Topic: An order to catch the words		Ordering			
210	M-2/210/34:09-34:10	T: Yes. When I share my problem.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher confirmed the answer. Topic: The words that the speaker said	Confirming				
211	M-2/211/34:11-34:12	T: And then?	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked the students again about the words that had not been finished. Topic: The words that the speaker said		Asking			
212	M-2/212/34:34-34:38	T: Very good. (a) I'm very happy to hear that you like to study here. (b)	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher complimented the students for	(a) confirming		(b) complimenting		

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
			catching the words correctly. Topic: Complimenting					
213	M- 2/213/34:4 3-34:44	T: What is it?	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher just finished playing the recording. She asked the students the answer for number five. Topic: The answer for number five		asking			
214	M- 2/214/34:4 8-34:49	T: B or D?	Setting: On Thursday, November 20, 2014, in the classroom Situation: The students answered B but the teacher did not hear their answer clearly. Topic: The answer for question number five		Asking			
215	M- 2/215/34:5 1-34:58	T: Yes. Why? Because she always listens to me attentively when I?	Setting: On Thursday, November 20, 2014, in the classroom Situation: The students said that the answer is B. The teacher agreed and explained why it was the right choice instead of D. Topic: The answer for question number five	agreeing	asking			
216	M- 2/216/35:	T: So, who has different answer? Raise your hand.	Setting: On Thursday, November 20, 2014, in the classroom		ordering			

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
	02-35:06		Situation: The teacher asked the students to raise their hand for those who got different answer. Topic: The students who got different answer					
217	M- 2/217/35:07-35:09	T: No one? Great.	Setting: On Thursday, November 20, 2014, in the classroom Situation: None of the students raised their hands. The teacher was glad since their answer was correct. Topic: The students who got different answer			complimenting		
218	M- 2/218/35:14-35:19	T: Who is that? Hanifa. Which picture is it?	Setting: On Thursday, November 20, 2014, in the classroom Situation: Suddenly, a student raised her hand. The teacher asked her about her answer. Topic: Hanifa's answer		asking			
219	M- 2/219/35:20-35:22	T: D? Ah, you get trapped.	Setting: On Thursday, November 20, 2014, in the classroom Situation: Hanifa said that the answer was D. The teacher said that she got trapped. Topic: The reason why Hanifa's answer was wrong	Stating				
220	M-	T: Look at D. What are they	Setting: On Thursday, November		Ordering			

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
	2/220/35:2 8-35:32	doing?	20, 2014, in the classroom Situation: The teacher asked the students to look at the picture of option D. She asked them what picture it was. Topic: Picture D		asking			
221	M- 2/221/35:4 1-35:45	T: D is over there. And this one with peace is C.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The students were confused because there were two D options. The teacher explained that the one with peace was C. Topic: Picture D	explaining				
222	M- 2/222/35:4 6-35:50	T: So, which picture is it, Hanifa? With this or without this?	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked Hanifa again about the picture she chose. Topic: Hanifa's answer		Asking			
223	M- 2/223/35:5 4-35:55	T: Which one? Which one? B or the B above?	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher did not hear Hanifa's answer. The teacher asked Hanifa again about the picture she chose. Topic: Hanifa's answer		Asking			
224	M-	T: They discuss something	Setting: On Thursday, November	Explaining	asking			

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
	2/224/36:0 2-36:13	but they didn't share problem. And this one is much more suitable. And then Amalia. What picture are you?	20, 2014, in the classroom Situation: The teacher explained to the students that option B was more suitable. She, then, asked Amalia's answer. Topic: Amalia's answer					
225	M- 2/225/36:1 5-36:28	T: OK. So, only Hanifa. Let's check picture number five. What is picture A?	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked the students about picture A. Topic: Picture A		Ordering asking			
226	M- 2/226/36:3 5-36:36	T: And then B?	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked the students the picture in option B. Topic: Picture B		Asking			
227	M- 2/227/36:3 8-36:39	T: And then C?	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked the students the picture in option C. Topic: Picture C		asking			
228	M- 2/228/36:4 6-36:51	T: Huh? Gedung pencakar langit. What is the English of gedung pencakar langit?	Setting: On Thursday, November 20, 2014, in the classroom Situation: The students answered in Indonesian because they did not know the English of <i>gedung</i>		Asking			

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
			<i>pencakar langit</i> . The teacher asked them the English of <i>gedung pencakar langit</i> . Topic: The English of <i>gedung pencakar langit</i> .					
229	M- 2/229/36:5 3-36:54	T: Sky?	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher gave a clue to the students. Topic: The English of <i>gedung pencakar langit</i>		asking			
230	M- 2/230/37:0 3-37:06	T: And then D. What is D?	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked the students the picture in option D. Topic: Picture D		Asking			
231	M- 2/231/37:0 7-37:12	T: Boulevard. And then E?	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked the students the picture in option E. Topic: Picture E		Asking			
232	M- 2/232/37:1 5-37:16	T: Sholat?	Setting: On Thursday, November 20, 2014, in the classroom Situation: A student answers that it was a picture of someone doing a			stating surprise		

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
			prayer. The teacher was surprised. So, she asked the students again. Topic: Picture E					
233	M- 2/233/37:3 7-37:38	T: What are they doing?	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked the students what the people were doing in picture E. Topic: Picture E		Asking			
234	M- 2/234/37:4 4-37:47	T: They are talking to each other but where are they?	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked the students where activity took place in picture E. Topic: Picture E		asking			
235	M- 2/235/37:4 8-37:49	T: Ayu.	Setting: On Thursday, November 20, 2014, in the classroom Situation: A student named Ayu tried to answer the teacher's question. Topic: Picture E		Ordering			
236	M- 2/236/37:5 8-38:00	T: Good. In the field is also good.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher agreed with Ayu's answer.	Agreeing				

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
			Topic: Ayu's answer					
237	M-2/237/38:01-38:02	T: So, we go for Amalia.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked Amalia to listen to the recording and catch the words. Topic: An order to catch the words		Ordering			
238	M-2/238/38:05-38:06	T: Amalia.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked Amalia to catch the words. Topic: An order to catch the words		Ordering			
239	M-2/239/39:	T: Amalia. The other, just keep silent.	Setting: On Thursday, November 20, 2014, in the classroom		ordering			
240	M-2/240/39:30-39:33	T: Ya. All of you have helped Amalia.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher replayed the recording. All of the students caught the words together. Topic: Catching the words	Stating				
241	M-2/241/39:37-39:38	T: What is it? Where?	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked the students about the answer. Topic: The words that the speaker said		Asking			

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
242	M- 2/242/39:4 4-39:45	T: Where did you spend your holiday last semester?	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher confirmed the answer by repeating the sentences. Topic: The words that the speaker said	confirming				
243	M- 2/243/39:4 9-39:50	T: Do you want to have the name Gita?	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked a student if her name is Gita or not. Topic: The student's name		asking			
244	M- 2/244/39:5 6-39:57	T: So, your turn, Gita.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked Gita to listen to the recording and catch the words. Topic: An order to catch the words		Ordering			
245	M- 2/245/40:0 5-40:08	T: Ya, I didn't take... who?	Setting: On Thursday, November 20, 2014, in the classroom Situation: Gita did not catch the words completely. The teacher asked her again. Topic: The words that the speaker said		Asking			
246	M-	T: My aunt in Banjarmasin.	Setting: On Thursday, November	Correcting				

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
	2/246/40:0 9-40:11		20, 2014, in the classroom Situation: The teacher corrected Gita's answer. Topic: The words that the speaker said					
247	M- 2/247/40:1 3-40:16	T: OK. We go for Affan. Alfi.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked Alfi to listen to the recording and catch the words. Topic: An order to catch the words		ordering			
248	M- 2/248/40:2 1-40:25	T: OK. Good. What about you?	Setting: On Thursday, November 20, 2014, in the classroom Situation: Alfi caught the words correctly. The teacher praised her. Topic: The words that the speaker said	confirming		Complimenting		
249	M- 2/249/40:2 6-40:29	T: We go for Agus. Are you ready?	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked Agus to listen to the recording and catch the words. She also asked Agus whether he was ready or not. Topic: An order to catch the words		Ordering asking			
250	M- 2/250/40:	T: Had?	Setting: On Thursday, November 20, 2014, in the classroom		Asking			

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
	54-40:55		Situation: Agus had not finished catching the words. He still tried to figure out the words. The teacher interrupted and asked him again. Topic: The words that the speaker said					
251	M- 2/251/40:5 8-41:03	T: Uhuh, three days. Three days what?	Setting: On Thursday, November 20, 2014, in the classroom Situation: Agus had not finished catching the words. He still tried to figure out the words. The teacher interrupted and asked him again. Topic: The words that the speaker said		Asking			
252	M- 2/252/41:0 6-41:08	T: Very good. On the beach.	Setting: On Thursday, November 20, 2014, in the classroom Situation: Agus caught the words correctly. The teacher praised him. Topic: The words that the speaker said			Complimenting		
253	M- 2/253/41:1 1-41:14	T: Once again. Once again, Agus.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked Agus again to repeat the words he caught. Topic: An order to catch the words		Ordering			
254	M-	T: OK. Good.	Setting: On Thursday, November			complime		

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
	2/254/41:34-41:35		20, 2014, in the classroom Situation: Agus repeated the words correctly and confidently. The teacher praised him. Topic: Complimenting			nting		
255	M-2/255/41:36-41:40	T: Leo, are you ready?	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked Leo to listen to the recording and catch the words. Topic: An order to catch the words		Asking			
256	M-2/256/41:49-41:50	T: So, which one is the answer?	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked the students the answer for number five. Topic: The answer for question number five		Asking			
257	M-2/257/41:55-42:00	T: B for the answer. Who got different picture? Raise your hand.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The students said that the correct answer was B. The teacher confirmed it. She also asked the students to raise their hands if they had different answer. Topic: The answer for question	confirming	Ordering			

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
			number five					
258	M- 2/258/42:0 2-42:04	T: No one? OK. Thank you.	Setting: On Thursday, November 20, 2014, in the classroom Situation: None of the students raised their hand. Topic: The students who got different answer		asking	Thanking		
259	M- 2/259/42:0 7-42:10	T: OK. Look at picture A. (a) What is it? (b)	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher showed some pictures on the LCD. She asked the student to look at picture A and asked them to figure it out. Topic: Picture A		(a) Ordering (b) Asking			
260	M- 2/260/42:1 2-42:13	T: And then B?	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher showed some pictures on the LCD. She asked the student to look at picture B and asked them to figure it out. Topic: Picture B		Asking			
261	M- 2/261/42:1 5-42:16	T: Big Ben.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher told the student that picture B was Big Ben. Topic: Picture B	Correcting				

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
262	M- 2/262/42:1 8-42:19	T: And C?	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher showed some picture on the LCD. She asked the student to look at picture C and asks them to figure it out. Topic: Picture C		Asking			
263	M- 2/263/42:2 9-42:30	T: D. What is it?	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher showed some picture on the LCD. She asked the student to look at picture D and asks them to figure it out. Topic: Picture D		Asking			
264	M- 2/264/42:3 4-42:36	T: This one? I also don't know.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher looked at picture E on the LCD. She stated that she also did not know the picture. Topic: Picture E	stating				
265	M- 2/265/42:4 4-42:46	T: Yes. Hanifa.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked Hanifa to listen to the recording and catch the words.		Ordering			

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
			Topic: An order to catch the words					
266	M-2/266/42:56-42:57	T: Yes. Leo. *playing the recording*	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked Leo to listen to the recording and catch the words. Topic: An order to catch the words		Ordering			
267	M-2/267/43:14-43:15	T: Yes. Very good.	Setting: On Thursday, November 20, 2014, in the classroom Situation: Leo caught the words correctly. The teacher praised him. Topic: Complimenting			Complimenting		
268	M-2/268/43:17-43:18	T: Uhuh.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher agreed with Leo's answer. Topic: Agreeing	agreeing				
269	M-2/269/43:21-43:24	T: OK. Just listen once more.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher played the recording again and asked the students to listen to it because they did not know the name of the river. Topic: An order to listen to the recording		Ordering			
270	M-	T: River river.	Setting: On Thursday, November	Stating				

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
	2/270/43:5 8-43:59		20, 2014, in the classroom Situation: The teacher stated that it was the name of a river. Topic: The name of a river					
271	M- 2/271/44:0 1-44:03	T: River. What is the name of the river?	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked the students the name of the river. Topic: The name of the river		Asking			
272	M- 2/272/44:0 6-44:15	T: This river *writing on the whiteboard* This is the river Thames in London. Spent Thames river.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The students kept silent. They did not have any idea about the name of the river. The teacher wrote on the whiteboard. Topic: The name of the river	Informing				
273	M- 2/273/44:4 1-44:42	T: It was?	Setting: On Thursday, November 20, 2014, in the classroom Situation: Hanifa had not finished catching the words. She still tried to figure it out. The teacher interrupted and asked her. Topic: The words that the speaker said		Asking			
274	M- 2/274/44:	T: The only moveable bridge. What is it	Setting: On Thursday, November 20, 2014, in the classroom	Correcting	Asking			

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
	44-44:51	moveable?	Situation: The teacher corrected the words caught by Hanifa. She asked the students the meaning of moveable. Topic: The meaning of moveable					
275	M-2/275/44:56-44:57	T: Yuli.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked Yuli to listen to the recording and catch the words. Topic: An order to catch the words		Ordering			
276	M-2/276/45:03-45:04	T: Yes. Crossing the Thames.	Setting: On Thursday, November 20, 2014, in the classroom Situation: Yuli caught the words correctly. The teacher confirmed it. Topic: The words that the speaker said	Confirming				
277	M-2/277/45:05-45:06	T: Mega.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked Mega to listen to the recording and catch the words. Topic: An order to catch the words		Ordering			
278	M-2/278/45:11-45:20	T: When it was completed in? (a) Winda. (b)	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked Winda		(a) Asking (b) Ordering			

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
			to finish catching the missing word. Topic: An order to catch the words					
279	M- 2/279/45:4 8-45:50	T: Eighteen ninety four. What is it in Indonesian?	Setting: On Thursday, November 20, 2014, in the classroom Situation: Winda said that the missing word is 1894. The teacher, then, asked the students the Indonesian of 1894. Topic: The Indonesian equivalent of 1894		Asking			
280	M- 2/280/46:0 2-46:03	T: OK. We go for Tri Inten. Listen.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked Tri Inten to listen to the recording and catch the words. Topic: An order to catch the words		Ordering			
281	M- 2/281/42:1 2-46:17	T: Sir? It is the name. Sir Johannes John.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The student did not hear what Winda said clearly. She still figured out the name mentioned by the speaker. The teacher asked her again but she answered it by herself. Topic: The words that the speaker said	Correcting	asking			

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
282	M- 2/282/46:2 1-46:23	T: Listen again. Listen.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked the students to listen to the recording once again. Topic: An order to listen to the recording		Ordering			
283	M- 2/283/46:2 6-46:29	T: Yes. Sir Johannes John?	Setting: On Thursday, November 20, 2014, in the classroom Situation: The students caught the words together. The teacher asked them the sentence after Sir Johannes John. Topic: The words that the speaker said	Confirming				
284	M- 2/284/46:3 3-46:34	T: Beside the bridge?	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher misheard what the students said. Topic: The words that the speaker said		Asking			
285	M- 2/285/46:4 2-46:54	T: Yes. If you said beside the bridge I wonder what he was doing. Beside the bridge means <i>di sebelah jembatan</i>. So, what was	Setting: On Thursday, November 20, 2014, in the classroom Situation: The students confirmed the words they said. The teacher agreed and explained it.	Confirming				

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
		he doing at that time?	Topic: The words that the speaker said					
286	M- 2/286/46:5 5-46:57	T: We go for Indri.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked Indri to listen to the recording and catch the words. Topic: An order to catch the words		Ordering			
287	M- 2/287/47:0 3-47:06	T: And? It is also the name. And Sir?	Setting: On Thursday, November 20, 2014, in the classroom Situation: Indri had not finished catching the words. She was trying to figure the next sentence. The teacher interrupted and asked her again. Topic: The words that the speaker said		Asking			
288	M- 2/288/47:3 2-47:33	T: Sir?	Setting: On Thursday, November 20, 2014, in the classroom Situation: Indri kept silent. The teacher asked her again. Topic: The words that the speaker said		Asking			
289	M- 2/289/47:3 5-47:46	T: Sir Wolf Terry built it. So, the designer is Sir Johannes John and	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher told the	explaining	Asking			

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
		builder is Sir Wolf?	students the right answer but she also asked them again. Topic: The words that the speaker said					
290	M-2/290/47:48-47:49	T: Terry.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The students did not answer the teacher's question. The teacher told them the answer. Topic: The words that the speaker said	Confirming				
291	M-2/291/47:50-47:51	T: Indri again.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked Indri to listen to the recording and catch the words again. Topic: An order to catch the words		Ordering			
292	M-2/292/47:53-47:56	T: Ah, sorry. Which picture is it?	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked the students the answer for question number six. Topic: The answer for question number six		Asking	apologizing		
293	M-2/293/47:	T: Yes. D. Who got different picture? (a)	Setting: On Thursday, November 20, 2014, in the classroom		(a) Asking (b)			

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
	58-48:00	Raise your hand. (b)	Situation: The students said that the answer is D. The teacher agreed with them and told them to raise their hands for those who had different answer. Topic: The students who had different answer		Ordering			
294	M-2/294/48:08-48:18	T: Oh, B. Big Ben. The bridge is in London. Is it right? And then D describes the tower.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher tried to explain why Gita's answer was wrong. Topic: The reason why Gita's answer was wrong	explaining				
295	M-2/295/48:19-48:20	T: And then B?	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked Gita why she chooses B. Topic: The reason why Gita chose B		Asking			
296	M-2/296/48:27-48:28	T: B. Yes. Tower.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher recognized why Dita chose B. Topic: The reason why Gita chose B	Confirming				

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
297	M- 2/297/48:3 1-48:35	T: Yes. They got trapped when they hear “tower”. <i>Mereka terjebak ketika mereka mendengar kata tower.</i>	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher stated that the students got trapped when they heard the word “tower”. Topic: The reason why the students’ answer was wrong	Stating				
298	M- 2/298/48:3 7-48:46	T: OK. We go for Apri. (a) This one is also the hardest. (b)	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked Apri to listen to the recording and catch the words. Topic: An order to catch the words	(b) informing	(a) Ordering			
299	M- 2/299/51:0 4-51:10	T: Let’s continue. (a) Who is the next turn? The next turn? (b)	Setting: On Thursday, November 20, 2014, in the classroom Situation: The second break was over. The students and the teacher were already in the class. They were also ready to continue the activity. Topic: Continuing the activity		(a) Ordering (b) Asking			
300	M- 2/300/51:1 5-51:16	T: Apri.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked Apri to listen to the recording and catch the words.		Ordering			

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
			Topic: An order to catch the words					
301	M- 2/301/51:1 9-51:26	T: Have I given you the homework? What is the homework?	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher did not play the recording. She asked the students about the homework, instead. Topic: The homework		Asking			
302	M- 2/302/51:2 9-51:30	T: Translate?	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked the students about the homework. The students told her that the homework was translating. The teacher asked them again. Topic: The homework		Asking			
303	M- 2/303/51:4 3-51:47	T: Yes *looking at the book* Oh, I see. OK.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher opened and looked at the book. Topic: The homework	stating				
304	M- 2/304/51:5 0-51:51	T: One hundred?	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked the students the page of the homework. Topic: The homework		Asking			

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
305	M- 2/305/52:0 0-52:01	T: Oh, I see.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher found the page of the homework. Topic: The homework	Stating				
306	M- 2/306/52:0 2-52:05	T: Let's continue the listening.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked the students to continue the activity but some of the students did not pay attention to her. Topic: Continuing the activity		Ordering			
307	M- 2/307/52:3 1-52:32	T: Good.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The students told the teacher that they were ready. The teacher was happy with the students answer. Topic: The students' readiness			Stating pleasure		
308	M- 2/308/52:4 2-52:44	T: Until what number?	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher forgot the number they had listened to. She asked the students about it. Topic: The number of the listening		Asking			

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
309	M- 2/309/52:5 5-52:56	T: Seven?	Setting: On Thursday, November 20, 2014, in the classroom Situation: The students said that they had listened until number seven. The teacher asked them again. Topic: The number of the listening		Asking			
310	M- 2/310/54:0 7-54:10	T: Uhuh. I'm just fine.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher confirmed the answer. Topic: The words that the speaker said	Confirming				
311	M- 2/311/54:1 2-54:13	T: Indri.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked Indri to listen to the recording and catch the words. Topic: An order to catch the words		Ordering			
312	M- 2/312/54:1 4-54:16	T: What about you? What about you?	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher confirmed Indri's answer. Topic: The words that the speaker said	Confirming				
313	M-	T: Alvi.	Setting: On Thursday, November		Ordering			

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
	2/313/54:30-54:32		20, 2014, in the classroom Situation: The teacher asked Alvi to listen to the recording and catch the words. Topic: The words that the speaker said					
314	M-2/314/54:33-54:34	T: Oh, Yani.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher apologized for disremembering the name. Topic: The student's name			Apologizing		
315	M-2/315/54:35-54:36	T: Not so bad.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher confirmed the answer. Topic: The speaker's words	Confirming				
316	M-2/316/54:37-54:38	T: Dimas.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked Dimas to listen to the recording and catch the words. Topic: An order to catch the words		Ordering			
317	M-2/317/54:47-54:48	T: Very good.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher complimented Dimas for correctly			Complimenting		

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
			catching the words. Topic: Complimenting					
318	M- 2/318/54:4 9-54:50	T: Widya.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked Widya to listen to the recording and catch the words. Topic: An order to catch the words		Ordering			
319	M- 2/319/54:5 5-54:56	T: OK. Good. Ellie, this is Tom.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher complimented Widya for catching the words correctly. Topic: Complimenting			Complimenting		
320	M- 2/320/54:5 7-54:58	T: Amalia.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked Amalia to listen to the recording and catch the words. Topic: An order to catch the words		ordering			
321	M- 2/321/55:0 5-55:06	T: Winarfa.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked Winarfa to listen to the recording and catch the words. Topic: An order to catch the words		Ordering			

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
322	M- 2/322/55:0 8-55:09	T: Yes. Good.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher complimented Winarfa for catching the words correctly. Topic: Complimenting			Complimenting		
323	M- 2/323/55:1 5-55:17	T: Next. Eee, Winda.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked Winda to listen to the recording and catch the words. Topic: An order to catch the words		Ordering			
324	M- 2/324/55:3 1-55:32	T: OK. Huda.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked Huda to listen to the recording and catch the words. Topic: An order to catch the words		Ordering			
325	M- 2/325/55:4 2-55:43	T: Uhuh. Affan.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked Affan to listen to the recording and catch the words. Topic: An order to catch the words		ordering			
326	M- 2/326/55:	T: Huh?	Setting: On Thursday, November 20, 2014, in the classroom		Asking			

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
	48-55:49		Situation: The teacher did not hear what Affan said. She asked him again to repeat the words he said. Topic: The words that the speaker said					
327	M-2/327/55:51-55:54	T: I'm an English teacher.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher confirmed Affan's answer. Topic: The words that the speaker said	Confirming				
328	M-2/328/55:56-55:57	T: Oh, Hesti.	Setting: On Thursday, November 20, 2014, in the classroom Situation: It was Hesti's turn. The teacher asked her to listen to the recording and catch the words. Topic: An order to catch the words		ordering			
329	M-2/329/56:02-56:08	T: Ya. Can we talk sometime later? Jadi, what do you do if someone is happy to see you? The response is?	Setting: On Thursday, November 20, 2014, in the classroom Situation: Hesti caught the words correctly. The teacher confirmed it and asked the students about the response to indicate that someone was happy. Topic: The words that the speaker said	confirming	Asking			

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
330	M- 2/330/56:1 2-56:13	T: A.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The students said that the answer was A. The teacher agreed with them. Topic: The answer	confirming				
331	M- 2/331/56:3 5-56:36	T: Dyah.	Setting: On Thursday, November 20, 2014, in the classroom Situation: It was Dyah's turn. The teacher asked her to listen to the recording and catch the words. Topic: An order to catch the words		Ordering			
332	M- 2/332/56:4 2-56:43	T: Insurance?	Setting: On Thursday, November 20, 2014, in the classroom Situation: Dyah had not finished catching the words. The teacher asked her again about the next words. Topic: The words that the speaker said		asking			
333	M- 2/333/56:4 5-56:46	T: Uhuh. Insurance what?	Setting: On Thursday, November 20, 2014, in the classroom Dyah had not finished catching the words. The teacher asked her again about the next words. Topic: The words that the speaker		Asking			

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
			said					
334	M- 2/334/56:53-56:54	T: Ya. Insurance office.	Setting: On Thursday, November 20, 2014, in the classroom Situation: Dyah correctly caught the missing word. The teacher confirmed it. Topic: The words that the speaker said	Confirming				
335	M- 2/335/56:56-56:57	T: Dio.	Setting: On Thursday, November 20, 2014, in the classroom Situation: It was Dio's turn. The teacher asked him to catch the words. Topic: An order to catch the words		Ordering			
336	M- 2/336/57:09-57:10	T: Information?	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked the students the words that Dio had caught. Topic: The words that the speaker said		Asking			
337	M- 2/337/57:11-57:12	T: About?	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked the students the words that Dio had		asking			

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
			caught. Topic: The words that the speaker said					
338	M- 2/338/57:1 3-57:14	T: About?	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked the students the words that Dio had caught. Topic: The words that the speaker said		asking			
339	M- 2/339/57:1 7-57:18	T: Further information?	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked the students the words that Dio had caught. Topic: The words that the speaker said		asking			
340	M- 2/340/57:1 9-57:20	T: OK. Try to listen.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked the students to listen to the recording again. Topic: An order to listen to the recording		Ordering			
341	M-	T: Information about?	Setting: On Thursday, November		Asking			

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
	2/341/57:3 5-57:36		20, 2014, in the classroom Situation: The teacher asked the students about the words that the speaker said. Topic: The words that the speaker said					
342	M- 2/342/57:3 8-57:39	T: The procedure. OK.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The students correctly caught the words. The teacher confirmed it. Topic: The words that the speaker said	Confirming				
343	M- 2/343/57:4 0-57:41	T: Gita.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked Gita to catch the words. Topic: An order to catch the words		ordering			
344	M- 2/344/57:4 5-57:47	T: What? What?	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher did not hear what Gita said clearly. She asked her again. Topic: The words that the speaker said		Asking			
345	M-	T: Apply. Good, Angel.	Setting: On Thursday, November			Complimenting		

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
	2/345/57:4 9-57:50		20, 2014, in the classroom Situation: Angel helped Gita catch the words. The teacher complimented her for catching the word correctly. Topic: Complimenting					
346	M- 2/346/57:5 1-57:52	T: To apply about?	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher continued asking the students about the next words. Topic: The words that the speaker said		Asking			
347	M- 2/347/57:5 9-58:00	T: Go, Alfi.	Setting: On Thursday, November 20, 2014, in the classroom Situation: It was Alfi's turn. The teacher asked her to catch the words. Topic: An order to catch the words		ordering			
348	M- 2/348/58:0 7-58:14	T: We will... gladly inform you... about it.	Setting: On Thursday, November 20, 2014, in the classroom Situation: Alfi kept silent. The teacher caught the words by herself. Topic: The words that the speaker said	Stating				
349	M-	T: Nisa.	Setting: On Thursday, November		Ordering			

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
	2/349/58:1 6-58:17		20, 2014, in the classroom Situation: It was Nisa's turn. The teacher asked her to catch the words Topic: An order to catch the words					
350	M- 2/350/58:2 9-58:31	T: Alright. When should I come?	Setting: On Thursday, November 20, 2014, in the classroom Situation: Nisa correctly caught the words. The teacher confirmed it. Topic: The words that the speaker said	Confirming				
351	M- 2/351/58:3 2-58:33	T: Angel.	Setting: On Thursday, November 20, 2014, in the classroom Situation: It was Angel's turn. The teacher asked her to catch the words. Topic: An order to catch the words		Ordering			
352	M- 2/352/58:3 8-58:39	T: Very good.	Setting: On Thursday, November 20, 2014, in the classroom Situation: Angel caught the words correctly. The teacher complimented her. Topic: Complimenting			complimenting		
353	M- 2/353/58:4 0-58:41	T: Ayu.	Setting: On Thursday, November 20, 2014, in the classroom Situation: It was Ayu's turn. The		ordering			

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
			teacher asked her to listen to the recording Topic: Complimenting					
354	M- 2/354/58:5 4-58:55	T: Will be?	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked the students the words that Ayu had caught. Topic: The words that the speaker said		asking			
355	M- 2/355/58:5 6-58:57	T: Available?	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked the students the words that Ayu had caught. Topic: The words that the speaker said		asking			
356	M- 2/356/59:0 7-59:08	T: Khofifah.	Setting: On Thursday, November 20, 2014, in the classroom Situation: It was Khofifah's turn. The teacher asked her to catch the words. Topic: An order to catch the words		ordering			
357	M- 2/357/59:1 5-59:16	T: I?	Setting: On Thursday, November 20, 2014, in the classroom Situation: Khofifah had not finished		asking			

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
			catching the words. The teacher asked her again. Topic: The words that the speaker said					
358	M-2/358/59:21-59:22	T: Ya. Dyah.	Setting: On Thursday, November 20, 2014, in the classroom Situation: It was Dyah's turn. The teacher asked her to catch the words. Topic: An order to catch the words		ordering			
359	M-2/359/59:27-59:28	T: Don't worry about it.	Setting: On Thursday, November 20, 2014, in the classroom Dyah caught the words correctly. The teacher confirmed it. Topic: The words that the speaker said	confirming				
360	M-2/360/59:29-59:30	T: Arifah.	Setting: On Thursday, November 20, 2014, in the classroom Situation: It was Arifah's turn. The teacher asked her to catch the words. Topic: An order to catch the words.		ordering			
361	M-2/361/59:40-59:42	T: Ya. I'll be there on time.	Setting: On Thursday, November 20, 2014, in the classroom Situation: Arifah caught the words correctly. The teacher confirmed it.	Confirming				

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
			Topic: The words that the speaker said					
362	M-2/362/59:43-59:44	T: Huda.	Setting: On Thursday, November 20, 2014, in the classroom Situation: It was Huda's turn. The teacher asked him to catch the words. Topic: An order to catch the words		Ordering			
363	M-2/363/59:49-59:50	T: OK. Good.	Setting: On Thursday, November 20, 2014, in the classroom Situation: Huda caught the words correctly. The teacher confirmed it. Topic: Complimenting			Complimenting		
364	M-2/364/59:58-60:00	T: Very good. (a) So, the answer is? (b)	Setting: On Thursday, November 20, 2014, in the classroom Situation: Affan correctly caught the words. The teacher complimented him. She also asked about the answer for question number seven. Topic: Complimenting and the answer for question for number seven		(b) asking	(a) complimenting		
365	M-2/365/60:01-60:02	T: There on time.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The students said that the	confirming				

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
			answer was C. The teacher confirmed it. Topic: The answer for question number seven					
366	M- 2/366/60:0 3-60:04	T: C. On time.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The students said that the answer was C. The teacher confirmed it. Topic: The answer for question number seven	Confirming				
367	M- 2/367/60:3 0-60:31	T: Hesti.	Setting: On Thursday, November 20, 2014, in the classroom Situation: It was Hesti's turn. The teacher asked her to catch the words. Topic: An order to catch the words		asking			
368	M- 2/368/60:3 9-60:41	T: John, I'm going?	Setting: On Thursday, November 20, 2014, in the classroom Situation: Hesti had not finished catching the words. The teacher asked her again. Topic: The words that the speaker said	Confirming				
369	M-	T: To have?	Setting: On Thursday, November		Asking			

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
	2/369/60:4 3-60:44		20, 2014, in the classroom Situation: Hesti had not finished catching the words. The teacher asked her again. Topic: The words that the speaker said					
370	M- 2/370/60:4 6-60:47	T: Barbeque party.	Setting: On Thursday, November 20, 2014, in the classroom Situation: Hesti finished catching the words correctly. The teacher confirmed it. Topic: The words that the speaker said	Confirming				
371	M- 2/371/60:4 8-60:49	T: Gita.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked Gita to listen to the recording and catch the words. Topic: An order to catch the words		Ordering			
372	M- 2/372/60:5 1-60:52	T: Oh, Dio.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The students told the teacher that it was Dio's turn, not Gita. The teacher, then, asked him to catch the words. Topic: An order to catch the words		ordering			

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
373	M- 2/373/61:0 5-61:07	T: Uhuh. When will the party be held?	Setting: On Thursday, November 20, 2014, in the classroom Situation: Dio caught the words correctly. The teacher confirmed it. Topic: The words that the speaker said	confirming				
374	M- 2/374/61:1 4-61:15	T: Ya. This weekend?	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked the student about the next sentence said by the speaker. Topic: The words that the speaker said		Asking			
375	M- 2/375/61:2 3-61:24	T: Good.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher complimented the student for correctly catching the words. Topic: Complimenting			Complimenting		
376	M- 2/376/61:3 4-61:35	T: Indri.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked Indri to listen to the recording and catch the words. Topic: An order to catch the words		ordering			
377	M-	T: I don't think so.	Setting: On Thursday, November	confirming				

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
	2/377/61:4 0-61:41		20, 2014, in the classroom Situation: The teacher confirmed the words said by the speaker. Topic: The word said by the speaker					
378	M- 2/378/61:4 3-61:44	T: Amalia.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked Amalia to listen to the recording and catch the words. Topic: An order to catch the words		Ordering			
379	M- 2/379/61:4 6-61:47	T: Oh, Alfiani.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher called the wrong name. The students told the teacher that it is Alfiani's turn. Topic: An order to catch the words		ordering			
380	M- 2/380/61:5 3-61:54	T: OK. Dimas.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked Dimas to listen to the recording and catch the words. Topic: An order to catch the words		Ordering			
381	M- 2/381/62:4 7-62:48	T: OK. Good.	Setting: On Thursday, November 20, 2014, in the classroom Situation: Dimas caught the words			Complimenting		

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
			correctly. The teacher complimented him. Topic: Complimenting					
382	M-2/382/62:49-62:50	T: Widya.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked Widya to listen to the recording and catch the words. Topic: An order to catch the words		ordering			
383	M-2/383/62:56-62:57	T: So the answer is?	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked the students the answer for question number eight. Topic: The answer for question number eight		Asking			
384	M-2/384/62:59-63:01	T: E. I'd love to.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher confirmed that the answer was E. Topic: The answer for question number eight	Confirming				
385	M-2/385/63:03-63:04	T: Next, we go for Amaliana.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked Amaliana to listen to the recording		ordering			

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
			and catch the words. Topic: An order to catch the words					
386	M- 2/386/63:2 2-63:23	T: Sorry. *playing the wrong recording.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher played the wrong recording. She apologized. Topic: Playing the wrong recording			Apologizing		
387	M- 2/387/63:4 1-63:42	T: Ya. Good.	Setting: On Thursday, November 20, 2014, in the classroom Situation: Amaliana caught the words correctly. The teacher complimented her. Topic: Complimenting			Complimenting		
388	M- 2/388/63:4 5-63:46	T: Huda.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked Huda to listen to the recording and catch the words. Topic: An order to catch the words		Ordering			
389	M- 2/389/63:5 1-63:52	T: OK. Agus.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked Agus to listen to the recording and catch the words. Topic: An order to catch the words		ordering			
390	M-	T: I'm afraid?	Setting: On Thursday, November		Asking			

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
	2/390/64:3 5-64:36		20, 2014, in the classroom Situation: The teacher did not hear what Agus said. She asked him again. Topic: The words that the speaker said					
391	M- 2/391/69:4 4-69:47	T: I have something to do that time.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher corrected the student's answer. Topic: The words that the speaker said	Correcting				
392	M- 2/392/69:4 9-69:50	T: OK. Leo.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked Leo to listen to the recording and catch the words. Topic: An order to catch the words		Ordering			
393	M- 2/393/69:5 6-69:58	T: OK. We go to Hanifa.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked Hanifa to listen to the recording and catch the words. Topic: An order to catch the words		Ordering			
394	M- 2/394/65:	T: Yes. I must... take care?	Setting: On Thursday, November 20, 2014, in the classroom	Confirming	ordering			

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
	06-65:08		Situation: The teacher confirmed the right answer. Topic: The words that the speaker said					
395	M-2/395/65:22-65:23	T: She is sick.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher confirmed what the speaker said. Topic: The words that the speaker said	confirming				
396	M-2/396/65:24-65:25	T: Mega.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked Mega to listen to the recording and catch the words. Topic: An order to catch the words		ordering			
397	M-2/397/65:37-65:39	T: OK. And then Arifah.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked Arifah to listen to the recording and catch the words. Topic: An order to catch the words		ordering			
398	M-2/398/65:45-65:46	T: I'm sorry to hear that.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher confirmed the right words.	confirming				

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
			Topic: The words that the speaker said					
399	M-2/399/65:47-65:48	T: Indri.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked Indri to listen to the recording and catch the words. Topic: An order to catch the words		ordering			
400	M-2/400/65:52-65:55	T: Come. OK. Right answer.	Setting: On Thursday, November 20, 2014, in the classroom Situation: Indri correctly caught the words. The teacher confirmed it. Topic: The words that the speaker said	Confirming				
401	M-2/401/65:59-66:00	T: I'm sorry to hear that. Yes.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The students told the teacher that the answer was "I'm sorry to hear that". The teacher agreed with them. Topic: The answer for question number nine	agreeing				
402	M-2/402/66:01-66:06	T: You can say "I'm sorry to hear that to show your sympathy."	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher told the students about the use of that	explaining				

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
			expression. Topic: An expression to show sympathy					
403	M-2/403/66:08-66:14	T: OK. Next, we go for part... part four.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher invited the students to go to the next part of listening. Topic: An order to listen to the recording.		ordering			
404	M-2/404/66:57-66:58	T: Who is the speaker?	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher and the students had finished listening to the monologue. The teacher asked the students about the speaker. Topic: The speaker in the monologue		asking			
405	M-2/405/67:02-67:06	T: Chef Juna. Junaedi.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The students answered that the speaker was Chef Juna. The teacher agreed with them and confirmed it. Topic: The speaker in the monologue	confirming				

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
406	M- 2/406/67:1 4-67:15	T: To make?	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher continued asking specific question about the content of the monologue. Topic: What the chef is making		asking			
407	M- 2/407/67:2 9-67:30	T: How many eggs?	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher continued asking specific question about the content of the monologue. Topic: The eggs		Asking			
408	M- 2/408/68:4 1-68:42	T: What will happen?	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher continued asking specific question about the content of the monologue. Topic: The event		Asking			
409	M- 2/409/68:5 0-68:51	T: When will it take?	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher continued asking specific question about the content of the monologue. Topic: The time of the event		Asking			
410	M- 2/410/69:	T: What is it?	Setting: On Thursday, November 20, 2014, in the classroom		Asking			

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
	17-69:18		Situation: The teacher played another recording. She asked the students about the content. Topic: Farewell party					
411	M-2/411/69:21-69:22	T: What is farewell party?	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher continued asking specific question about the content of the monologue. Topic: Farewell party		asking			
412	M-2/412/69:58-70:03	T: E. There is no exact hour. So, only the date.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher continued asking specific question about the content of the monologue. Topic: The time of the event		Asking			
413	M-2/413/70:04-70:06	T: Number 14 and 15.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked the students to look at number 14 and 15. Topic: Number 14 and 15		ordering			
414	M-2/414/70:11-70:12	T: What is the story about?	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked the students about the content of the		Asking			

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
			story. Topic: The story					
415	M- 2/415/71:3 3-71:34	T: How many elephants?	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher continued asking specific question about the content of the monologue. Topic: The story		asking			
416	M- 2/416/71:3 7-71:40	T: Now count your wrong answer.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher and the students had finished answering the questions. The teacher asked them to count their wrong answer. Topic: An order to count the wrong answer		ordering			
417	M- 2/417/72:2 1-72:22	T: OK. Good. Fifteen.	Setting: On Thursday, November 20, 2014, in the classroom Situation: Affan got fifteen correct answers. The teacher praised him. Topic: Complimenting			Complimenting		
418	M- 2/418/72:2 4-72:25	T: Agus?	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked Agus about the correct numbers he answered.		asking			

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
			Topic: The correct numbers					
419	M- 2/419/72:2 9-72:30	T: Twelve.	Setting: On Thursday, November 20, 2014, in the classroom Situation: Agus told the teacher that he answered 12 questions correctly. Topic: The correct numbers	Stating				
420	M- 2/420/72:3 1-72:32	T: Alfiani?	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked Alfiani about the correct numbers she answered. Topic: The correct numbers		asking			
421	M- 2/421/72:3 9-72:41	T: Good. Amalia?	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked Amalia about the correct numbers she answered. Topic: The correct number		asking			
422	M- 2/422/72:4 4-72:46	T: OK. Thirteen. And then Amaliana?	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked Amaliana about the correct numbers he answered. Topic: The correct number		asking			

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
423	M- 2/423/72:5 1-72:52	T: And then, Angelina Tandi?	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked Angelian Tandi about the correct numbers she answered. Topic: The correct number		asking			
424	M- 2/424/72:5 4-72:55	T: Fifteen. Good.	Setting: On Thursday, November 20, 2014, in the classroom Situation: Angelina Tandi told the teacher that she answered all of the questions correctly. The teacher praised her. Topic: The correct numbers			Complimenting		
425	M- 2/425/72:5 7-73:00	T: And then, Angelina. There is no Angelina. Apri?	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked Apri about the correct numbers she answered. Topic: The correct numbers		asking			
426	M- 2/426/73:0 1-73:02	T: Fourteen. Good.	Setting: On Thursday, November 20, 2014, in the classroom Situation: Apri told the teacher that she answered 14 questions correctly. Topic: The correct numbers			Complimenting		

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
427	M- 2/427/73:0 4-73:05	T: Arifah?	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked Arifah about the correct numbers she answered. Topic: The correct numbers		Asking			
428	M- 2/428/73:0 7-73:08	T: Fourteen. Good.	Setting: On Thursday, November 20, 2014, in the classroom Situation: Arifah told the teacher that she answered 14 questions correctly. Topic: The correct numbers			complimenting		
429	M- 2/429/73:1 1-73:12	T: Twelve.	Setting: On Thursday, November 20, 2014, in the classroom Situation: Ayu told the teacher that she answered 12 questions correctly. Topic: The correct numbers	stating				
430	M- 2/430/73:1 3-73:14	T: Dimas?	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked Dimas about the correct numbers he answered. Topic: The correct numbers		asking			
431	M- 2/431/73:	T: Fifteen. Good.	Setting: On Thursday, November 20, 2014, in the classroom			Complimenting		

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
	15-73:16		Situation: Dimas told the teacher that he answered all of the questions correctly. Topic: The correct numbers					
432	M- 2/432/73:1 7-73:18	T: Dio?	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked Dio about the correct numbers he answered. Topic: The correct numbers		asking			
433	M- 2/433/73:2 2-73:24	T: Dwi Nasuha?	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked Dwi Nasuha about the correct numbers he answered. Topic: The correct numbers		asking			
434	M- 2/434/73:2 5-73:26	T: Twelve.	Setting: On Thursday, November 20, 2014, in the classroom Situation: Dwi Nasuha told the teacher that he answered 12 questions correctly. Topic: The correct numbers	stating				
435	M- 2/435/73:2 7-73:28	T: Dyah Ayu?	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked Dyah Ayu about the correct numbers she		Asking			

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
			answered. Topic: The correct numbers					
436	M- 2/436/73:3 0-73:31	T: Fifteen?	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher did not clearly hear what Ayu said. She asked her again. Topic: The correct numbers		Asking			
437	M- 2/437/73:3 2-73:33	T: Oh, twelve.	Setting: On Thursday, November 20, 2014, in the classroom Situation: Dyah told the teacher that she answered 12 questions correctly. Topic: The correct numbers	stating				
438	M- 2/438/73:3 8-73:39	T: Hanifa?	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked Hanifa about the correct numbers she answered. Topic: The correct numbers		Asking			
439	M- 2/439/73:4 0-73:41	T: How many?	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher did not clearly hear what Hanifa said. She asked her again. Topic: The correct numbers		Asking			

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
440	M- 2/440/73:4 2-73:43	T: Eleven. OK.	Setting: On Thursday, November 20, 2014, in the classroom Situation: Hanifa told the teacher that she answered 11 questions correctly. Topic: The correct numbers	stating				
441	M- 2/441/73:4 4-73:45	T: Hesti?	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked Hesti about the correct numbers she answered. Topic: The correct numbers		asking			
442	M- 2/442/73:4 8-73:49	T: Huda?	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked Huda about the correct numbers he answered. Topic: The correct numbers		asking			
443	M- 2/443/73:5 0-73:51	T: Fourteen?	Setting: On Thursday, November 20, 2014, in the classroom Situation: Huda told the teacher that he answered 14 questions correctly but the teacher did not clearly hear it. So, she asked him again. Topic: The correct numbers		asking			
444	M-	T: And then, Indri?	Setting: On Thursday, November		asking			

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
	2/444/73:5 3-73:54		20, 2014, in the classroom Situation: The teacher asked Indri about the correct numbers she answered. Topic: The correct numbers					
445	M- 2/445/73:5 5-73:56	T: Fourteen. Good.	Setting: On Thursday, November 20, 2014, in the classroom Situation: Indri told the teacher that she answered 14 questions correctly. The teacher complimented her. Topic: The correct numbers			complimenting		
446	M- 2/446/73:5 9-74:00	T: Eleven.	Setting: On Thursday, November 20, 2014, in the classroom Situation: Khofifah told the teacher that he answered 11 questions correctly. Topic: The correct numbers	stating				
447	M- 2/447/74:0 1-74:02	T: Kintan?	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked Kintan about the correct numbers she answered. Topic: The correct numbers		Asking			
448	M- 2/448/74:	T: Mega?	Setting: On Thursday, November 20, 2014, in the classroom		asking			

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
	05-74:06		Situation: The teacher asked Mega about the correct numbers she answered. Topic: The correct numbers					
449	M- 2/449/74:0 7-74:08	T: Thirteen?	Setting: On Thursday, November 20, 2014, in the classroom Situation: Mega told the teacher that she answered 13 questions correctly. The teacher did not clearly hear it. So, she asked her again. Topic: The correct numbers		Asking			
450	M- 2/450/74:1 1-74:12	T: Leo, Leo?	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked Leo about the correct numbers he answered. Topic: The correct numbers		asking			
451	M- 2/451/74:1 9-74:20	T: Nur Muslihin?	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked Nur Muslihin about the correct numbers he answered. Topic: The correct numbers		Asking			
452	M- 2/452/74:	T: Nuriza?	Setting: On Thursday, November 20, 2014, in the classroom		Asking			

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
	23-74:24		Situation: The teacher asked Nuriza about the correct numbers she answered. Topic: The correct numbers					
453	M- 2/453/74:2 8-74:29	T: Poppy?	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked Poppy about the correct numbers she answered. Topic: The correct numbers		Asking			
454	M- 2/454/74:3 5-74:36	T: Tri Inten?	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked Tri Inten about the correct numbers she answered. Topic: The correct numbers		asking			
455	M- 2/455/74:4 5-74:46	T: Widya?	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher asked Widya about the correct numbers she answered. Topic: The correct numbers		Asking			
456	M- 2/456/74:5 4-75:25	T: Your ears are good. (a) And then for the next semester test, there will be listening test like this.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The teacher had finished taking the scores from the students.		(b) Reminding	(a) complimenting		

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
		So, I hope for the listening you will get fifteen. And then, the trick is like what I have given to you. (b)	She was glad that they could do the listening very well. She also informed them that they would have listening test like that for the next semester and reminded them about the trick. Topic: The listening					
457	M-2/457/79:21-79:25	T: OK. That's all for today. Agus, please lead the prayer.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The bell was ringing. The teacher called it the day and asked Agus to lead the prayer. Topic: Saying prayer		ordering			
458	M-2/458/80:00-80:03	T: Thank you. See you next week.	Setting: On Thursday, November 20, 2014, in the classroom Situation: The lesson for that day had ended. The students and the teacher had finished saying their prayers. The teacher closed the lesson by expressing farewell. Topic: Leave-taking			Leave-taking		
MEETING 3								
459	M-3/459/00:09-00:10	T: Morning spirit, class.	Setting: On Thursday, January 22, 2015, in the classroom. Situation: This was meeting three. The teacher stood in front of the			greeting		

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
			class. The students had been already on their desk. They had said their prayers. She greeted back the students after the students greeted her first and say their prayer. Topic: Greeting.					
460	M-3/460/00:11-00:13	T: Who are absent today?	Setting: On Thursday, January 22, 2015, in the classroom. Situation: The teacher checked the students' attendance. Topic: Checking the students' attendance		Asking			
461	M-3/461/00:22-00:24	T: And then Inten, who sit beside you?	Setting: On Thursday, January 22, 2015, in the classroom. Situation: The teacher still stood in front of the class. She asked about the student who usually sat beside Inten. Topic: Checking the students' attendance		Asking			
462	M-3/462/00:26-00:28	T: Oh, Amaliana. Where is Amaliana?	Setting: On Thursday, January 22, 2015, in the classroom. Situation: Amaliana was not in the class. The teacher asked the students where she was. Topic: Checking the students'		asking			

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
			attendance.					
463	M-3/463/00:33-00:34	T: Dyah. Where is Dyah?	Setting: On Thursday, January 22, 2015, in the classroom. Situation: Dyah was outside the classroom. The teacher asked the students where she was. Topic: Checking the students' attendance		Asking			
464	M-3/464/00:41-00:52	T: Well, today I need a score about writing because you haven't had the writing. It means that I must take the writing score from you.	Setting: On Thursday, January 22, 2015, in the classroom. Situation: The teacher informed the students that they were going to have writing activity during the lesson and it would be scored. Topic: The activity for the meeting.	informing				
465	M-3/465/00:57-01:03	T: And today is the last meeting of our class. Is it right?	Setting: On Thursday, January 22, 2015, in the classroom. Situation: The teacher told the students that it was their last meeting. Topic: The last meeting.	informing	Asking			
466	M-3/466/01:04-01:10	T: So tomorrow is Saturday. It means that tomorrow perhaps you will go home earlier.	Setting: On Thursday, January 22, 2015, in the classroom. Situation: The teacher told the students that they would go home earlier because tomorrow was	Predicting				

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
			Saturday. Topic: The last meeting.					
467	M- 3/467/01:4 0-02:17	T: Tomorrow you will have earlier... earlier going home. It means that until the four perhaps you will have nothing except cleaning your classroom. (a) And today is our last meeting for English. And I need one for more writing... writing section. And I hope that later, you'll get.... Do you still remember that I was <i>nyusruk</i> in the got? (b)	Setting: On Thursday, January 22, 2015, in the classroom. Situation: The teacher tried to evoke the students' remembrance by asking them about the teacher's experience. The teacher did this to introduce the topic. Topic: The teacher's experience	(a) informing	(b) asking			
468	M- 3/468/02:5 4-02:55	T: Hello...	Setting: On Thursday, January 22, 2015, in the classroom. Situation: Some of the students did not pay attention to the lesson. They talked with their friends, instead. The teacher reminded them to focus on the lesson. Topic: A warning to focus on the lesson		Warning			
469	M-	T: Recount text.	Setting: On Thursday, January 22,	confirming				

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
	3/469/03:0 5-03:06		2015, in the classroom. Situation: The students answered that the type of the text was recount text. The teacher confirmed it. Topic: Recount text					
470	M- 3/470/03:0 7-03:10	T: Do you still remember the generic structure?	Setting: On Thursday, January 22, 2015, in the classroom. Situation: The teacher asked the students about the generic structure of recount text. She wanted to know if they still remembered it or not. Topic: The generic structure of recount text.		Asking			
471	M- 3/471/03:1 6-03:17	T: And then?	Setting: On Thursday, January 22, 2015, in the classroom. Situation: The teacher continued asking the students about the generic structure of recount text. Topic: The generic structure of recount text		asking			
472	M- 3/472/03:1 8-03:22	T: Events. One, two, three, four, five.	Setting: On Thursday, January 22, 2015, in the classroom. Situation: The students forgot the next generic structure. The teacher told the students about it while writing on the whiteboard.	Informing				

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
			Topic: The generic structure of recount text.					
473	M-3/473/03:23-03:27	T: And? And the last is?	Setting: On Thursday, January 22, 2015, in the classroom. Situation: The teacher continued asking the students about the generic structure of recount text. Topic: The generic structure of recount text		Asking			
474	M-3/474/03:30-03:31	T: Yes.	Setting: On Thursday, January 22, 2015, in the classroom. Situation: The students correctly answered the teacher's question about the structure of recount text. The teacher agreed with their answer. Topic: The generic structure of recount text	Agreeing				
475	M-3/475/03:41-03:46	T: You don't use event one blablabla... but directly like this.	Setting: On Thursday, January 22, 2015, in the classroom. Situation: The teacher told the students on how to the task while writing on the whiteboard. Topic: How to do the writing task.	informing				

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
476	M-3/476/03:48-03:53	T: Unforgettable memory. That's up to you.	Setting: On Thursday, January 22, 2015, in the classroom. Situation: One of the students asked the teacher about the theme for the writing. The teacher told the students that the topic was unforgettable memory. Topic: The topic of writing task.	Informing				
477	M-3/477/03:54-04:10	T: Well if it is the first time for you to write, it is better for you to write in Indonesian first. It doesn't matter. Why? Because you can write fluently in Indonesian. (a) Can you understand what I mean? (b)	Setting: On Thursday, January 22, 2015, in the classroom. Situation: The teacher suggested the students to write in Indonesian first if it was their first time writing recount text. Topic: A suggestion for the students		(a) Suggesting (b) Asking			
478	M-3/478/04:12-04:39	T: And then after that, you translate into English. If you need the help, I will help you. If you need my help, I will help you. (a) After that in the form of script you have finished and then you rewrite on the paper that will be	Setting: On Thursday, January 22, 2015, in the classroom. Situation: The teacher suggested the students to write in Indonesian first and then translate it into English. Topic: A suggestion for the students		(b) Suggesting (c) asking		(a) offering	

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
		submitted to me. So, please don't write directly on the paper that will be submitted to me. (b) Can you understand what I mean? (c)						
479	M-3/579/04:41-04:58	T: And then, after that I will correct your writing and then I will give the feedback to you with the right word for example. With the right diction. (a) What is the meaning of diction? (b)	Setting: On Thursday, January 22, 2015, in the classroom. Situation: The teacher told the students that she would correct their writing and give them the feedback. She then asked them about the meaning of diction. Topic: The feedback for the writing		(b) asking		(a) promising	
480	M-3/480/05:00-06:49	T: <i>Pilihan kata. Ya. The right one I'll give it to you. (a)</i> And then later, I will ask you to rewrite again on the paper, on the certain paper. It is not like folio paper but eee... the paper for having the print out. But you write on that with the beautiful one.	Setting: On Thursday, January 22, 2015, in the classroom. Situation: The teacher told the students that she would give their writing that had been corrected and asked them to rewrite it again. She also asked them to burn the paper on the side of it to make the anthology of unforgettable memory. The teacher, then,		(b) Ordering (c) asking		(a) promising	

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
		<p>And then later, please you burn the paper. Burn. Dibakar. With a candle. You burn the paper on the side of the paper. So please don't write on the very long paragraph. Only need one page only. Satu halaman. You don't need to write many things. And then after that, after you burn, you stick it on the paper and you can submit it to me. So, we will have the anthology of unforgettable memory text of language department. So, there will be your anthology of your unforgettable memory. (b) Can you understand what I mean? (c)</p>	<p>translated her explanation into Indonesian. Topic: The anthology of unforgettable memory</p>					
481	M-3/481/07:	T: You are free to write down. You can write	Setting: On Thursday, January 22, 2015, in the classroom.	Informing				

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
	08-07:15	down on the floor. You can write outside. It's up to you.	Situation: The teacher told the students that they were free to write wherever they want. Topic: Place to write					
482	M-3/482/07:29-07:30	T: Think first.	Setting: On Thursday, January 22, 2015, in the classroom. Situation: The students were ready to write down the text. The teacher reminded them to think before they write. Topic: Thinking before writing		reminding			
MEETING 4								
483	M-4/483/00:31-00:32	T: Morning spirit. (a) Thank you. (b)	Setting: On Thursday, January 29, 2015, in the classroom. Situation: This was meeting four. The students were already in the class and they were ready for the activity. The teacher stood in front of the class. After saying their prayers, the students greeted the teacher and she greeted back them. Topic: Greeting.			(a) Greeting (b) thanking		
484	M-4/484/00:38-00:39	T: Kintan?	Setting: On Thursday, January 29, 2015, in the classroom. Situation: The teacher did not clearly hear what Dimas said. She		Asking			

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
			asked him again. Topic: Dimas's seatmate.					
485	M-4/485/00:42-00:45	T: Angel and Kintan. What's the matter with them?	Setting: On Thursday, January 29, 2015, in the classroom. Situation: The students told the teacher that Angel and Kintan were absent. The teacher asked them why they were absent. Topic: The reason why Kintan and Angel were absent		Asking			
486	M-4/486/00:48-00:57	T: Sick. Who is sick? Angelina Tandi is sick now. And then what about Kintan? Kintan, where is Kintan?	Setting: On Thursday, January 29, 2015, in the classroom. Situation: The teacher asked which student who was sick. Topic: The student who was sick		Asking			
487	M-4/487/01:06-01:20	T: Well, last meeting we miss our time because we had an audience with... who are they? Frost and?	Setting: On Thursday, January 29, 2015, in the classroom. Situation: The teacher reminded the students about the audience. She asked them about the speakers of the audience. Topic: The speakers of the audience		asking			
488	M-4/488/00:22-00:23	T: And then?	Setting: On Thursday, January 29, 2015, in the classroom. Situation: The teacher asked the students about the speakers of the		asking			

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
			audience. Topic: The speakers of the audience					
489	M-4/489/01:25-01:26	T: Where are they from?	Setting: On Thursday, January 29, 2015, in the classroom. Situation: The teacher asked the students about the speakers' country. Topic: The speakers' country		asking			
490	M-4/490/01:28-01:32	T: Yes, Australia. (a) What were they doing here? (b)	Setting: On Thursday, January 29, 2015, in the classroom. Situation: The teacher asked the students what the speakers were doing in SMA 1 Purworejo. Topic: The speakers' activity during their visit in Purworejo.	(a) confirming	(b) asking			
491	M-4/491/01:42-01:44	T: They stayed at Puskesmas.	Setting: On Thursday, January 29, 2015, in the classroom. Situation: The students murmured. The teacher stated that the speakers stayed at Puskesmas. Topic: The speakers' activity	confirming				
492	M-4/492/01:45-01:46	T: Gita, what are you doing?	Setting: On Thursday, January 29, 2015, in the classroom. Situation: A student named Gita did not pay attention to the teacher. She was busy with her work. The		asking			

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
			teacher noticed that and asked her about what she is doing. Topic: What Gita was doing					
493	M-4/493/01:47-01:56	T: Keep it because we don't need that. That is Pak Eko's material, not Bu RK's material. Just keep it. Disimpan ya.	Setting: On Thursday, January 29, 2015, in the classroom. Situation: The teacher asked Gita to stop what she was doing. Topic: An order to stop the work		ordering			
494	M-4/494/01:59-02:01	T: How many hours Pak Eko?	Setting: On Thursday, January 29, 2015, in the classroom. Situation: The teacher asked the students how many hours the lesson before lasted. Topic: Pak Eko's lesson		asking			
495	M-4/495/02:03-02:07	T: Two hours. Ya, two hours. Why didn't you finish Gita?	Setting: On Thursday, January 29, 2015, in the classroom. Situation: The students told the teacher that they had two hours for the previous lesson. The teacher was wondering why Gita had not finished her task. She was getting annoyed. Topic: The reason why Gita had not finished the task.		asking			

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
496	M-4/496/02:15-02:20	T: Oh. Did you need the internet connection?	Setting: On Thursday, January 29, 2015, in the classroom. Situation: Gita told the teacher that she needed internet connection to finish the task. The teacher was surprised. She was wondering why Gita needed internet connection. Topic: The reason why Gita needed internet connection.			Stating surprise		
497	M-4/497/02:29-02:45	T: The biography. What about the others? There are many papers there and your friends have finished writing it and then why do you need the connection? So, what biography that you need to finish Pak Eko's assignment?	Setting: On Thursday, January 29, 2015, in the classroom. Situation: The teacher was getting angry. She kept asking Gita why she had not finished the task. Topic: The reason why Gita had not finished doing the task.			Stating anger		
498	M-4/498/02:53-03:03	T: Oh, idol, your idol. So, the idol of Gita needs internet connection. <i>Jadi idola kamu, kamu mengidolakan siapa?</i>	Setting: On Thursday, January 29, 2015, in the classroom. Situation: The teacher was angry. She was being sarcastic to Gita Topic: Gita's idol			Stating anger		
499	M-4/499/03:	T: So, you need internet connection to find some	Setting: On Thursday, January 29, 2015, in the classroom.		asking			

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
	03-03:10	data?	Situation: Gita told the teacher that she needed internet to find some data. The teacher asked Gita again. Topic: Why Gita needed internet connection					
500	M-4/500/03:17-03:23	T: And then what about the others? Why didn't you need the internet connection like Gita?	Setting: On Thursday, January 29, 2015, in the classroom. Situation: The teacher was annoyed with Gita. She asked the other students why they did not use internet. The students kept silent. Topic: Why the other students did not use internet.			Stating annoyance		
501	M-4/501/03:25-03:26	T: Who is your idol?	Setting: On Thursday, January 29, 2015, in the classroom. Situation: The teacher asked one of the students about her idol. Topic: Indri's idol.		asking			
502	M-4/502/03:30-03:36	T: Kemal Palevi. How do you know Kemal Palevi? Do you know Kemal Palevi from the internet?	Setting: On Thursday, January 29, 2015, in the classroom. Situation: Indri said that her idol is Kemal Palevi. The teacher asked her how she knew Kemal Palevi. Topic: How Indri knew about Kemal Palevi.		asking			
503	M-	T: So, you know by	Setting: On Thursday, January 29,		asking			

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
	4/503/03:50-03:55	yourself? Just guessing? <i>Cuma tebak-tebak aja?</i>	2015, in the classroom. Situation: Indri said that she knew it by herself. The teacher asked her again if she just guessed about the data. Topic: How Indri knew about Kemal Palevi					
504	M-4/504/03:56-03:58	T: No. So, are you searching from the internet also?	Setting: On Thursday, January 29, 2015, in the classroom. Situation: The teacher asked Indri if she also searched from the internet. Topic: How Indri knew Kemal Palevi.		asking			
505	M-4/505/04:04-04:06	T: In the <i>di rumah</i>.	Setting: On Thursday, January 29, 2015, in the classroom. Situation: Indri said that she did the task at home but she said it in “the <i>di rumah</i> ”. The teacher and the students laughed. Topic: How Indri knew Kemal Palevi.	stating				
506	M-4/506/04:07-04:09	T: In the <i>di rumah</i>. At home.	Setting: On Thursday, January 29, 2015, in the classroom. Situation: The teacher corrected what Indri said in English. Topic: How Indri knew Kemal	correcting				

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
			Palevi.					
507	M-4/507/04:13-04:19	T: So, Pak Eko has asked you to find, to search about the idol?	Setting: On Thursday, January 29, 2015, in the classroom. Situation: The teacher asked the students again about the task from Pak Eko. Topic: The task from Pak Eko		asking			
508	M-4/508/04:21-04:28	T: Gita again. Have you searched the idol at home or in the home or in the rumah?	Setting: On Thursday, January 29, 2015, in the classroom. Situation: The teacher asked Gita again if she searched her idol at home. Topic: Doing the task		Asking			
509	M-4/509/04:31-04:32	T: Why?	Setting: On Thursday, January 29, 2015, in the classroom. Situation: Gita said that she did not search at home. The teacher asked the reason behind it. Topic: The reason why Gita did not search the idol at home		Asking			
510	M-4/510/04:43-04:53	T: So, give me the reason why. Give me the reason why.	Setting: On Thursday, January 29, 2015, in the classroom. Situation: The other students said that Gita was not sick at that time. The teacher asked Gita again about the reason.		ordering			

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
			Topic: The reason why Gita did not search the idol at home.					
511	M-4/511/04:57-04:59	T: OK. Forget it.	Setting: On Thursday, January 29, 2015, in the classroom. Situation: Gita kept silent. The teacher was annoyed. She told her to forget it. Topic: Stating annoyance			Stating annoyance		
512	M-4/512/05:00-05:16	T: Well, students at that time I waited for you to ask the questions you have prepared well but actually only Kintan asked or raised the questions. Where were you all?	Setting: On Thursday, January 29, 2015, in the classroom. Situation: The teacher asked another question to the students. She was wondering why the students did not ask the questions during the audience. The teacher was disappointed. Topic: The reason why the students did not ask the questions during the audience.			Stating disappointment		
513	M-4/513/05:32-05:41	T: So, only Kintan and Mega got the point of Miss R.K. The others no. (a) Why? (b)	Setting: On Thursday, January 29, 2015, in the classroom. Situation: The teacher was disappointed because only Kintan and Mega asked the questions. Topic: The reason why the students did not ask the questions during the		(b) asking	(a) Stating disappointment		

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
			audience					
514	M-4/514/05:43-05:49	T: Did you understand what they speak? What they spoke at that time?	Setting: On Thursday, January 29, 2015, in the classroom. Situation: The teacher asked the students whether they understood what the speakers were saying at that time. Topic: Understanding what the speakers said		Asking			
515	M-4/515/05:55-06:00	T: Oh, I see. You were sick at that time. That's OK, Winda.	Setting: On Thursday, January 29, 2015, in the classroom. Situation: Winda raised her voice. She told the teacher that she was sick at that time. The teacher understood. Topic: The reason why Winda did not ask a question	stating				
516	M-4/516/06:04-06:18	T: And then what about the others? Pak Bagyo raised many questions but the others just kept silent. OK. Just speak in Indonesian.	Setting: On Thursday, January 29, 2015, in the classroom. Situation: The teacher asked the students again why they did not ask any questions during the audience. Topic: The reason why the students did not ask the questions during the audience			Stating disappointment		
517	M-	T: Ashamed, ma'am. Malu.	Setting: On Thursday, January 29,			Stating		

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
	4/517/06:2 9-06:55	<i>Gak berani, bu.</i> Remember you are the language class. The language class and language is your word. Just ignore your shame.	2015, in the classroom. Situation: The students kept silent. The teacher was disappointed with them. Topic: The teacher disappointment			disappointment		
518	M- 4/518/07:0 5-07:16	T: OK. We've talked about narrative. What is the use or the purpose of narrative? To?	Setting: On Thursday, January 29, 2015, in the classroom. Situation: The teacher changed the topic. She tried to lead the students into the activity by asking them about the use of narrative text. Topic: The purpose of narrative		asking			
519	M- 4/519/07:3 8-07:47	T: What is the use of narrative? There are many kinds of narrative is it right? Just mention them. What are they? The first we have for example Kancil and Buaya	Setting: On Thursday, January 29, 2015, in the classroom. Situation: The teacher repeated the question because the students kept silent. The teacher tried to help them by giving some examples. Topic: The purpose of narrative.		asking			
520	M- 4/520/07:4 9-07:59	T: We have fable. Sangkuriang. Sangkuriang? Legend, Nyi Roro Kidul. Snow white?	Setting: On Thursday, January 29, 2015, in the classroom. Situation: The teacher repeated the question because the students kept silent. The teacher tried to help	explaining	asking			

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
			them by giving some examples. Topic: The purpose of narrative text					
521	M-4/521/08:04-08:07	T: So, what is the use of narrative? To?	Setting: On Thursday, January 29, 2015, in the classroom. Situation: The teacher asked the students again about the purpose of narrative. Topic: The purpose of narrative		Asking			
522	M-4/522/08:11-08:12	T: To?	Setting: On Thursday, January 29, 2015, in the classroom. Situation: The teacher asked the students again about the purpose of narrative. Topic: The purpose of narrative.		Asking			
523	M-4/523/08:14-08:15	T: To retell?	Setting: On Thursday, January 29, 2015, in the classroom. Situation: The teacher asked the students again about the purpose of narrative. Topic: The purpose of narrative.		Asking			
524	M-4/524/08:19-08:25	T: To entertain the readers. To entertain the readers with?	Setting: On Thursday, January 29, 2015, in the classroom. Situation: The teacher asked the students again about the purpose of narrative. Topic: The purpose of narrative	stating	Asking			

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
525	M-4/525/08:30-08:32	T: Yes. To amuse the readers with?	Setting: On Thursday, January 29, 2015, in the classroom. Situation: The teacher asked the students again about the purpose of narrative. The teacher began writing on the whiteboard. Topic: The purpose of narrative		asking			
526	M-4/526/08:41-08:51	T: To entertain or to amuse the readers?	Setting: On Thursday, January 29, 2015, in the classroom. Situation: The teacher asked the students again about the purpose of narrative. Topic: The purpose of narrative.	Stating				
527	M-4/527/08:55-08:59	T: Yes, or listener. <i>Penonton?</i>	Setting: On Thursday, January 29, 2015, in the classroom. Situation: The teacher asked the students about the English of <i>penonton</i> . Topic: The English of <i>penonton</i> .		Asking			
528	M-4/528/09:02-09:03	T: What is <i>penonton</i> in English?	Setting: On Thursday, January 29, 2015, in the classroom. Situation: The teacher asked the students about the English of <i>penonton</i> . Topic: The English of <i>penonton</i> .		Asking			
529	M-	T: OK. Audience.	Setting: On Thursday, January 29,	Confirming				

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
	4/529/09:06-09:07		2015, in the classroom. Situation: The students said that the English of <i>penonton</i> is audience. The teacher agreed and confirmed it. Topic: The English of <i>penonton</i> .					
530	M-4/530/09:14-09:21	T: What is use with the entertaining story? <i>Cerita?</i>	Setting: On Thursday, January 29, 2015, in the classroom. Situation: The teacher asked the students about the purpose of entertaining story. Topic: The purpose of entertaining story.		asking			
531	M-4/531/09:28-09:35	T: The entertaining story means <i>cerita fiksi</i>. <i>Cerita fiksi</i>. (a) And then the structure? (b)	Setting: On Thursday, January 29, 2015, in the classroom. Situation: The students did not know the meaning of entertaining story. The teacher told them that it means <i>fiksi</i> . Then, she asked the students about the structure. Topic: The structure of entertaining story	(a) Explaining	(b) asking			
532	M-4/532/09:39-09:50	T: Very good.	Setting: On Thursday, January 29, 2015, in the classroom. Situation: The students answered the teacher's question correctly.			complimenting		

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
			She complimented them. Topic: The structure of entertaining story.					
533	M-4/533/09:52-09:53	T: Orientation. Then?	Setting: On Thursday, January 29, 2015, in the classroom. Situation: The teacher asked the students about the structure of entertaining story. Topic: The structure of entertaining story		Asking			
534	M-4/534/09:54-09:56	T: Orientation and then?	Setting: On Thursday, January 29, 2015, in the classroom. Situation: The teacher asked the students about the structure of entertaining story. Topic: The structure of entertaining story.		Asking			
535	M-4/535/09:54-09:56	T: Complication and then?	Setting: On Thursday, January 29, 2015, in the classroom. Situation: The teacher asked the students about the structure of entertaining story. Topic: The structure of entertaining story		Asking			
536	M-4/536/09:	T: Complication, resolution and the last?	Setting: On Thursday, January 29, 2015, in the classroom.		asking			

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
	58-10:04		Situation: The teacher asked the students about the structure of entertaining story. Topic: The structure of entertaining story					
537	M-4/537/10:09-10:16	T: And then the grammar. What tense do you use? This one, in narrative text.	Setting: On Thursday, January 29, 2015, in the classroom. Situation: The teacher asked the students about the grammar used for narrative text. Topic: The grammar of narrative text		Asking			
538	M-4/538/10:18-10:38	T: Past tenses. Remember past tenses. There will be simple past tense. (a) Last semester? Past? (b)	Setting: On Thursday, January 29, 2015, in the classroom. Situation: The teacher asked the students about the grammar used for narrative text. Topic: The grammar of narrative text	(a) explaining	(b) asking			
539	M-4/539/10:39-10:40	T: OK. Past continuous. And then?	Setting: On Thursday, January 29, 2015, in the classroom. Situation: The teacher asked the students about the grammar used for narrative text. Topic: The grammar of narrative text		asking			

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
540	M- 4/540/10:4 5-10:46	T: Past?	Setting: On Thursday, January 29, 2015, in the classroom. Situation: The teacher asked the students about the grammar used for narrative text. Topic: The grammar of narrative text		Asking			
541	M- 4/541/10:4 8-10:49	T: Past future.	Setting: On Thursday, January 29, 2015, in the classroom. Situation: The students kept silent. The teacher told them that another tense used for narrative text is past future. Topic: The grammar of narrative text	Informing				
542	M- 4/542/10:5 2-10:54	T: Yes. Past future tense.	Setting: On Thursday, January 29, 2015, in the classroom. Situation: The teacher repeated what she said that another tense used for narrative text is past future. Topic: The grammar of narrative text	Informing				
543	M- 4/543/10:5 5-11:15	T: And then how many elements in narrative? Or there are some elements of narrative	Setting: On Thursday, January 29, 2015, in the classroom. Situation: The teacher asked the students about the elements of		Asking			

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
		story. Do you still remember <i>elemen cerita</i>, <i>elemen dalam drama</i>, <i>elemen dalam cerita in bahasa Indonesia</i>?	narrative. She used code switching to help the students understand what she asks. Topic: The elements of narrative.					
544	M-4/544/11:1 6-11:18	T: Element means <i>unsur</i>. <i>Intrinsik unsur</i>. <i>Ekstrinsik unsur</i>.	Setting: On Thursday, January 29, 2015, in the classroom. Situation: The students kept silent. The teacher translated the meaning of elements into Indonesian. Topic: The elements of narrative,	informing				
545	M-4/545/11:2 5-11:26	T: The first?	Setting: On Thursday, January 29, 2015, in the classroom. Situation: The teacher asked the students about the elements of narrative. Topic: The elements of narrative		asking			
546	M-4/546/11:2 7-11:28	T: What is <i>tokoh</i> in English?	Setting: On Thursday, January 29, 2015, in the classroom. Situation: The students answered in Indonesian. The teacher asked the students the English equivalent of <i>tokoh</i> . Topic: The elements of narrative		Asking			
547	M-4/547/11:	T: And then?	Setting: On Thursday, January 29, 2015, in the classroom.		Asking			

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
	30-11:31		Situation: The teacher asked the students about the elements of narrative. Topic: The elements of narrative.					
548	M-4/548/11:33-11:35	T: Theme. And then?	Setting: On Thursday, January 29, 2015, in the classroom. Situation: The students answered that theme was one of the elements of narrative. The teacher asked the students about the other elements of narrative. Topic: The elements of narrative.		Asking			
549	M-4/549/1:36-11:41	T: Setting. Very good. (a) There are two kinds of setting. (b)	Setting: On Thursday, January 29, 2015, in the classroom. Situation: The students answered that setting was one of the elements of narrative. The teacher asked the students to mention the kinds of setting. Topic: Setting.	(b) informing		(a) complimenting		
550	M-4/550/11:46-11:47	T: What else?	Setting: On Thursday, January 29, 2015, in the classroom. Situation: The teacher asked the students about the other elements of narrative. Topic: The elements of narrative.		Asking			

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
551	M-4/551/11:52-11:56	T: Point of view. Plot.	Setting: On Thursday, January 29, 2015, in the classroom. Situation: The teacher repeated what the students said. Topic: The elements of narrative.	Informing				
552	M-4/552/11:57-12:00	T: What is the meaning of plot?	Setting: On Thursday, January 29, 2015, in the classroom. Situation: The teacher asked the students about the meaning of plot. Topic: Plot		asking			
553	M-4/553/12:05-12:19	T: Please open your book about the elements of story. (a) Have you found it? (b)	Setting: On Thursday, January 29, 2015, in the classroom. Situation: The teacher asked the students to open the book about the elements of story. Topic: The elements of narrative.		(a) Ordering (b) Asking			
554	M-4/554/12:20-12:21	T: What page is it?	Setting: On Thursday, January 29, 2015, in the classroom. Situation: The teacher asked the students to open the page of the book about the elements of narrative. Topic: The elements of narrative.		Asking			
555	M-4/555/12:	T: One hundred and fifty six.	Setting: On Thursday, January 29, 2015, in the classroom.	Informing				

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
	25-12:26		<p>Situation: The students kept silent. They were still searching the page of the book about the elements of narrative. The teacher had found it. She told the students the page they should open.</p> <p>Topic: The page of the book about the elements of narrative.</p>					
556	M-4/556/12:47-12:53	T: Have you changed the position of seating? Based on the lottery?	<p>Setting: On Thursday, January 29, 2015, in the classroom.</p> <p>Situation: The teacher asked the students if they had changed the position of seating based on the lottery or not. Topic: The position of seating.</p>		asking			
557	M-4/557/13:01-13:03	T: Let's see one by one.	<p>Setting: On Thursday, January 29, 2015, in the classroom.</p> <p>Situation: The teacher was standing in front of the class while holding the book. She asked the students to discuss the elements one by one. Topic: The elements of narrative.</p>		ordering			
558	M-4/558/13:04-13:11	T: Setting. Affan, please read for me. Not for me, for us.	<p>Setting: On Thursday, January 29, 2015, in the classroom.</p> <p>Situation: The teacher asked one of the students, Affan to read the</p>		ordering			

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
			explanation of setting. Topic: Setting.					
559	M-4/559/13:12-13:13	T: Setting. What is the meaning of setting?	Setting: On Thursday, January 29, 2015, in the classroom. Situation: The teacher asked the students the meaning of setting. Topic: Setting.		Asking			
560	M-4/560/13:22-13:23	T: Can you make it into Indonesia?	Setting: On Thursday, January 29, 2015, in the classroom. Situation: The teacher asked Affan to translate the explanation into Indonesian. Topic: Translating into Indonesian		requesting			
561	M-4/561/13:26-13:27	T: In which means <i>dimana</i>.	Setting: On Thursday, January 29, 2015, in the classroom. Situation: Affan did not know the meaning of “in which”. The teacher told him the meaning of it. Topic: The meaning of in which.	informing				
562	M-4/562/13:36-13:38	T: Take place. <i>Sinonimnya apa?</i> What is the synonym?	Setting: On Thursday, January 29, 2015, in the classroom. Situation: The teacher asked the students about the synonym of “take place”. Then, she began		asking			

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
			writing on the whiteboard. Topic: The synonym of take place.					
563	M-4/563/13:44-13:45	T: Take place means <i>terjadi</i>.	Setting: On Thursday, January 29, 2015, in the classroom. Situation: The students did not know the synonym of take place. The teacher asked them again about it. Topic: The synonym of take place.	informing				
564	M-4/564/13:46-13:47	T: What is the synonym?	Setting: On Thursday, January 29, 2015, in the classroom. Situation: Some students discussed it with their friends. Some students kept silent. The teacher asked them again. Topic: The synonym of take place.		asking			
565	M-4/565/13:51-13:52	T: Happen. What else?	Setting: On Thursday, January 29, 2015, in the classroom. Situation: The students told the teacher that the synonym of take place is happen. She asked them another synonym of take place. Topic: The synonym of take place.		asking			
566	M-4/566/14:00-14:01	T: You said o?	Setting: On Thursday, January 29, 2015, in the classroom. Situation: The teacher told the					

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
			students that the synonym begins with o. She told them while writing on the whiteboard. Topic: The synonym of take place.					
567	M-4/567/14:23-14:24	T: Occupation?	Setting: On Thursday, January 29, 2015, in the classroom. Situation: Some students murmured. One of them says that the synonym was occupation. The teacher was surprised. Topic: The synonym of take place.			Stating surprise		
568	M-4/568/14:29-14:32	T: Yes. Eker not okyur. Eker.	Setting: On Thursday, January 29, 2015, in the classroom. Situation: A student raised her voice. She told the teacher that the synonym of take place is 'occur'. However, she mispronounced the word. The teacher corrected her pronunciation. Topic: The synonym of take place.	correcting				
569	M-4/569/14:40-14:41	T: Occupation means pekerjaan.	Setting: On Thursday, January 29, 2015, in the classroom. Situation: The teacher told the students the meaning of occupation. Topic: The meaning of occupation.	informing				
570	M-	T: And then we go for the	Setting: On Thursday, January 29,		Asking			

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
	4/570/14:4 4-14:46	plot. It is the sequence. What is the meaning of sequence?	2015, in the classroom. Situation: The teacher told another element of story which is plot. She asked the students the meaning of sequence. Topic: The meaning of sequence.					
571	M- 4/571/14:5 6-15:05	T: It is the sequence of events in a story or play. (a) <i>Merupakan urutan peristiwa dalam sebuah cerita atau play.</i> What is play? (b)	Setting: On Thursday, January 29, 2015, in the classroom. Situation: The teacher explained the definition of plot. She translated it into Indonesian to help the students understand the meaning. The teacher asked the students the meaning of play. Topic: The meaning of play.	(a) explaining	(b) asking			
572	M- 4/572/15:1 1-15:13	T: <i>Permainan? Gobak sodor?</i> (Game? Gobak sodor?) No.	Setting: On Thursday, January 29, 2015, in the classroom. Situation: One of the students told the teacher that play meant <i>permainan</i> . The teacher disagreed with him. Topic: The meaning of play.	disagreeing				
573	M- 4/573/15:1 4-15:15	T: Play means drama.	Setting: On Thursday, January 29, 2015, in the classroom. Situation: The teacher told the students that play means drama.	correcting				

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
			Topic: The meaning of play.					
574	M-4/574/15:17-15:18	T: Drama.	Setting: On Thursday, January 29, 2015, in the classroom. Situation: The teacher told the students that play means drama. She repeated it to make sure that the students heard what she said. Topic: The meaning of play	correcting				
575	M-4/575/15:20-15:43	T: <i>Permainan. Permainan lagi. Cerita atau drama. (Game. Game. Story or play). It has a beginning, middle and end. Awal, tengah dan akhir. Short story usually has one plot. So, it can be read in one sitting.</i>	Setting: On Thursday, January 29, 2015, in the classroom. Situation: The teacher explained to the students about the plot of story. She also translated it into Indonesian to help the students easily understand the meaning. Topic: The plot of story	explaining				
576	M-4/576/15:45-15:47	T: There are five essential. What is essential? Essential?	Setting: On Thursday, January 29, 2015, in the classroom. Situation: The teacher continued her explanation. She, then, asked her students the meaning of essential. Topic: The meaning of essential		asking			
577	M-4/577/16:	T: <i>Hal-hal yang penting. (The important things).</i>	Setting: On Thursday, January 29, 2015, in the classroom.		asking			

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
	00-16:02	The synonym of essential?	Situation: None of the students raised their voice. The teacher told the meaning of essential in Indonesian. She asked the students again the other synonym of essential. Topic: The synonym of essential.					
578	M-4/578/16:06-16:07	T: Yes. Important. (a) What else? (b)	Setting: On Thursday, January 29, 2015, in the classroom. Situation: The students told the teacher that important is synonymous with essential. The teacher confirmed it. She asked the students again about the other synonyms of essential. Topic: The synonym of essential.	(a) confirming	(b) asking			
579	M-4/579/16:08-16:09	T: What else?	Setting: On Thursday, January 29, 2015, in the classroom. Situation: The students kept silent. She repeated her question. Topic: The synonym of essential.		Asking			
580	M-4/580/17:12-17:13	T: Make a note.	Setting: On Thursday, January 29, 2015, in the classroom. Situation: The students kept silent because they did not know the other synonyms of essential. The teacher		ordering			

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
			was disappointed. She asked the students to make a note about it. Topic: An order to make note					
581	M-4/581/17:18-17:19	T: Significant, essential.	Setting: On Thursday, January 29, 2015, in the classroom. Situation: The teacher told the students another synonym of essential. Topic: The synonym of essential	informing				
582	M-4/582/17:49-17:50	T: Yes. Vital means <i>penting</i>.	Setting: On Thursday, January 29, 2015, in the classroom. Situation: The teacher told the students another synonym of essential. She wrote it on the whiteboard. Topic: The synonym of essential.	informing				
583	M-4/583/17:55-18:36	T: Essential parts of plot. <i>Ada lima bagian penting dalam sebuah plot. (There are five essential elements of a plot). The first is introduction, rising action, climax, falling action and denouement. De-nouement. And then conflict. It is the opposition of</i>	Setting: On Thursday, January 29, 2015, in the classroom. Situation: The teacher explained to the students the essential parts of plot. She translated her explanation into Indonesian to help the students understand the explanation easily. Topic: The essential parts of plot.	explaining				

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
		forces which ties one incident to another and makes the plot move. <i>Konflik ada dua, internal dan eksternal. Internal itu melawan diri sendiri. Eksternal berarti konflik dengan di luar kita sendiri. Bisa konflik dengan lingkungan, bisa konflik dengan teman, bisa konflik dengan keluarga.</i> (There are two kinds of conflict; internal and external one. Internal conflict deals with battling against oneself. The external one deals with struggling between a character and outside forces. It can be the environment, friends, or families)						
584	M-4/584/19:	T: Then, the characteristics of whole person. There	Setting: On Thursday, January 29, 2015, in the classroom	explaining				

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
	09-19:32	are two characters. <i>Jadi tokoh itu ada dua.</i> (So, there are two kinds of characters). The first is protagonist and antagonist. <i>Yang satu disebut protagonist dan antagonis. Yaitu karakter di dalam cerita. Yang kedua, karakteristik seseorang tersebut.</i> (It is the person in a work of fiction. The second one, the characteristics of the person). It consists of? The author.	Situation: The teacher explained to the students about the character. She also switched back and forth between English and Indonesian. Some of the students began making a note. The teacher told them to stop it and listen to the explanation first. Topic: The character.					
585	M-4/585/19:35-19:50	T: Characterization is the information the author gives the readers about the characters themselves. The author may reveal. (a) What is reveal? (b)	Setting: On Thursday, January 29, 2015, in the classroom. Situation: The teacher gave explanation to the students about characterization. She also switched back and forth between English and Indonesian. Topic: Characterization	(a) explaining	(b) asking			

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
587	M-4/587/20:53-21:09	T: What other says about him or her and how other reacts to him or her.	Setting: On Thursday, January 29, 2015, in the classroom. Situation: The teacher continued her explanation about the characterization. She also used Indonesian in explaining it. Topic: Characterization	explaining				
588	M-4/588/21:13-21:14	T: Pumpkin.	Setting: On Thursday, January 29, 2015, in the classroom. Situation: The students told the teacher that pumpkin is the English of <i>labu</i> . The teacher agreed with them and confirmed it Topic: Pumpkin.	confirming				
589	M-4/589/21:34-21:42	T: Point of view is defined as the angle, not angel. Angle. Angle itu sudut. Kalau angel? (Angle means the point. How about angel?)	Setting: On Thursday, January 29, 2015, in the classroom. Situation: The teacher explained to her students about point of view. Topic: Point of view	explaining				
590	M-4/590/21:51-21:52	T: Innocent eye. Apa itu? What is it?	Setting: On Thursday, January 29, 2015, in the classroom. Situation: The teacher asked the students the meaning of innocent		asking			

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
			eye. Topic: Innocent eye					
591	M-4/591/21:54-22:07	T: <i>Dari sudut pandang tidak bersalah atau tidak berdosa. The story is told through the eye of a child. Jadi dari sudut pandang anak-anak. Itu innocent eye.</i>	Setting: On Thursday, January 29, 2015, in the classroom. Situation: The students did not know the meaning of innocent eye. They kept silent. The teacher explained it to the students. Topic: Innocent eye	explaining				
592	M-4/592/22:21-22:40	T: His or her judgment is different from that of an adult.	Setting: On Thursday, January 29, 2015, in the classroom. Situation: The teacher continued her explanation about innocent eye. Topic: Innocent eye.	explaining				
593	M-4/593/24:06-24:08	T: And then first person, orang pertama. Orang pertama itu siapa? What is the first person?	Setting: On Thursday, January 29, 2015, in the classroom. Situation: The teacher asked the students about the first person. She also used Indonesian to help the students understand her point. Topic: First person		asking			
594	M-4/594/24:20-24:30	T: <i>Ya. Aku. Jadi keakuannya. Maka I. The story is told by the protagonist or another</i>	Setting: On Thursday, January 29, 2015, in the classroom. Situation: The students said that first person dealt with <i>aku</i> . The	explaining				

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
		character. The readers see the story through this person's eyes as he or she experiences it. <i>Jadi dia sendiri yang mengalaminya. Berarti saya yang mengalaminya.</i>	teacher agreed with them and gave further explanation about first person point of view. Topic: First Person					
595	M-4/595/24:31-24:36	T: And then omniscience. Omniscience. I don't know what it is in Indonesian.	Setting: On Thursday, January 29, 2015, in the classroom. Situation: The teacher talked about omniscience. Topic: Omniscience.	informing				
596	M-4/596/25:03-26:00	T: There are two main types of omniscient point of view. Omniscient limited <i>yang terbatas</i> and omniscient objective. Omniscient limited, we know only what the character knows and what the author allows him or her to tell us. <i>Kita hanya tahu apa yang tokoh itu ketahui. Sedangkan yang</i>	Setting: On Thursday, January 29, 2015, in the classroom. Situation: The teacher told the students that there were two types of omniscience. Then, she explained to her students about it. Topic: Two types of omniscience	explaining				

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
		<p>objective, it appears as though, as though <i>itu seolah-olah. Sama dengan</i> as if.</p> <p>(Meanwhile the objective one, it appears as though, as though means <i>seolah-olah</i>. It's synonymous with as if)</p>						
597	M-4/597/26:05-26:25	<p>T: As though- <i>seolah-olah</i>, a camera is following the characters, going anywhere and recording only what is seen and heard. The reader is placed in the position of spectator. What is spectator?</p>	<p>Setting: On Thursday, January 29, 2015, in the classroom.</p> <p>Situation: The teacher continued her explanation about types of omniscience. She also asked the meaning of spectator.</p> <p>Topic: Two types of omniscience</p>	explaining				
598	M-4/598/26:28-26:29	<p>T: <i>Penonton</i>. Good, Dimas.</p>	<p>Setting: On Thursday, January 29, 2015, in the classroom.</p> <p>Situation: The teacher praised Dimas for correctly answering the meaning of spectator.</p> <p>Topic: The meaning of spectator</p>			complimenting		

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
599	M-4/599/26:31-26:38	T: Without the author there to explain. <i>Tanpa penulis yang akan bercerita atau menjelaskan.</i>	Setting: On Thursday, January 29, 2015, in the classroom. Situation: The teacher continued her explanation about omniscient objective. Topic: Omniscient objective	explaining				
600	M-4/600/27:24-27:25	T: Something like that.	Setting: On Thursday, January 29, 2015, in the classroom. Situation: The teacher agreed with the student that the theme of Snow White is love story. Topic: The theme of Snow White.	agreeing				
601	M-4/601/27:27-27:33	T: This one, some simple example of common theme. Things are not always as they appear to be. What is the meaning? <i>Maksudnya apa?</i>	Setting: On Thursday, January 29, 2015, in the classroom. Situation: The teacher asked the students about the meaning of example of theme. Topic: The example of theme.		asking			
602	M-4/602/27:54-27:56	T: Believe in yourself. <i>Percaya pada diri sendiri.</i>	Setting: On Thursday, January 29, 2015, in the classroom. Situation: The teacher gave another example of theme. Topic: The example of theme.	explaining				

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
603	M-4/603/27:5 9-28:07	T: Don't judge a book by its cover. Jangan? Menilai seseorang hanya dari tampilan luarnya saja. Itu character. (That's character)	Setting: On Thursday, January 29, 2015, in the classroom. Situation: The teacher gave another example of theme. Topic: The example of theme.	explaining				
604	M-4/604/28:1 4-28:17	T: No question? If there is no question, you can write this.	Setting: On Thursday, January 29, 2015, in the classroom. Situation: None of the students asked a question. The teacher concluded that they already understood. She asked them to write down what she had explained about the elements of story. Topic: Writing the explanation.		ordering			
605	M-4/605/28:2 5-28:26	T: Dimas, do you like Bruno Mars?	Setting: On Thursday, January 29, 2015, in the classroom. Situation: The teacher read the task done by the students. She was reading Dimas' and she asked him whether he likes Bruno Mars or not. Topic: Bruno Mars		asking			
606	M-4/606/28:2 8-28:35	T: So do I. I like Bruno Mars especially when the model. What is it? Tape.	Setting: On Thursday, January 29, 2015, in the classroom. Situation: Dimas said that he liked Bruno Mars. The teacher was glad			Stating pleasure		

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
			to know that. She also liked Bruno Mars. She showed her admiration toward him especially one of his songs with the video that contains tape as the model. Topic: Bruno Mars					
607	M-4/607/29:38-29:42	T: Zayn Jaffar Malik. Nadia, who is he?	Setting: On Thursday, January 29, 2015, in the classroom. Situation: The teacher read Nadia's task. She asked her who Zayn Malik is because she did not know him. Topic: Zayn Malik		asking			
608	M-4/608/30:58-31:01	T: Ariana Grande Butera. Who is he or she? Rio, who is he or she?	Setting: On Thursday, January 29, 2015, in the classroom. Situation: The teacher read Rio's task about his idol. She asked him who Ariana Grande is because she did not know her. She was also not sure if Ariana is she or he. Topic: Arian Grande		asking			
609	M-4/609/31:09-31:10	T: Who is she?	Setting: On Thursday, January 29, 2015, in the classroom. Situation: Dimas told the teacher that Ariana is a girl. The teacher asked Dimas again who Ariana		asking			

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
			Grande is. Topic: Ariana Grande					
610	M- 4/610/31:2 9-31:31	T: Jammie Carragher. Is he a football player?	Setting: On Thursday, January 29, 2015, in the classroom. Situation: The teacher asked the students whether Jamie Carragher was a football player or not. Topic: Jammie Carragher		asking			
611	M- 4/611/31:3 4-31:36	T: From? Oh, Liverpool. Liverpool?	Setting: On Thursday, January 29, 2015, in the classroom. Situation: The teacher asked the student which club Jammie Carragher played for. Topic: Jammie Carragher's club		asking			
612	M- 4/612/31:5 9-32:02	T: Tetsuko Kuroyanagi. Who is he or she?	Setting: On Thursday, January 29, 2015, in the classroom. Situation: The teacher asked one of the students who Kuroyanagi is. Topic: Tetsuko Kuroyanagi		asking			
613	M- 4/613/32:0 4-32:07	T: Oh, a writer. From? Japan? Why do you like him?	Setting: On Thursday, January 29, 2015, in the classroom. Situation: The teacher asked the student why she liked Kuroyanagi. Topic: The reason why the student liked Tetsuko Kuroyanagi		asking			

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
614	M-4/614/33:02-33:08	T: Lestari Rahayu Dwi Sukanti Dyah Rusdianti. Amalia Dewi, who is she?	Setting: On Thursday, January 29, 2015, in the classroom. Situation: The teacher read Amalia's task. She asked her who Lestari Rahayu Dwi Sukanti Dyah Rusdianti is. Topic: Lestari Rahayu Dwi Sukanti Dyah Rusdianti		asking			
615	M-4/615/33:11-33:14	T: Oh, your mom. Good. I agree with you.	Setting: On Thursday, January 29, 2015, in the classroom. Situation: The teacher agreed with the student who put her mother as her idol. The class gave her an applause. Topic: Mother as an idol	agreeing				
616	M-4/616/33:48-34:16	T: So, you have the idol of mom. So do I. When my teacher asked me who your favorite idol is, I said my mom. Why? I can find full moon in her eyes. I can find love on her arms. I can find smile on her lips. And I can find	Setting: On Thursday, January 29, 2015, in the classroom. Situation: The teacher told her students that she also adores her mother. She put her mother as her idol. She also stated the reason why she adored her mother. Topic: The teacher's mother	stating				

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
		anything on her.						
617	M-4/617/34:2 2-34:29	T: Finish? <i>Selesai semua?</i> (Everyone finish?) Now, you have five minutes. Until?	Setting: On Thursday, January 29, 2015, in the classroom. Situation: The teacher asked the students if they had finished writing. The teacher gave them five minutes to find the difficult words. Topic: Time to find the difficult words.		ordering			
618	M-4/618/35:0 6-35:07	T: Until the eclipse.	Setting: On Thursday, January 29, 2015, in the classroom. Situation: The teacher said that the last topic was the eclipse. Topic: The topic	informing				
619	M-4/619/35:2 1-35:55	T: OK. I'll give you fifteen minutes to find the difficult words. Page one hundred and sixty four. And also The Death of Bisma. Page one hundred and sixty nine. The Death of Bisma. Please you find the difficult words and after that you will work in a group.	Setting: On Thursday, January 29, 2015, in the classroom. Situation: The teacher gave the students fifteen minutes to find the difficult words. She also informed the students about the text that they should read to find the difficult words. Topic: Finding the difficult words.		ordering			

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
620	M-4/620/35:57-36:01	T: Jody's father was a garbage man. What is the meaning of garbage man?	Setting: On Thursday, January 29, 2015, in the classroom. Situation: The teacher asked the student the meaning of garbage man. Topic: The meaning of garbage man		asking			
621	M-4/621/36:04-36:06	T: <i>Eh, manusia sampah? Pemulung, is it right?</i>	Setting: On Thursday, January 29, 2015, in the classroom. Situation: The teacher told the students the right meaning of garbage man. Topic: The meaning of garbage man		asking			
622	M-4/622/36:12-36:24	T: <i>Semuanya kerjakan ya. (Everyone please do it) Jody's father was a garbage man and the death of Bisma. After this you have to work in group. Fifteen minutes only. Lima belas menit ya.</i>	Setting: On Thursday, January 29, 2015, in the classroom. Situation: The teacher asked the students to do the activity. She gave them fifteen minutes to finish it. Then, she ordered them to work in group after finishing finding the difficult words. Topic: Finding the difficult words.		ordering			

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
623	M-4/623/51:24-52:24	<p>T: OK. I will divide you into some groups. A group consists of three students. There are two students who absent, right? So, there will be two groups consist of two students.</p> <p><i>Ada dua kelompok yang isinya dua anak. They must ask, what is it? Ask Kintan and Angel to join the group. Group one: one two with Kintan. One two with Angel. One two three. One two three. One two three. Dimas go with Nisa and Apri. (a)</i></p> <p>How many students are here? (b)</p>	<p>Setting: On Thursday, January 29, 2015, in the classroom.</p> <p>Situation: The teacher began dividing the students into groups.</p> <p>Topic: Dividing the students into groups.</p>		(a) ordering (b) Asking			
624	M-4/624/55:45-57:53	<p>T: Group one belongs to Dini, Mega. Group two belongs to Angel, Hani. Group three belongs to Hesti, Alfiani and Yuli. Group four: Affan, Leo,</p>	<p>Setting: On Thursday, January 29, 2015, in the classroom.</p> <p>Situation: The teacher repeated dividing the students into groups.</p> <p>Topic: Dividing the students into groups</p>		ordering			

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
		<p>Hudha. And then Riza, Ayu, Agus. Group six: Kintan, and then Winda and Tri. And then group seven: and then Rio. Dwi and then Dimas, Nisa, Apri, is it right? And then group ten: Alfi Laila, and then Amalia, and then Gita, and then Dita. Once again. Group one: Dini, Mega, Kintan. Group two: Angel, Diah, Widya. Three: Hesti, Alfiani Yuli. Four: Affan, Theo, Hudha. Five: Ayu, Nur, Agus. Six: Tri Inten, Winda, Indri. Seven: Hanifah, Eri, Anifah. And then eight: Rima, Dio, Dwi. Nine: Dimas, Nisa, Apri. Ten: Amalia, Alfi Laila, Kintan. Dimas, Rio, and then Dwi. And then group eight. Oh, I see. Sorry. Dimas, Aulia.</p>						

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
		Group seven is Hanifah, Eri, and then Angel. Ela, Arifah						
625	M-4/625/61:57-63:54	T: Group one, please you understand and then tell your friend the story of page one hundred forty eight, story one, story two. Group two belongs to story three and story four. And then Alfiani “A Little Hero”. And then Affan “The Day in New York blab la bla”. One hundred and fifty one. One hundred fifty one. Ok. And then Ayu and friends “The Model Millionaire”. One hundred fifty two, fifty three. And then Tri Inten and friends you go with the next page. And then Eri and friends you go with “Jody’s Father was a Garbage Man.” And then	Setting: On Thursday, January 29, 2015, in the classroom. Situation: The teacher told the students about the text they should read for each group. Topic: The text for each group		ordering			

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
		The Death of Bisma. And then, hello, the three of you The Nightingale and the Red Rose. Page one hundred ad seventy one. This one. And then group ten, page one hundred and seventy four, Once a Gentleman was Travelling in a Train.						
626	M-4/626/78:5 5-78:56	T: Group ten.	Setting: On Thursday, January 29, 2015, in the classroom. Situation: Fifteen minutes had passed. The teacher called group one to come to the front of the class and present the result of their discussion. Topic: Group ten		ordering			
627	M-4/627/85:2 6-86:24	T: Ok. Thank you. (a) That's a very good story about the characters. It teaches us that if we do something, we don't need any, what to say, we don't need to owe that someone we help will keep us. So	Setting: On Thursday, January 29, 2015, in the classroom. Situation: Group ten had finished presenting the result of their discussion. The teacher gave feedback on their performance. She explained the moral of the story. Topic: The moral of the story	(b) explaining	(c) ordering	(a) thanking		

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
		we don't need to help, what is it, we don't need to expect something for return. And the other one will give you something unique. That's a very great story. (b) We go for group nine, "The Nightingale and the Devils". OK. Dimas, Nisa and Apri. (c)						
628	M-4/628/106:24-106:25	T: Behind?	Setting: On Thursday, January 29, 2015, in the classroom. Situation: The teacher asked the students about the meaning of behind. Topic: The meaning of behind		asking			
629	M-4/629/108:56-109:12	T: Love always demands sacrifice. The theme is about love always demands sacrifice. <i>Cinta selalu meminta pengorbanan.</i> (a) Who sacrifices? (b)	Setting: On Thursday, January 29, 2015, in the classroom. Situation: Group nine had presented the result of their discussion. The teacher explained the theme of the story the group presented. Topic: The theme of the story	(a) explaining	(b) asking			

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
630	M-4/630/109:18-109:22	T: The Nightingale. (a) Yes. Life becomes the theme also. (b)	Setting: On Thursday, January 29, 2015, in the classroom. Situation: The teacher agreed with the students that the one who sacrifices in the story was the nightingale. She also told them that life became the theme of the story. Topic: The theme of the story, the one who sacrificed in the story	(a) confirming (b) agreeing				
631	M-4/631/109:23-109:28	T: OK. Good. Next, group eight: The Death of Bisma.	Setting: On Thursday, January 29, 2015, in the classroom. Situation: Group nine had finished presenting the result of their discussion. The teacher also already gave the feedback for group nine. Now, she asked group eight to present theirs. Topic: An order to group eight to present the result of their discussion		Ordering			
632	M-4/632/111:40-111:41	T: Destiny about? Destiny?	Setting: On Thursday, January 29, 2015, in the classroom. Situation: The teacher asked the students what destiny that the character faced in the story. Topic: Destiny		asking			
633	M-	T: The time is over. (a)	Setting: On Thursday, January 29,	(a) informing	(b) Ordering			

No.	Code	Data	Context	Types of Speech Acts				
				Rep	Dir	Exp	Com	Dec
	4/633/119: 21-119:32	So, for the next, we start from group seven: Jody's Father was a Garbage Man. (b)	2015, in the classroom. Situation: The bell was ringing. The teacher stopped the activity. She told group seven to present the result of their discussion in the next meeting. Topic: Group seven.					
634	M- 4/634/120: 04-120:09	T: Dimas, can you get the attention of the class? Attention please.	Setting: On Thursday, January 29, 2015, in the classroom. Situation: The students had packed their stuffs to their bags. They were ready to go home. The teacher was on her desk and told Dimas to get the attention of the class to say the prayer. Topic: Getting attention of the class.		requesting			
635	M- 4/635/121: 11-121:13	T: Thank you. (a) See you next week. (b)	Setting: On Thursday, January 29, 2015, in the classroom. Situation: The students and the teacher had finished saying their prayer. The teacher bid a farewell to them. Topic: Thanking and Farewell			(a) Thanking (b) Leave-taking		

Appendix 2. The Transcripts of Speech Acts

TRANSCRIPT 1

Subject : *Bahasa Inggris*
 Class : X IBB (*Ilmu Budaya dan Bahasa*)
 Teacher : Tri Yuniarti R.K., S.Pd
 Date : November 13, 2014
 Time : 10.45-13.30

Note:

T : Teacher
 Ss : Students
 S : Student

T : Ready?
 Ss : Ready.
 S : One two three.
 Ss : *Anida anida anida merah putih ya.*
 S : Morning spirit, Ma'am.
 Ss : Morning spirit, Ma'am.
 T : Morning spirit. Thank you.
 T : OK. After the last meeting I could not come to the classroom because I had something to do. You know why last week I could not come here? It is because my father had an operation. He had an operation that was hernia repair and the operation was held exactly at nine o'clock. So I had to be there. I had to be there to accompany my step mother. So my true mother passed away for about, perhaps it's about 18 years ago. She passed away 18 years ago and a year later my father got married with another woman and last week he had an operation. And you know what? My new mother was very nervous to accompany my father. So my younger sister, my older sister and I were together in front of my father and supported him to be brave, to be brave to And what is it to say, the operation and the operation could run well and right now my father has been better. And thank you for studying.
 T : OK. Well, last meeting I asked you to do many things. There was on my desk. So for today I would like you to rewrite on the paper that I will share to you. You know next week we will have *ujian tengah semester* or mid semester test. Is it right?
 Ss : Yes.
 T : Have I given you the materials that will be used in mid-term test?
 Ss : No.
 T : OK. Not yet. Not yet, not no.
 Ss : Not yet.
 T : OK. The materials will be chapter 1, chapter 1. And then we will go for chapter 2 and the last is chapter 3. Yeah. It's only three chapters.

- Ss : Yaaaah. *the students whining*
- T : Only 3 chapters.
- Ss : Only. Only.
- T : And the items will not be very difficult. So I hope that you can do that carefully. Don't fall into my traps. Why? Because I prepare so many traps there. But, actually it is not really difficult. So be careful with the traps. Be careful with the traps. Be careful with the traps and I hope later you will get 100 for all of you. One hundred for all of you.
- T : OK. Until "I'm sorry to hear that". What is the assignment that I had given to you?
- S : Sorry, Ma'am. *walking to the front and pointing at the whiteboard*
- T : Oh I see. You want to erase it? Why? That's beautiful I think. Yeah, that's beautiful.
- T : Who drew the picture?
- Ss : Leo.
- T : OK. Leo drew that. Leo did it.
- T : So, what does it mean, Leo? Can you give the meaning?
- S : Bird.
- T : And then?
- S : It's Liverbird.
- T : Liverbird. How do you spell it?
- S : L-I-V-E-R-B-I-R-D.
- T : Oh, I see. Liverbird.
- T : So, is there any meaning?
- S : No.
- T : Oh, no? So, there is no meaning?
- T : I mean liver means *hati*, right? Bird means *burung*, to? So it means *burung hati* or *hati burung*.
the students laughing
- T : What is this?
- S : Leaves.
- T : Oh, leaves. So what's the meaning of the bird holding the leaves?
the students laughing
- T : There is no meaning, is it right? But I hope that there will be something meaningful. You said that it is the sign of our class. *IBB. Ilmu Budaya Bahasa. Bahasa dan Budaya*. It means that this bird can fly around the world.
- Ss : Yeaah. *the students giving applause*
- T : So there will be something meaningful, not meaningless.
- T : OK. And then the second one, after this, we have two hours, is it right? And then after 2 hours we have a break, the second break.
- Ss : Yes.
- T : We will continue without break and then the break will be on the last time.
- Ss : OK.

- T : Why? Because I have something to do. And later you can do this on your paper that I will give it to you. Can you understand what I mean?
- Ss : Yes.
- T : OK. OK. I understand too. I hope I am understandable. *Saya mudah dipahami.* (I am understandable).
- T : And then, Annisa, what is it? *pointing at the back of the class* The carnival?
- S : Yes.
- T : So what's for is it?
- S : Umm, *upacara*.
(Umm, ceremony)
- T : In English, please.
- S : Happy birthday.
- T : Happy birthday? The anniversary of the school. When is the anniversary?
- Ss : Fifth October.
- T : Fifth October. And then who will use it?
- Ss : Angel.
- T : I don't know but I heard that the school will choose some of the students to wear the carnival, the batik carnival that you had had last month.
- T : I don't know but perhaps this will not be used by *IBB* class. Yeah. Why? Because this one is for culture parade. So, next 8th October, the 8th of October, at 9, but in the morning you will have mid-term test and there will be a parade around town square. At 19.30 in the evening. Nineteen thirty. So, if I have suggested to you, you can go everywhere but keep studying in your house.
- T : Ya. 19.30, thirty past nineteen. *Setengah delapan.* I don't know until when. Why? Because the parade will be very long. The first is from drum band SMP Bunderan.
- T : And then the second one is a... what do we call it? *Bajulen Kenduren* from SMP 2 and then the third one will be *batik* carnival from SMP 1 Purworejo. The fourth will be SMK 3 Purworejo. And then the next troop will be... what is it? The art team from each district. So there will be 16 districts that will perform dancing like *jaran kepang*, *dolalak*, and perhaps *gejulan*.
- T : Any question? Any question for this? Or perhaps you have problem?
- T : Gita, where are you, Gita? The list of, what is it? *LPBB*. *LPBB*.
- T : Affan, have you got the list of the students who will join it? No?
- S : No. Not yet.
- T : Not yet?
- T : Who will be responsible? You and Leo. Is it right? Leo and you?
- T : Today, you have to take the training? You have to train?
- S : Yes.
- T : Training for what?
- S : *LPBB*.
- T : On what time?
- S : After school.

- T : After school? All of you must join the parade training?
- Ss : Yes.
- T : I see but I can't accompany you because I will go to Kutoarjo.
- Ss : Yaaah...
- T : It doesn't matter, right? It doesn't matter. Why? Because it doesn't have anything to do with me.
- T : OK. Now, I will give you the paper. And then please do what I ask you to do. I will score the answer. You have done it. If you have done, it means you only rewrite here but if you hadn't done it, please you think about it and please you rewrite on the paper. I hope that you will do it individually. Why? Because I will score it. And if you have the questions, I hope that you will answer in a full sentence.
- Ss : OK.
- T : In a complete sentence. It means, for example, who likes *bakso* (meatball)? The answer is not only Angel. But I hope the answer will be Angel likes *bakso* (meatball) or Angel is like *bakso* (meatball). Which one do you choose? Angel likes *bakso* or Angel is like *bakso* (meatball)? Which one do you choose? The first or the second?
- S : Second.
- T : Why did you choose the second one? Angel is like *bakso* (meatball). *Angel seperti bakso.*
the teacher began writing on the whiteboard
- T : Which one do you choose? The first or the second?
- S : The second.
the student joking
- T : Oh, the second? Angel is like *bakso* (meatball). Who said that Angel is like *bakso* (meatball)? Angel is like *bunder-bunder*?
- T : OK. Mind your book. Open your book, page 11.
- T : OK. Please hold a pencil. Hold a pencil to make the sign of it. Are you ready?
- Ss : No. No. No.
- T : No. No. No?
- T : You don't have any pencil? It's OK. You can use pen.
- T : OK. Page 11, dialogue 2. There are 5 items. Is it right?
- Ss : Yes.
- T : Eleven means *sebelas*. *Sebelas* means *sewelas*, *mbak*.
- T : OK. Dialogue 2. Which one? So, there are 5 items. Is it right?
- T : And then dialogue 3, there are 5 items. And then page 21, withdrawal, withdrawal. There are 6 items, is it right?
- Ss : Yes.
- T : And then page 27. Twenty seven. There are 5 items, is it right?
- Ss : Yes. Right.
- T : And then page 28, essay 11. Eh, sorry there are 4 items. Yes. And then activity 11. There are 4 information. Is it right?
- Ss : Yes.

- T : You should make the form with the complete information from the text.
So, later you make the *kotak* (the square), the *kotak* (the square).
- S : The square.
- T : Yes. The square, the form.
- T : And then go to page 45, page 45. Activity 7. There are 5 items. Page 46.
There are 4 items.
- Ss : Yes.
- T : The last, page 47.
- S : Forty eight.
the student joking
- T : No, forty seven, there are 10 items.
- T : The score will be fifty. You can pay attention to me for dialogue two,
there are five scores. And then, dialogue three, five scores. And then,
withdrawal, five scores. And then, activity ten, five scores. And then for
multiple choice, five scores. And then for activity eleven, there is
information with four forms. Is it right? Each form will have one point.
And then activity seven, there are five scores. Activity eight, four scores.
Activity nine, ten scores with bonus one. So you only have nine items.
- T : Can you understand what I mean?
- Ss : Yes.
- T : So you will nine items to tick but I will give the score for ten. So, all
together the score will be fifty. Can you understand what I mean?
- T : Later, in writing the form, please you minimize, minimize the paper.
Sorry. I don't give you one paper for one student.
- T : One, two, three, four, five, six, seven, eight.
the teacher distributing the papers
- T : Do by yourself. Do by yourself. Don't cheat. Why? I need to pick the
score.
a student raised her hand
- S : Ma'am, can we use dictionary?
- Ss : No.
- T : Yes. For now you can but your own dictionary.
- T : OK. Listen to me. If you need any dictionary, you can go to the library
and then borrow some dictionaries.
- T : Who will go to the library? To borrow the dictionary?
- S : Yuli.
- T : Who? You will go to the library?
- S : No.
- T : Leo, will you go to the library?
- S : No.
- T : Put your name, the class and your number. Remember the number you
have right now. Not the number that you had in Junior High School. So,
you will make me confused. Why? Because some students of 10th grade,
they usually use and write the number when they were in junior high
school.
- T : So, Nisa, what number are you?

- S : Twenty five.
T : Twenty five.
T : What number were you when you were in junior high school?
S : Number one.
T : Number one? So, this one.
T : I will use it. *began writing*
T : Only the answer but in a complete sentence.
S : Ma'am, how about special English?
T : We don't know because in outside there is no *peminatan*. I think they only have English. I don't know. There are some special terms for English in Indonesia especially in curriculum 2013. Later, I will ask if I met some English teachers from province. I will ask.

TRANSCRIPT 2

Subject : *Bahasa Inggris*
Class : X IBB (*Ilmu Budaya dan Bahasa*)
Teacher : Tri Yuniarti R.K., S.Pd
Date : November 20, 2014
Time : 10.45-13.30

Note:

T : Teacher

Ss : Students

S : Student

S : One, two, three.

Ss : Morning spirit, Ma'am.

T : Morning spirit. Thank you.

T : Eee, Rifa, why are you so low?

S : I'm sick.

T : Oh, you are sick?

T : Izzy, Izzy, when did you come to the private house?

S : At Monday.

T : On Monday?

S : Monday.

T : On Monday. OK. Did you meet them?

S : No.

T : No? So, where were you?

S : In Surabaya.

T : Oh, so you were still in Surabaya?

S : Yes.

T : Is there any permission by the chief of club?

S : Oh, yes. No, the club did not give me permission.

T : Why? And then?

S : The... *thinking*

T : Why did you go to Surabaya?

S : Umm...My grandma was sick and I...

T : How are you now? How are you?

S : I feel fine.

T : OK, let's go to the material for our lesson today. What did Pak Eko give to you?

Ss : Describe. Describing people.

T : Describing?

S : People and things.

T : Describing people and things. Yes.

T : OK. So, we will plan the listening again. Why? Because next semester, you will also have test on listening. The listening is like this. I try to make the form of the listening that will appear next semester. Two

- December I think or December second. So, later I will give it to you. So, please... You want to have it or not?
- S : Yes.
- T : Yes? OK. If you want to have it, please you put your name here and then the answer on another paper. Keep this paper for you. Later, I will give the soft-file of the listening. OK? So, you can test your ears again at home. Agree?
- Ss : Agree.
the teacher distributed the papers to the students
- T : So, today you take this based on the roll of the paper. The roll, *kocokan*. Based on the *kocokan*. (Based on the roll).
- Ss : Yes.
- T : I will tell you the trick on how to do the listening. Listen to me carefully. For the first time, when you accept the reading, oh sorry, the listening text, please you look at the, what is it...the problems. You look at the problem. For example, number one. Then, you please you use that. And then, the listening will be spoken twice. That will be spoken twice. What might you do for the first time, just listen to the speaking well while your eyes go to the items on your papers. When you hear something that the words appear on the items, it would be the check point. And the last, if it is possible for you, you can write the questions from the speaker. The questions from the speaker. If you can write the speaker saying, and then you can make sure the answer and then on the text of speaking you can make sure that your answer is correct. Can you understand what I mean?
- Ss : Yes.
- T : Yes or no?
- S : Yes.
- T : Honestly, who don't understand what I say?
- T : Understand? Dimas, do you understand?
- S : Yes.
- T : Or should I change into Indonesian?
- T : Yes or no?
- Ss : Yes.
- T : Oh, I see.
the teacher spoke in Indonesian
- T : And then, the next, there are some pictures. There are some pictures. In listening, don't make any sound. Don't make any comment although the speaker saying is ridiculous, although the pictures are not clear enough. Don't say anything. Why? Because it will break your concentration on listening conversation. Can you understand what I mean?
- Ss : Yes.
- T : So, for example the voice is so *mbrebeki*. *We wonge koyo ngono* (The people are strange). Don't say like that. It will break your concentration. Just keep silent and ready to listen.
- T : OK. And the hardest is part four. The hardest thing is part four. Why? Because there will be a monologue, a short reading text that is spoken

and one paragraph there will be two questions. If it is possible for you on the first reading, sorry, on the first listening, you write down the questions. If it is possible. And then, the second one, you make sure that the answer is correct. Can you understand what I mean?

- Ss : Yes.
- T : Yes. If you follow it, *Insyah Allah* (If Allah wills) you can do the listening well.
- T : And then, now, prepare your book. Don't make any sign on the paper of yours. Why? Because it will break your concentration again. You can try it again at home after I give you the listening soft file.
- T : This one, umm...to repeat part two. Because the pictures are not clear enough so you can see the pictures on the screen. Can you see it?
- Ss : Yes.
- T : Are they clear enough for you?
- T : Start from Indri. Try to catch the words that the speakers are saying.
- T : Start from ... What is it? Number one. Start from number one.
- T : *Ya*, number one. Indri, catch again.
- S : OK.
- *the teacher played the recording*
- S : E.
- T : What?
- S : E.
- T : No. No. No. I mean catch the words, what the speakers are saying.
- T : The sentence after this.
- *the teacher played the recording*
- Ss : What do the...
- T : Indri, Indri.
- S : What the students...
- T : What the students?
- S : What the students do...
- T : OK. What the students do?
- *writing on the whiteboard*
- T : What the students do?
- S : Activity.
- T : Activity what?
- T : Yes. Activity?
- T : The students do?
- Ss : On the extracurricular.
- T : On?
- Ss : Their extracurricular activities.
- T : Indri. On?
- S : On the...
- T : On the...?
- T : On the...? Is there any different listening?
- S : On their...
- T : On their. *Yang benar* Affan (Affan is right).

- T : On their?
 S : Extracurricular activities.
 T : Yes.
 T : Something missing there, what is it?
 T : Something missing here *pointing at the whiteboard*. This could be one word again. Yes, what?
 S : What do...
 T : Yes, very good. What do the students do? What do the students do? OK. Good. Almost 50%.
 T : And then, Kintan.
 the teacher played the recording
 S : They do.
 T : They do?
 T : *Kintan, mbak Kintan.*
 S : They do...
 T : They do? *Mbak Kintan.*
 the teacher played the recording
 T : They?
 Ss : They do a lot of things.
 T : They?
 S : They do a lot of things depend...
 T : Depend?
 S : Interest.
 T : Interest. There must be a preposition there. Depend? Depend?
 Ss : On... on...
 T : They do lots of things depend on their interest.
 T : Mega, your turn.
 the teacher played the recording
 T : Well?
 Ss : What about you?
 T : Mega?
 S : How about you?
 T : How about you? Let's check.
 S : What about you?
 T : Well, what about you? Well, what about you? *while writing*
 T : Yuli.
 the teacher played the recording
 S : I like playing badminton.
 T : OK. I like playing badminton.
 T : Hanifa.
 playing the recording
 S : Therefore.
 T : OK. Therefore. Good.
 T : Therefore?
 S : It may... It may...
 T : Uhuh.

- S : For my activity.
T : Friend, therefore? I take this for my extracurricular activity.
S : I take this for my extracurricular activity.
T : Very good.
T : So, I take. I take. *Saya mengambilnya*.
T : What does the woman do?
Ss : Playing badminton.
T : OK. Who didn't answer B? Raise your hand. The wrong answer? Who didn't answer B?
Some students raised their hands
T : Why? What's your answer?
S : C.
T : Leo, doing a lot of things. I see. You are trapped with this *underlining the word on the whiteboard*
T : But remember the question is for the woman, not for the students. These are for the students.
T : The woman should be playing badminton.
T : And then, Yuli, what is your answer?
S : B.
T : B?
T : Ya, you get trapped here. *Ya*, extra. But actually there is no activity. Extra-activity *bukan* extracurricular. (Extra-activity, not extracurricular).
T : Good. So, almost all of you can check it.
T : Now, number two belongs to Leo.
playing the recording
S : Where you have been?
T : When you have been? When you have been?
S : Where you have been?
T : When you have been, Lucy?
writing on the whiteboard
T : Is it?
Ss : Where, where.
T : Yes, where.
S : Saya bilanganya where, bu.
(I said where, Ma'am).
T : Oh, I see. Sorry, I didn't hear it.
T : So, where have you been, Lucy?
T : Go, Agus.
playing the recording
S : Well, I had I had a food festival in Yogyakarta.
T : Well, I had the?

S : The.
T : Food.
S : Festival.
T : Festival in Yogyakarta.

- T : What happened with Agus?
 Ss : I have attended.
 Ss : I have just attended a food festival.
 T : Remember, there is the word just and here we have V3, and here we have “have”. But you didn’t listen “I have”. Is it right? But “I’ve”. I have just attended a food festival in Yogyakarta.
 S : I’ve.
 T : Good, Agus.
 T : We go for Dwi. Listen to it, Dwi.
 the teacher played the recording
 Ss : Aaw, what do you think about it?
 T : What?
 S : What do you think about it?
 T : People, what do you think about it? What’s missing?
 Ss : Aaw, ma’am. Aaaw.
 T : OK. Just listen to it.
 playing the recording
 Ss : Aaw.
 T : You get trapped.
 T : What do you think about it?
 T : Alvi. Alvi Amalia.
 T : Amalia, right?
 S : Yes.
 the teacher played the recording
 S : Well, I think it’s a quite good festival.
 T : Very good. Well, I think it’s a quite good festival.
 Ss : Well, I think it’s a quite good festival.
 T : Yes.
 the teacher played the recording
 S : Many people came there.
 T : And many people came there. OK. Good.
 T : Next, Dimas.
 the teacher played the recording
 S : I hope you will be better next year.
 T : Very good.
 the teacher played the recording
 T : Apa? (What?) What are they talking about?
 Ss : Culinary festival.
 T : Culinary festival. Culinary festival.
 T : Culinary festival. Raise your hand if you have the wrong answer. The wrong answer. The wrong answer.
 Some students raised their hands
 T : Yes you. What is your answer?
 S : Festival.
 T : Festival.

T : Festival only?
 S : Yes.
 T : Aha. You get trapped with the festival. But actually, there is food festival. So, culinary festival.
 T : Next, we go for... *a student raised her hand*
 T : What is your answer?
 S : Beauty festival.
 T : What? Beauty festival?
 S : Yes.
 T : Beauty festival. You get trapped with this *pointing at the word on the whiteboard*
 T : We go for Amaliana. Alfiani.
 S : Alfiani.
 T : Alfiani.
 the teacher played the recording
 T : Hi, George.
 S : Hi, George. Haven't long time.
 T : Hi, George?
 S : Haven't.
 T : Haven't *nanana* long time.
 T : OK. Listen again.
 the teacher played the recording
 S : Haven't seen you for a long time.
 T : Very good. Haven't?
 Ss : Seen you for a long time.
 T : For?
 S : Long time.
 T : Good. Haven't must be followed by V3.
 Ss : V3. Yeah.
 T : Next belongs to Indri.
 the teacher played the recording
 S : Hi, Sarah.
 T : Hi, Sarah.
 S : It has been about two months.
 T : It? It's about?
 the teacher played the recording
 Ss : It has been about two months.
 T : It has been?
 Ss : About two months.
 T : About two months?
 S : We haven't met.
 T : Yes, we haven't met?
 S : Each other.
 T : Each other. Very good. We haven't met each other.
 T : Apri.
 the teacher played the recording

S : How is your family?
 T : OK. Good. How is your family?
 T : And then, Dita. Dita, Dita. Is it you, right?
 S : Yes.
 T : OK.
 the teacher played the recording
 S : My parents...
 T : My parents?
 S : My parents are fine.
 T : My parents?
 Ss : Are fine.
 T : Are fine and my sister?
 Ss : My sister.
 T : Marry?
 T : You were listening to less than?
 the teacher played the recording
 T : Marry, my sister, Marry?
 S : Is in elementary school.
 T : Is still?
 Ss : In elementary school.
 T : Is still in elementary school. OK.
 T : Dio. Dio.
 the teacher played the recording
 S : Thanks for asking.
 T : Gita.
 the teacher played the recording
 T : How long haven't they met? Met each other? How long?
 Ss : Two months.
 T : Two months. Raise your hand if you have wrong answer.
 T : OK. Good. All of you are correct. So, we go to the picture.
 the teacher played the recording
 T : Hesti. Sorry, Gita.
 the teacher played the recording
 S : Tell me about your new school.
 T : Tell me about your new school. Very good.
 T : Hesti.
 the teacher played the recording
 S : I love my new school very much.
 T : OK. Good. Affan.
 the teacher played the recording
 S : The building is quite large.
 T : Large. OK.
 T : With?

 S : With wonderful facilities.
 T : Very good. Wonderful facilities.

T : Huda. Listen to it.
 the teacher played the recording

S : The teachers... The teachers are very smart.

T : The teachers are?

Ss : Very smart.

T : OK. Eva.

S : Kind and friendly.

Ss : *Gampang.*
 (It's easy.)

T : Depend on your destiny.
 the students laughed

T : And then. Sorry, I forget your name. Alvi Laila. Right?

Ss : Hanifa, bu.
 (Hanifa, Ma'am.)

T : We'd go for Diah.
 the teacher played the recording

S : Especially my classroom teacher.

T : Very good. Especially my classroom teacher.

S : Khofifah.
 the teacher played the recording

S : He always listens to me.

T : He... always... listens... to me. What is it?

S : Attentively.

T : Yes. Very good, Affan. Attentively.

T : Yes. Attentively. Listen to me attentively.

T : You can catch these words (circling the words). The key is out there.

T : And then we go for Ayu.
 the teacher played the recording

S : When I share my problem.

T : Yes. When I share my problem.

T : And then?
 the teacher played the recording

S : I'm very happy to hear that you like to study there.

T : Very good. I'm very happy to hear that you like to study there.
 the teacher played the recording

T : What is it?

Ss : B...B...

T : B or D?

Ss : B.

T : Yes. Why? Because she always listens to me attentively when I?

Ss : I share my problems.

T : So, who has different answer? Raise your hand.

T : No one? Great.

S : Ma'am. Ma'am.

T : Who is that? *a student raises her hand*

T : Hanifa. Which picture is it?

- S : D.
T : D? Ah, you get trapped.
T : Look at D. What are they doing?
T : D is over there. And this one with peace is C.
T : So, which picture is it, Hanifa? With this or without this?
T : Which one? Which one?
S : *Di bawah.*
(The bottom one.)
T : They discuss something but they didn't share problem. And this one is much more suitable. And then, Amaliana. What picture are you?
S : B.
T : OK. So, only Hanifa. Let's check picture number five. What is A picture?
T : *Taman?* (Park?)
S : Park.
T : And then B?
Ss : Beach.
T : And then C?
S : Building.
T : Huh? *Gedung pencakar langit.* (Skyscraper). What is the English of *gedung pencakar langit*?
S : Sky.
T : Sky?
S : Skyhigh.
T : No.
the teacher wrote on the whiteboard
Ss : Skyscraper.
T : And then D. What is D?
T : Boulevard. And then E?
S : Sholat.
(Prayer)
T : Sholat?
(Prayer?)
the students laughed
T : What are they doing?
S : Sholat.
(Prayer)
the students laughed
T : They are talking to each other but where are they?
T : Yes, Ayu.
S : In the village.
T : In the village. Very good.
S : In the field.
T : Good. In the field is also good.
T : So, we go for Amalia.
T : Amalia.
the teacher played the recording

Ss : What did they spend?
 T : Amalia. No, the other just keeps silent.
 S : Where did you spend?
 T : Where did you spend? Amalia.
 T : Keep silent. Forget?
 the teacher replayed the recording
 Ss : Where did you spend your holiday last semester?
 T : Yes. All of you have helped Amalia.
 Ss : Yaaay!!
 T : What is it? Where?
 S : Where did you spend your holiday last semester?
 T : Where did you spend your holiday last semester?
 T : Do you want to have the name of Nita?
 S : No... No.
 T : So, your turn, Nita.
 the teacher played the recording
 S : I didn't take my
 T : Yes, I didn't take... Who?
 S : My aunt.
 T : My aunt in Banjarmasin.
 T : OK. We go for Affan. Alif. Alfi.
 the teacher played the recording
 S : What about you?
 T : Ok. Good. What about you?
 T : We go for Agus. Are you ready?
 S : Ready.
 the students laughed
 the teacher played the recording
 S : My cousin and I...
 T : Had?
 S : Had three days.
 T : Uhuh, three days. Three days what?
 S : Three days camp on the beach.
 T : Very good. On the beach.
 T : Once again. Once again, Agus.
 The students laughed
 S : My cousin and I had a camp... a three days camp on the beach.
 T : OK. Good.
 T : Leo. Leo, are you ready?
 S : Yes.
 the teacher played the recording
 T : Oh, sorry. *replaying the recording*
 T : So, which one is the answer?
 Ss : B.
 T : B for the answer. Who get different picture? Raise your hand?
 T : No one? OK. Thank you.

T : OK. Look at picture A. What is it?
 Ss : Petronas.
 T : And then B?
 S : Greenwich
 T : Big Ben.
 Ss : Big Ben.
 T : And D?
 S : *Iku sing nang Final Destination*lima.
 (It's the one on Final Destination.)
 T : D. What is it?
 Ss : London Bridge.
 T : This one? I don't know also.
 T : Yes. Hanifa. Ready?
 Ss : Leo, Ma'am. Leo.
 T : Huh?
 Ss : Leo. Leo.
 T : Yes. Leo.
 the teacher played the recording
 S : The two... the two double four London tower bridge.
 T : Yes. Very good.
 S : Spent.
 T : Uhuh.
 T : OK. Just listen once more.
 the teacher played the recording
 S : The two double four London bridge spend....
 T : River river.
 S : River river.
 T : River. What is the name of the river?
 T : This river *writing on the whiteboard*
 T : This is the river Thames in London. Spent Thames river.
 T : Hanifa.
 the teacher played the recording
 S : It was...
 T : It was?
 S : The only...
 T : The only moveable bridge. What is it moveable? Gita.
 S : *Berpindah*. (Moving).
 T : *Bukan berpindah-pindah. Bergerak*. (Not moving. Moveable).
 T : Yuli.
 the teacher played the recording
 S : Oh, ya. Crossing the Thames.
 T : Yes. Crossing the Thames.
 T : Mega.
 the teacher played the recording
 S : When it was
 T : When... it was completed in.....? Winda.

- S : Eighteen ninety four.
T : Eighteen ninety four. What is the Indonesian?
S : *Sembilan belas* ninety, eh. *Delapan belas Sembilan empat*. (Eighteen ninety four).
T : *Delapan belas*? (Eighteen?)
S : *Sembilan empat*. (Ninety four).
T : *Sembilan empat*. (Ninety four).
T : OK. We go for Hesti. Listen.
the teacher played the recording
S : Sir Harris John.
T : Sir? It is the name. Sir Johannes John.
T : Listen again. Listen.
the teacher replayed the recording
T : Yes. Sir Johannes John?
S : Beside.
T : Beside the bridge?
Ss : Designed. Designed.
T : Yes. If you said beside the bridge I wonder what he was doing. Beside the bridge means *di sebelah jembatan*. So, what was he doing at that time?
T : We go for Indri.
the teacher played the recording
T : And Sir?
S : Sir John Terry.
T : Sir John?
replaying the recording
T : Sir?
the student didn't answer
T : Sir Wolf Terry built it. So, the designer is Sir Johannes John and the builder is Sir Wolf?
Ss : Terry.
T : Terry.
T : Indri again.
the teacher played the recording
T : Ah, sorry.
T : Which picture is it?
Ss : D.
T : Yes, D. Who got different picture? Raise your hand.
a student raised her hand
T : Gita. Which picture are you?
S : B.
T : Oh, B. Big Ben. The bridge is in London. Is it right? And then D describes the tower.
T : And then B?
S : B.
T : B. Because there is the word tower. Is it right?

S : London.
 T : B. Yes. Tower.
 S : London.
 T : Yes. They got trapped when they hear tower. *Mereka terjebak ketika mereka mendengar kata tower.*
 T : OK. We go for Alvi. This one is the hardest also.
 the teacher played the recording
 S : Hi. What's up?
 T : Hi. What's up? OK.
 T : OK. We will continue after this. We'll check for the next time. You don't discuss with your own friends. Thank you. Don't forget to go to the mosque and then do the Dzuhur prayer. See you after this.
 Ss : See you.
 T : Let's continue. Who is the next turn? The next turn?
 Ss : Alvi. Alvi.
 T : Alvi.
 T : Have I given you the homework? What is the homework?
 S : Translate.
 T : Translate?
 S : The little world.
 T : The little world. Four?
 S : Ma'am.
 T : Yes *looking at the book* Oh, I see. OK.
 S : One hundred twenty four.
 T : One hundred?
 S : Twenty four.
 T : Oh, I see.
 T : Let's continue the activity.
 T : Hello?
 Ss : Hi.
 T : Are you ready?
 Ss : Ready.
 T : Good.
 T : Until what number?
 T : Number?
 S : Seven.
 T : Seven?
 the teacher played the recording
 T : Alfi, ya?
 (It's Alfi's turn, right?)
 S : Udah, bu.
 (She's done, Ma'am)
 T : Agus
 S : I'm just fine
 T : Uhuh. I'm just fine
 T : Indri.

S : What about you?
 T : What about you? What about you?
 T : Alvi.
 S : Yani.
 T : Oh, Yani.
 S : Not so bad.
 T : Not so bad.
 T : Affan.
 S : Finally, let me introduce my friend to you.
 T : Very good.
 T : Umm...Widya.
 S : Ellie, this is Tom.
 T : OK, good. Amalia.
 S : And, Tom, this is Ellie.
 T : Yes.
 T : Winarfa.
 S : I'll be there.
 T : *Ya*, good. (Yes, good).
 T : Next. Umm...Windha.
 S : A. How do you do?
 T : OK. Hanifa.
 S : Nice to meet you.
 T : OK. Huda.
 S : C. I'm fine. Thank you.
 T : Uhuh. Affan.
 S : I'm English teacher.
 T : Huh?
 S : I'm English teacher.
 T : I'm an English teacher.
 T : OK. Next, there will be.
 S : Hesti.
 T : Oh, Hesti.
 S : Can we talk sometime later?
 T : Yes. Can we talk sometime later? So, what do you do? If someone is
 happy to see you, the response is?
 Ss : How do you do?
 T : A.
 S : A.
 T : Gita.
 S : Insurance.
 T : Insurance?
 S : Can I help you?
 T : Uhuh. Insurance what?
 S : Office.
 T : Yes. Insurance office.
 Ss : Can I help you?

T : Dio.
 T : Yes.
 S : I need...
 T : Uhuh.
 S : Umm...
 T : Information?
 S : Information.
 T : About?
 S : About?
 T : About?
 S : How insurance...
 T : How insurance?
 T : OK. Try to listen.
 Ss : Procedure
 T : Information about?
 Ss : The procedure.
 T : The procedure. OK.
 T : Gita.
 T : Who? Who?
 S : Apply.
 T : Apply. Good, angel.
 T : To apply about...?
 Ss : Health insurance
 T : Health insurance. Health insurance.
 S : Insurance
 T : Go, Alfi.
 S : OK, sir. You....
 T : We will... gladly inform you... about it.
 T : Dita.
 S : Please come to our office.
 T : OK.
 S : Alright, when should I come?
 T : Alright, when should I come?
 T : Angel.
 S : How about Friday morning at nine?
 T : Very good.
 T : Ayu.
 S : The...
 T : The manager?
 S : The manager
 T : Will be?
 T : Available.
 S : Available.
 T : For any consultation.
 T : Khofifah.
 S : A. I agree with you

T : I...?
 S : I.
 S : Agree
 T : Agree?
 S : With you.
 T : With you.
 T : Dyah.
 S : Don't worry about it.
 T : Don't worry about it.
 T : Arifah.
 S : C. OK, I'll... I will be there on time.
 T : Yes. I'll be there on time.
 T : Gita.
 S : I think you are right.
 T : OK, good.
 T : Affan.
 S : Thank you very much for inviting me.
 T : Very good. So, the answer is?
 Ss : C.
 T : There on time.
 T : C. On time
 Ss : C.
 T : I will be there on time.
 T : Hesti.
 S : John, I'm going.
 T : John, I'm going.
 S : Barbeque party.
 T : To have?
 S : To have barbeque party.
 T : Barbeque party.
 T : Gita.
 T : Oh, Dio.
 S : That's my favorite.
 T : OK, good. Dio.
 S : When will the party be held?
 T : Uhuh. When will the party be held?
 S : This weekend. Will you come to join?
 T : Yes, this weekend?
 S : This weekend. Will you come to join?
 T : Will you come?
 S : To join.
 T : Good.
 S : I'm sorry.
 T : I'm sorry.
 T : Hanifa.
 S : I don't think so.

T : I don't think so.
 T : Amalia.
 Ss : Alfiani
 T : Oh, Alfiani.
 S : Yes, you're right.
 T : OK. Dimas.
 S : I don't like the party.
 T : Hah? I don't like?
 S : The party.
 Ss : The party.
 S : A party *ya*... a party.
 S : I don't like the party.
 T : OK. Good.
 T : Widya.
 S : Yes, I would love to.
 T : So the answer is?
 Ss : E.
 T : E. I'd love to.
 T : Next, we go for Amaliana.
 T : Amaliana. OK.
 T : Sorry. *playing the wrong recording.
 S : Will you join our party tomorrow morning, Widya?
 T : Yes. Good.
 T : Windha.
 S : Well, I'm happy to come.
 T : OK. Agus.
 S : Repeat.
 T : I have?
 S : Repeat repeat.
 S : But I'm afraid I have to do something.
 S : I'm afraid.
 T : I'm afraid?
 S : I'm afraid I have to do something.
 T : Kebalik.
 (It's reversed.)
 S : I have something to do....
 T : I have something to do that time.
 S : That time.
 T : OK. Leo.
 S : What's the matter? What's the matter?
 T : OK. We go to Hanifa.
 S : I must...
 T : Yes. I must... take care?
 S : Take care of my mom.
 T : OK. Yuli.
 S : It's few things.

T : It's few things.
 T : Mega.
 the teacher played the recording
 S : A. You're welcome.
 T : OK. Widya. Sorry, Winda.
 the teacher played the recording
 S : B. You should come.
 T : OK. And then Dyah.
 the teacher played the recording
 S : I'm sorry to hear that.
 T : I'm sorry to hear that.
 T : Indri.
 the teacher played the recording
 S : I hope you can ... come.
 T : Come. OK. Right answer.
 T : Apri.
 the teacher played the recording
 S : I'm really sorry.
 T : OK. So, the answer is...?
 Ss : C....
 T : I'm sorry to hear that. Yes.
 T : You can take "I'm sorry to hear that" to show our sympathy.
 T : OK. Next we go for part... part four.
 T : Let's listen together.
 the teacher played the recording
 T : Who is the speaker?
 the students didn't answer
 T : Who is the speaker?
 Ss : Chef Juna.
 T : Chef Juna. Junaedi.
 the teacher played the recording
 T : To make?
 Ss : Yummy food.
 the teacher played the recording
 T : How many eggs?
 Ss : Three.
 T : What is he cooking?
 Ss : Milkshake and pancake.
 the teacher played the recording
 Ss : Three
 the teacher played the recording
 T : What will happen?
 Ss : Birthday party.
 T : When will it take?
 Ss : December 23, 2012.
 the teacher played the recording

T : What is it?
 Ss : Farewell party?
 T : What is farewell party?
 Ss : *Pesta perpisahan*. (Farewell party).
 T : *Ya. Pesta perpisahan*. (Yes. Farewell party).
 T : What time?
 Ss : E.
 T : E. There is no exact hour. So, only the date.
 T : Number 14 and 15.
 the teacher played the recording
 T : What is the story about?
 Ss : Four lions.
 the teacher played the recording
 T : How many?
 Ss : Four.
 T : Now, count your wrong answer.
 T : Affan Lutfi, how many correct numbers?
 S : Fifteen.
 T : OK. Good. Fifteen.
 T : Agus?
 S : Twelve.
 T : Twelve.
 T : Alfiani?
 S : Fourteen.
 T : Fourteen.
 T : Alvi?
 S : Thirteen.
 T : Good. Amalia?
 S : Thirteen.
 T : OK. Thirteen. And then Amaliana?
 S : Fifteen.
 T : Fifteen. Very good.
 T : And then, Angelina Tandi?
 S : Fifteen.
 T : Fifteen. Good.
 T : And then Angelina. There is no Angelina. Apri?
 S : Fourteen.
 T : Fourteen.
 T : Arifah?
 S : Fourteen.
 T : Fourteen. Good.
 T : Ayu.
 S : Twelve.
 T : Twelve.
 T : Dimas?
 S : Fifteen.

T : Fifteen. Good.
 T : Dio?
 S : Fifteen.
 T : Fifteen. Good.
 T : Dwi Nasukha?
 S : Twelve.
 T : Twelve.
 T : Dyah Ayu?
 S : Twelve.
 T : Fifteen?
 S : Twelve.
 T : Oh, twelve.
 T : Gita?
 S : Fourteen.
 T : Hanifah?
 T : How many?
 S : Eleven.
 T : Eleven. OK.
 T : Hesti?
 S : Thirteen.
 T : Thirteen.
 T : Huda?
 S : Fourteen.
 T : Fourteen.
 T : And then Indri?
 S : Fourteen.
 T : Fourteen.
 T : Khofifah?
 S : Eleven.
 T : Eleven.
 T : Mega?
 S : Thirteen.
 T : Thirteen?
 T : Leo? Leo?
 S : Fourteen.
 T : Nissa?
 S : Fourteen.
 T : Poppy?
 S : Fourteen.
 T : Tri Inten?
 S : Thirteen.
 T : Tri Yuli?
 S : Thirteen.
 T : Widya?
 S : Fourteen.

- T : Your ears are good. And then for the next semester, there will be listening test like that. So, I hope for the listening you will get fifteen. And then, the trick is like what I have given to you. *Triknya seperti yang sudah saya berikan. Enak kan dipraktikan?* (The trick is like what I have given to you. It's easy to be practiced, right?)
- Ss : *Enak.*
(Easy.)
- T : OK. That's all for today. Agus, please lead the prayer.
- S : Let's pray. Pray begin.
the students and the teacher were praying
- S : Amen.
- T : Thank you. See you next week.
- Ss : See you.

TRANSCRIPT 3

Subject : *Bahasa Inggris*
Class : X IBB (*Ilmu Budaya dan Bahasa*)
Teacher : Tri Yuniarti R.K., S.Pd
Date : January 22, 2015
Time : 10.45-13.30

Note:

T : Teacher
Ss : Students
S : Student

T : Morning spirit, class.
Ss : Morning spirit, ma'am.
T : Who are absent today?
S : Alfi.
T : And then Inten, who sits beside you?
S : Amaliana.
T : Oh, Amaliana. Where is Amaliana?
S : Over there.
T : Gita. Where is Gita?
S : Fill the marker.
T : Oh, I see. Fill the marker.
T : Well, today I need a score about writing because you haven't had the writing. It means that I must take the writing score from you.
T : And today is the last meeting of our class. Is it right?
Ss : Yes.
T : So tomorrow is Saturday. It means that tomorrow perhaps you will go home earlier.
T : Tomorrow you will have earlier... earlier going home. It means that until the four perhaps you will have nothing except cleaning your classroom. And today is our last meeting for English. And I need one for more writing... writing section. And I hope that later, you'll get.... Do you still remember that I was *nyusruk* (fall) in the got?
Ss : Yes.
T : That is my unforgettable memory. So, I want you all to write your own unforgettable memory.
T : Hello...
Ss : Hi...
T : Do you still remember that when we write about something in past, we write on the text of?
Ss : Recount.
T : Recount text.
T : Do you still remember the generic structure?

- Ss : Orientation.
- T : And then?
the students were muttering
- T : Events. One, two, three, four, five *while writing on the whiteboard*
- T : And? And the last is?
- Ss : Conclusion.
- T : Yes.
- T : You need to write in the form paragraph. You don't need to make separate of it. OK?
- Ss : Yes.
- T : You don't use event one blablabla... but directly like this.
- T : Unforgettable memory. That's up to you.
- T : Well if it is the first time for you to write, it is better for you on the Indonesian first. It doesn't matter. Why? Because you can write fluently in Indonesian. Can you understand what I mean?
- Ss : Yes.
- T : And then after that, you translate into English. If you need the help, I will help you. If you need my help, I will help you. After that in the form of script you have finished and then you rewrite on the paper that will be submitted to me. So, please don't write directly on the paper that will be submitted to me. Can you understand what I mean?
- Ss : Yes.
- T : And then, after that I will correct your writing and then I will give the text to you with the right word for example, with the right diction. What is the meaning of diction?
- Ss : *Pilihan kata*. (Diction).
- T : *Pilihan kata*. (Diction.) The right one I'll give it to you. And then later, I will ask you to rewrite again on the paper, on the certain paper. It is not like folio paper but umm... the paper for having the print out. But you write on that with the beautiful one. And then later, please you burn the paper. Burn. *Dibakar*. With a candle. You burn the paper on the side of the paper. So please don't write on the very long paragraph. Only need one page only. *Satu halaman*. You don't need to write many things. And then after that, after you burn and then you lick the paper and you can submit it to me. So, we will have the anthology of unforgettable memory text of language department. *Nanti kita buat antologi recount kenangan yang tak terlupakan yang akan menjadi kenangan kalian. Tadi paham ya apa yang sudah saya jelaskan. Nanti dibakar kemudian nanti ditempel lagi di kertas yang lain. Kemudian, setelah disatukan nanti bisa dilubangi yang tengah dua gini nanti ditumpuk*. So there will be your anthology of your unforgettable memory. Can you understand what I mean?
- Ss : Yes.
- T : You can write right now. If you need the dictionary, one of you can go to the library. Indonesian – English. Not English – Indonesian. As many as possible.

S : Ma'am.
T : You are free to write down. You can write down on the floor. You can write outside. It's up to you.
T : Any question?
Ss : No.
T : No. OK. Good luck.
T : Think first. *Dipikir dulu.*

TRANSCRIPT 4

Subject : *Bahasa Inggris*
Class : *X IBB (Ilmu Budaya dan Bahasa)*
Teacher : *Tri Yuniarti R.K., S.Pd*
Date : *January 29, 2015*
Time : *10.45-13.30*

Note:

T : Teacher
Ss : Students
S : Student

S : Shall we pray. Ready.
the class began saying their prayer
S : Amen.
Ss : Amen.
S : One, two, three.
Ss : Morning spirit, ma'am.
T : Morning spirit. Thank you.
T : Dimas, who sit beside you?
Ss : Angel
T : Inten?
Ss : Angel.
T : Angel and Inten. What's the matter with them?
S : Sick.
T : Sick. Who is sick? Angelina Tandi is sick now. And then what about Inten? Inten, where is Inten?
T : You don't know? So, there are two students who are absent for today. Is that right?
Ss : Yes.
T : Well, last meeting we missed our time because we had an audience with... who are they? Frost and?
Ss : Sam.
T : And then?
Ss : Stephen.
T : Where are they from?
Ss : Australia.
T : Yes, Australia. What were they doing here?
S : Uhm... *Puskesmas*. (Community health center).
T : Ya?
S : *Puskesmas*. (Community health center).
T : They?
T : They stayed at *Puskesmas* (Community health center).
T : Gita, what are you doing?

- T : Keep it because we don't need that. That is Pak Eko's material, not bu
RK's material. Just keep it. *Disimpan ya.*
- T : How many hours Pak Eko?
- Ss : Two.
- T : Two hours. Two hours. Why didn't you finish Gita?
- S : I need internet.
- T : Oh. Did you need the internet connection?
- T : So, what do you do with the internet connection?
- S : The biography.
- T : The biography. What about the others? There are many papers there and
your friends have finished writing it and then why do you need the
connection? So, what biography that you need to finish Pak Eko's
assignment?
- S : Idol.
- T : Oh, idol, your idol. So, the idol of Gita needs internet connection. *Jadi
idola kamu, kamu mengidolakan siapa?* (So, your idol, who is your
idol?)
the student kept silent
- T : So, you need internet connection to find some data?
The student didn't answer the teacher's question
- T : And then what about the others? Why didn't you need the internet
connection like Gita?
the students kept silent
- T : Who is your idol?
- S : Kemal Palevi.
- T : Kemal Palevi. How do you know Kemal Palevi? Do you know from the
internet?
- S : I know by myself.
- T : So, you know by yourself? Just guessing? *Cuma tebak-tebak aja?*
- S : No.
- T : No. So, you're also searching from the internet?
- S : I wrote it in the... *di rumah.*
- T : In the *di rumah.*
the students laughed
- T : In the *di rumah.* At home.
- Ss : At home.
- T : So, Pak Eko has asked you to find, to search about the idol?
- Ss : Yes.
- T : Gita again. Have you searched the idol at home or in the home or in the
rumah?
- S : No.
- T : Why?
- T : She was sick at that time?
- Ss : No.
- T : So, give me the reason why. Give me the reason why.
Gita kept silent

- T : Ok. Forget it.
- T : Well, students, at that time I waited for you to ask the questions you have prepared well but actually only Kintan asking or raising the questions. Where were you Gita?
- S : And Mega.
- T : Oh and Mega.
- T : So, where were the others?
- T : So, only Kintan and Mega got the point of Miss RK. The others no. Why?
- T : Did you understand what they speak? What they spoke at that time?
- S : I was sick.
- T : Oh, I see. You were sick at that time. That's ok, Winda.
- T : And then what about the others? Pak Bagyo raised many questions but the others just kept silent. OK. Just speak in Indonesia.
- S : *Sudah ditanyakan.*
(It's already been asked.)
- T : Oh, sudah ditanyakan. Kan banyak pertanyaan kemaren.
(Oh, it's been asked. There were many questions.)
- T : *Malu. Gak berani, bu.* (Ashamed. We have no confidence, ma'am.)
Remember you are the language class. The language class and language is your world. Just ignore your shame. Just ignore your shyness. Just ignore... what is it? If you are afraid of something, just ignore it. *Kok bisa kelas bahasa kalah loh sama kelas IPS.* (How can language class lose to social science class?)
- T : OK. Do you know that we have the guests from Australia? We have talked about narrative, is it right? Remember. What is narrative use or what is the use of narrative? To? Cepet.(Be quick.)
the students were murmuring
- T : Tadi malem gak belajar?
(You didn't study last night?)
- S : Yes.
- T : What is the use of narrative? There are many kinds of narrative is it right? Just mention them. What are they? The first we have for example *Kancil and Buaya.* (The Mouse Deer and the Crocodiles).
- Ss : *Buaya.* (The Crocodiles).
- T : We have fable. Sangkuriang. Sangkuriang? Legend, Nyi Roro Kidul. Snow white?
- Ss : Fairy tale.
- T : So, what is the use of narrative? To?
the students murmuring
- T : To?
- S : To retell
- T : To retell?
- S : To entertain the readers.
- T : To entertain the readers. To entertain the readers with?
- S : To amuse.

- T : Yes. To amuse the readers with?
the teacher began writing on the whiteboard
- T : To entertain or to amuse the readers.
- S : Or listener.
- T : Yes, or listener. *Penonton?* (Audience?)
- T : What is *penonton* in English?
- Ss : Audience.
- T : OK. Audience.
- T : What is the use with the entertaining story? *Cerita?*
- T : The entertaining story means *cerita fiksi*. *Cerita fiksi*. (Fiction). And then the structure?
- S : Orientation.
- T : Very good.
- T : Orientation. Then?
- Ss : Complication.
- T : Orientation and then?
- Ss : Complication.
- T : Complication and then?
- Ss : Resolution.
- T : Complication, resolution and the last?
- Ss : Reorientation.
- T : And then grammar. What tense do you use? This one, in narrative text.
- T : Past tenses. Remember past tenses. There will be simple past tense. What else? Last semester? Past?
- Ss : Past continuous.
- T : OK. Past continuous. And then?
- Ss : Past perfect.
- T : Past perfect tense. Very good. What else?
- T : Past?
- S : Past perfect.
- T : Past future.
- S : Future.
- T : Ya. Past future tense.
- T : And then how many elements of narrative? Or there are some elements of narrative story. Do you still remember *elemen cerita*, *elemen dalam drama*, *elemen dalam cerita in bahasa Indonesia*? (Do you still remember the elements of story, the elements of play; the elements of story in Indonesian?)
- T : There are many things. The first we have?
- S : Element?
- T : Elemen unsur. Intrinsik unsur. Ekstrinsik unsur.
(Element means unsur. Intrinsic element. Extrinsic element)
- T : The first?
- S : Tokoh.
(Character)
- T : What is *tokoh* in English?

- Ss : Character.
 T : And then?
 S : Theme.
 T : Theme. And then?
 S : Setting.
 T : Setting. Very good. There are two kinds of setting.
 Ss : Place and time.
 T : Place and time. Very good.
 T : What else?
 S : Location.
 S : Setting place.
 S : Plot.
 T : Point of view. Plot.
 T : What is the meaning of plot?
 Ss : Alur.
 T : Plot is alur.
 T : Please open your book about the elements of story. Have you found it?
 Ss : Yes.
 T : What page is it?
 Ss : One hundred.
 T : One hundred and fifty six.
 T : Conflict. Yes. One two three four five.
 T : Have you changed the position of seating? Based on the lottery?
 Ss : Yes.
 T : So, we have conflict, is it right?
 T : Let's see one by one.
 T : Setting. Affan, please read for me. Not for me, for us.
 T : Setting, what is the meaning of setting?
 S : Place and time in which the story takes place.
 the student read
 T : Can you make it into Indonesian?
 S : Waktu dan tempat.
 (Place and time.)
 T : In which means *dimana*.
 Ss : Dimana.
 S : Dimana cerita terjadi.
 (In which the story takes place.)
 T : Ya, disebut setting.
 (Yes, it's called setting.)
 T : Take place. *Sinonimnya apa?* (What is the synonym?)
 the teacher began writing on the whiteboard.
 the students kept silent.
 T : Take place means *terjadi*.
 T : What is the synonym?
 S : Happen.
 T : Happen. What else?

- T : You said o...
- S : O...
- T : The synonym use o. What is it?
- S : Object.
- T : Eh?
- Ss : Occupation.
- T : Occupation?
- S : Occur.
- T : Yes. Eker not okyur. Eker.
- T : Occupation means *pekerjaan*.
- T : And then we go for the plot. It is the sequence. What is the meaning of sequence?
- S : *Urutan. (Sequence)*
- T : Ya. *Urutan*. (Yes. Sequence). Sequence means *urutan*.
- T : It is the sequence of events in a story or play. *Merupakan urutan peristiwa dalam sebuah cerita atau play*. What is play?
- S : *Permainan. (Game)*
- T : *Permainan? Gobak sodor? No. (Game? Gobak sodor? No.)*
- T : Play means drama.
- T : Drama.
- Ss : Oh.
- T : *Permainan. Permainan lagi. Cerita atau drama. (Game. Game again. Story or play). It has a beginning, middle and end. Awal, tengah dan akhir. Short story usually has one plot. So, it can be read in one sitting. Nah, satu kali duduk membaca cerita pendek itu selesai beda dengan kalau kita membaca novel.*
- T : There are five essential. *Essential itu apa? (What is essential? Essential?*
- T : *Hal-hal yang penting. (The important things). The synonym of essential?*
- S : Important.
- T : Ya. Important. What else?
the students kept silent
- T : What else?
the teacher wrote on the whiteboard
- Ss : Necessary.
- T : Yes. What else?
- S : Sig... sig...
- Ss : Significant.
- T : What else?
the teacher wrote cru...
- S : Crush *guessing*
- T : Crucial
- T : Make a note. *Catet.*
- T : *Kelas bahasa kok ra ngerti. (How can language class do not understand this?)*
- T : Significant, essential.
- S : Vital.

- T : Yes. Vital means *penting*.
- T : Essential parts of plot. *Ada lima bagian penting dalam sebuah plot.* (There are five essentials elements of plot). The first is introduction, raising action, climax, falling action and denouement. De-nou-ment. And then conflict. It is the opposition of forces which ties one incident to another and makes the plot move. *Konflik ada dua, internal dan eksternal. Internal itu melawan diri sendiri. Eksternal berarti konflik dengan di luar kita sendiri. Bisa konflik dengan lingkungan, bisa konflik dengan teman, bisa konflik dengan keluarga.* (There are two kinds of conflict; internal and external one. Internal conflict deals with battling against oneself. The external one deals with struggling between a character and outside forces. It can be the environment, friends, or families.)
- T : And then character. *Tokoh ya.* The person in a world of fiction. The characteristic of a person. The person in a world of fiction. *Seseorang dalam cerita bisa disebut antagonis dan protagonist. Antagonis itu yang seperti apa?* (A character in a story can be described as antagonist and protagonist. What is antagonist?)
- Ss : Jahat.
(Evil)
- T : Kayak siapa?
(Like who?)
The students keep silent
- T : Oh, kayak saya?
(Oh, like me?)
- T : *Antagonis. Eh, sori protagonist yang?*
(Antagonist. Oh, sorry. The protagonist is the one who?)
- Ss : *Yang baik.*
(The good one.)
- T : *Ya. Yang baik.* Then, the characteristics of whole person. Jadi, tokoh itu ada dua. *Yang satu disebut protagonist dan antagonis. Yaitu cara kerja di dalam cerita. Yang kedua, karakteristik seseorang tersebut. Terdiri atas apa? The author. Page one hundred and fifty seven. Nulisnya nanti, saya jelaskan dulu.*
(Yes. The good one. Then, the characteristics of whole person. So, there are two kinds of character. The first is called protagonist and antagonist. It is the person in a work of fiction. The second one, the characteristics of the person. It consists of? The author. Page one hundred and fifty seven. Write it later, I'll explain it first.)
- T : *Seratus lima puluh tujuh.* (One hundred fifty seven). Characterization is the information the author gives the readers about the characters themselves. *Karakter di sini merupakan informasi yang penulis berikan kepada pembaca tentang character themselves atau tokoh-tokoh mereka sendiri.* The author may reveal. What is reveal?
- T : *Mengungkap.* Reveal itu mengungkap tabir characters in certain ways. *Yang pertama* it's a whole physical appearance. *Misalnya beautiful. Itu*

sudah termasuk karakter. Ya, ugly, slim dan sebagainya. Then, what he or she still expects or dreams. Misalnya Cinderella itu dreams, mimpinya apa? Cinderella mimpinya pergi ke? Pesta dansa. Nah itu bisa termasuk ke dalam character. Ya. What he or she does or does not do. Apa yang dia kerjakan atau tidak dikerjakan tokoh tersebut. Yang dikerjakan misalnya oleh Bawang Putih, ngepel.

(Reveal. Reveal means exposing the characteristics of the characters in certain ways. First, it's a whole physical appearance. For example, beautiful. It can be included into character. Ugly, slim, and the like. Then, what he or she still expects or dreams. For example, what is Cinderella's dreams? Cinderella has a dream to go to? The ball. It can be classified as character. OK. What he or she does or does not do. What Bawang Putih does, for example, mopping.)

S : Nyuci.

(Doing the dishes.)

T : *Nyuci piring, nyuci baju. Kemudian akhirnya dia kehilangan baju. Nah itu bisa termasuk karakter.*

(Doing the dishes, washing the clothes. Then, she lost the clothes. It can be included into character.)

T : What other says about him or her and how other reacts to him or her? *Gimana? Si mbah yang menemukan pakaian dari ibu tiri si Bawang Putih. Mengapresiasi karena dia bekerja rajin. Memberinya apa?* (The grandma who found Bawang Putih's step mother cloth. She appreciated her because she was diligent. Then, what she gave to Bawang Putih?)

Ss : *Labu.* (Pumpkin).

T : *Labu.* What is the English of *labu*?

T : Pumpkin.

Ss : Pumpkin.

T : And then point of view *itu sudut pandang. Bisa sudut pandang orang pertama. Bisa sudut pandang orang kedua, ketiga.*

(Point of view means sudut pandang. It can be first person point of view, second person and third person.)

T : Point of view is defined as the angle *bukan angel. Angle. Angle itu sudut. Kalau angel?* (Angle means sudut. What about angel?)

Ss : *Malaikat.*

T : *Teman kalian. Ya. Angel di sini.*

(Angel is your friend. She is here.)

T : Innocent eye. *Apa itu?* (What is that?)

T : *Dari sudut pandang tidak bersalah atau tidak berdosa.* The story is told through the eye of a child. *Jadi dari sudut pandang anak-anak. Itu innocent eye. Kalau kalian bukan innocent eye. Sin eye. Apa itu sin?* (You don't belong to innocent eye. Sin eye. What does sin mean?)

T : *Mata-mata penuh dosa.* (Sin eyes)

the students laughed

T : His or her judgment is different from that of adult. *Pendapat dia berbeda dari apa yang dipikirkan oleh orang dewasa. Sudut pandang anak-anak.*

Kalau anak-anak nonton bawang merah bawang putih, kemudian kalian nonton, sudut pandangnya akan berbeda.

(His judgment is different from that of adult. The child's point of view. When children and adult watch Bawang Merah Bawang Putih, they will have different point of view.)

T : Stream of consciousness. *Jadi stream of consciousness. Saya gak tau dalam bahasa Indonesia itu artinya apa. (So, stream of consciousness. I don't know what it is in Indonesian.) Yang jelas the story is told that the readers feel as if they are inside the head of character and those all their thoughts and reactions. Cerita yang diceritakan sehingga pembaca itu merasa as if, seolah-olah, seolah-olah mereka. Merekanya siapa? (Who are they?)*

S : Pembaca. (The readers)

T : *Pembaca bisa masuk ke dalam salah satu tokoh dan tau semua yang mereka pikirkan dan lakukan. Misalnya, Assalamu'alaikum Beijing. Udah pernah nonton?*

(The readers can get through to one of the characters' mind and know what they are thinking and doing. For example, Assalamu'alaikum Beijing. Have you watched it?)

Ss : *Belum.* (No, we haven't.)

T : *Oh, belum. Tapi sudah pernah baca novelnya? Tokoh utamanya siapa? (Oh, you haven't watched it. But you've read the novel, right? Who is the main character of the film?)*

S : Dewa.

T : Dewa sama yang cewek siapa?
(Dewa and the girl. Who is she?)

T : *Ra. Nah, seolah-olah kalian masuk menjadi Ra. Ya. Ra. Ra nggateke. (Ra. It is as if you play as Ra. Do not pay attention.)*

T : *Sekarang kalian masuk ke dalam tokoh Ra berarti kalian tau oh si Ra ini akan begini. Itu stream of consciousness. Saya belum menemukan bahasa Indonesianya apa tapi yang jelas kalian perlu ingat-ingat kalau nanti kalian mengerjakan soal stream of consciousness means that the readers come inside to the character.*

(Now, you come inside to Ra's head. So, you know what Ra is going to do. That's stream of consciousness. I haven't found the Indonesian equivalent but you should remember what I've told you because later you will do task about stream of consciousness, which means that the reader come inside to the character.)

T : *And then first person, orang pertama. Orang pertama itu siapa? (And then first person. First person. What is first person?)*

Ss : *Aku.* (I).

T : *Ya. Aku. Jadi keakuannya. Maka I.* The story is told by the protagonist or another character. The readers see the story through this person's eyes as he or she experiences it. *Jadi, dia sendiri yang mengalaminya. Berarti saya yang mengalaminya.* (So, she or he experiences it. It means I experience it)

- T : And then omniscience. Omniscience. I don't know what it is in Indonesian.
- S : *Serba tahu.*
(Knowing everything.)
- T : *Oh, serba tahu artinya. OK. Tapi dalam bahasa Indonesia mungkin tidak masuk sudut pandang.*
(Oh, it means knowing everything. OK. But, it is not included into point of view in Indonesian.)
- Ss : *Masuk.*
(It is.)
- T : *Serba tahu?*
(Omniscience?)
- S : *Orang ketiga serba tahu. Orang pertama serba tahu.*
(Third person omniscience. First person omniscience.)
- T : *Orang pertama?*
(First person?)
- S : *Serba tahu.*
(Omniscience.)
- T : *Oh ya. OK.*
(Allright. OK.)
- T : The author can narrate the story using the omniscient point of view. He can move from character to character, event to event. *Jadi bergerak dari satu karakter ke karakter lain ceritanya.*
- T : There are two main types of omniscient point of view. Omniscient limited *yang terbatas dan* omniscient objective. Omniscient limited, we know only what the character knows and what the author allows him or her to tell us. *Kita hanya tahu apa yang tokoh itu ketahui. Sedangkan yang objective, it appears as though, as though itu seolah-olah sama dengan as if.*
- T : As though *-seolah-olah*, a camera is following the characters. *Jadi ngikutin ke mana dia, jadi yang disorot adalah karakter tersebut. Going anywhere and recording only what he is heard. Yang dilihat dan didengar. The reader is placed in the position of spectator. Apa spectator? (What is it spectator?)*
- S : *Penonton. (Spectator).*
- T : *Penonton. (Spectator). Good, Dimas.*
- T : Without the author there to explain. *Tanpa penulis yang akan bercerita atau menjelaskan.*
- T : And then *tema*. Theme. The theme as a piece of fiction is its controlling idea or its central insight. *Yang namanya tema adalah setunggal fiksi yang mengontrol ide atau sudut pandang di dalamnya. It is the author's underlying meaning or main idea that he is trying to convey. Yang namanya tema itu sesuatu yang ada di pikiran penulis yang akan diceritakan atau dikembangkan ke dalam sebuah cerita. Kalau misalnya Snow White temanya apa? For example, Snow White, what is the theme of Snow White?)*

- S : Love story.
T : Love story?
S : Love story.
T : Something like that.
T : This one, some simple example of common theme. Things are not always as they appear to be. *Maksudnya apa?* (What does I mean?)
T : *Segalanya itu tidak seperti?* (Things are not always)
S : *Yang terlihat.* (As they appear to be)
T : *Ya. Yang tampak. Segalanya tidak seperti apa yang tampak. Mungkin seseorang itu ceria kemudian dia tidak pernah galau bisa jadi di rumah banyak masalah.*
(Yes. As they appear to be. Things are not always as they appear to be. Someone may look happy and never feels blue, but she or he probably has many problems at home.)
T : Believe in yourself. *Percaya pada diri sendiri.*
T : Don't judge a book by its cover. *Jangan?*
S : *Menilai buku.*
T : *Menilai seseorang hanya dari tampilan luarnya saja. Itu character. Karakter harus dihapalkan.*
(Don't judge a book by its cover. That's character. You should memorize it.)
T : Any question?
T : No question? If there is no question, you can write this.
T : Dimas, do you like Bruno Mars?
S : Yes.
T : So do I. I like Bruno Mars especially when the model. Eee...What is it? Tape.
T : *Pasti yang lain gak tau.*
(I think the others do not know about him)
Ss : Tau.
(We know)
T : Zayn Jaffar Malik. Nadia, who is he?
S : A member of One Direction.
T : A member of?
Ss : One Direction.
T : Ariana Grande Butera. Who is he or she? Dio, who is he or she?
S : She.
T : Who is she?
S : A singer.
T : Oh, she is a singer.
T : Mariah Carrey is an influence of Ariana Grande. She is the best woman in the world.
T : Jammie Carragher. Is he a football player?
S : Yes.
T : From? Oh, Liverpool. Liverpool?
S : Yes.

- T : He is very strong. Oh, he is very strong.
- T : Chairil Anwar.
- T : Tetsuko Kuroyanagi. Who is he or she?
- S : A writer.
- T : Oh, a writer. From? Japan? Why do you like him?
- S : Because he likes children.
- T : Oh, he loves children.
- T : Ahmad Kemal Pahlevi. The champion. Oh, stand-up comedy.
- T : Eminem.
- T : The king of rap?
- S : Yes.
- T : Eminem is the best rapper in the world.
- T : Lestari Rahayu Dwi Sukanti Dyah Rusdianti.
the students laughed
- T : Amalia Dwi, who is she?
- S : She is my mom.
- T : Oh, your mom. I see. Good. I agree with you.
the students gave Amalia applause
- T : Amalia Dwi Winarto. Her idol is her mom. I see. She is the best mom in my life because she wants to be anything for me. She gives everything to me. I love my mother forever.
the students gave Amalia applause
- T : So, you have the idol of mother. So do I. When my teacher asked me who your favorite idol is, I said my mom. Why? I can find full moon in her eyes. I can find love on her arms. I can find smile on her lips. And I can find anything on her. *Saya bisa melihat semuanya di ibu saya.*
- T : Sudah? Selesai semua? Now, you have five minutes. Until?
(Finish? All of you have finished? Now, you have five minutes. Until?)
- S : The eclipse.
- T : Until the eclipse.
- T : OK. I'll give you fifteen minutes to find the difficult words. Page one hundred and sixty four. Sudah? (Have you found it?) And also "The Death of Bisma". Page one hundred and sixty nine. The Death of Bisma. Please you find the difficult words and after that you will work in a group. *Silahkan nanti kalian bisa bekerja dalam kelompok. Sekarang cari kata-kata yang sulit.*
- T : Jody's father was a garbage man. What is the meaning of garbage man?
- S : Manusia sampah.
- T : *Eh, manusia sampah? Pemulung*, is it right?
- T : Semuanya kerjakan ya. (Everyone please do it.) "Jody's Father was a Garbage Man and "The Death of Bisma". After this you have to work in group. Fifteen minutes only. *Lima belas menit ya.*
- T : OK. I will divide you into some groups. A group consists of three students. There are two students who absent, right? So, there will be two groups consist of two students. *Ada dua kelompok yang isinya dua anak.* They must ask, what is it? Ask Kintan and Angel to join the group.

- Group one: one two with Kintan. One two with Angel. One two three. One two three. One two three. One two three. Dimas go with Nisa and Apri. How many students are here?
- S : Thirty two
- T : Group one belongs to Dini, Mega. Group two belongs to Angel, Hani. Group three belongs to Hesti, Alfiani and Yuli. Group four: Affan, Leo, Huda. And then Riza, Ayu, Agus. Group six: Kintan, and then Winda and Tri. And then group seven: and then Rio. Dwi and then Dimas, Nisa, Apri, is it right? And then group ten: Alfi Laila, and then Amalia, and then Gita, and then Dita. Once again. Group one: Dini, Mega, Kintan. Group two: Angel, Diah, Widya. Three: Hesti, Alfiani Yuli. Four: Affan, Theo, Hudha. Five: Ayu, Nur, Agus. Six: Tri Inten, Winda, Indri. Seven: Hanifah, Eri, Anifah. And then eight: Rima, Dio, Dwi. Nine: Dimas, Nisa, Apri. Ten: Amalia, Alfi Laila, Kintan. Dimas, Rio, and then Dwi. And then group eight. Oh, I see. Sorry. Dimas, Aulia. Group seven is Hanifah, Eri, and then Angel. Ela, Arifah. And then eight: Rima, Dio, Dwi. Nine: Dimas, Nisa, Alfi. Ten: Amalia, Alfi Laila, Kintan.
- T : Group one, please you understand and then tell your friend the story of page one hundred forty eight, story one, story two. Group two belongs to story three and story four. And then Alfiani "A Little Hero". And then Affan "The Day in New York blab la bla". One hundred and fifty one. One hundred fifty one. Ok. And then Ayu and friends "The Model Millionaire". One hundred fifty two, fifty three. And then Tri Inten and friends you go with the next page. And then Eri and friends you go with "Jody's Father was a Garbage Man." And then The Death of Bisma. And then, hello, the three of you The Nightingale and the Red Rose. Page one hundred and seventy one. Ya this one. And then group ten, page one hundred and seventy four, "Once a Gentleman was Travelling in a Train".
- T : I give you fifteen minutes to discuss and then you start the presentation.
- T : Group ten.
- Ss : Assalamu'alaikum Warahmatullahi Wabarakatuh.
(Peace be upon you.)
- Ss : Wa'alaikumsalam Warahmatullahi Wabarakatuh.
(Peace be upon you.)
- S : We are here to discuss, to present page one hundred and thirty-four. I am Amalia Dwi. I am Alvi Laila. I am Kintan. Ok everyone. Please open your book page one hundred and thirty four.
- S : OK. We will discuss it in Indonesian.
- S : *Suatu ketika ada seorang laki-laki sedang berjalan-jalan. Dia menggunakan kereta dan dia merasa haus dan dia turun ke stasiun untuk mencari air. Dan dia segera mencari air dan ketika mencarinya, mesin itu jalan, mesin kereta itu jalan dan mulai. Eee...tapi dia jalan, dia lari kembali tapi dia tertinggal kereta. Lalu hari semakin malam dan dia memutuskan untuk menghabiskan waktunya di stasiun itu. Pagi*

selanjutnya dia menanyakan tentang kereta selanjutnya. Kemudian dia datang untuk mau tahu ada kereta selanjutnya.

(Once a gentleman was travelling in a train. He felt thirsty and got down at a station in search of water. No sooner had he reached the water tap when the engine whistled and started. He ran back but missed the train. It was getting darker and he decided to spend the night at the station. The next morning, he enquired about the next train. He came to know that the next train was on the other day.)

- S : Eee...terus kan dia yang bolak balik. Balik ke stasiun tanya ke petugasnya, “Kira-kira masih ada gak keretanya?” Keretanya itu ada di hari berikutnya. Terus dia memutuskan untuk... eee apa namanya... menemukan tempat untuk nginap. Dia pergi ke penginapan di dekat situ. Terus tanya “Ada kamar gak?” Terus ternyata gak ada.

(Then, he moved around. He got back to the station and asked the officer, “Is the train available for today?” The next train was on the other day. Then, he decided to find a place, uhm what is it, find a place to stay. He went to the nearby lodges. Then, he asked “Is there any room available?” Sadly, he found no place to stay.)

- S : *Lalu akhirnya dia menemukan sebuah penginapan kecil. Lalu akhirnya dia memutuskan untuk nginap di situ sehari. Sehabis itu pemilik menyiapkan makanan untuknya tapi dia tidak meminta apa-apa sebagai balasannya.*

(At last, he reached a small hut. So, he decided to stay there for a day. That day, the owner served him food but he did not ask nor expected anything in return.)

- S : *Jam 7 malam, laki-laki itu mendengar pintu rumah diketuk. Orang kampung itu membuka pintu. Laki-laki itu melihat seorang dengan dandanan menor dan memakai pakaian yang mahal masuk ke dalam pondok dan meminta pemilik pondok membayar hutangnya. Laki-laki yang baik itu tahu kalau si pemilik pondok sedang butuh uang.*

(At night when it struck seven in the clock, the gentleman heard a knock at the door. The villager opened the door. The gentleman saw that a man dressed in gaudy and rich clothes entered the hut and demanded the owner to pay his debts. The gentleman came to know that the villager was in need of money.)

- S : *Keesokan paginya, laki-laki itu meninggalkan sejumlah uang di laci kamar dan pergi. Ketika orang kampung itu menemukan uangnya, dia melihat ada catatan yang ditujukan untuknya. Catatan itu berbunyi, “Kamu telah membantuku tapi tidak meminta apapun dariku. Kemarin, aku mendengar percakapan antara kamu dan orang asing dan aku tahu bahwa kamu sedang butuh uang. Ini yang kamu butuhkan.”*

(The next morning the gentleman slipped a pocket of money in the drawer of the room and left. When the villager came to know about the pocket, he saw that there was a note addressed to him, it read, “You helped me but did not expect anything from me. Yesterday, I heard the

- conversation between you and the stranger and I came to know that you were in need of money. This is what you need.”)
- S : Thank you very much for your attention.
- Ss : Wassalamu’alaikum Warahmatullahi Wabarakatuh. (Peace be upon you).
- T : OK. Thank you. That’s a very good story about the characters. It teaches us that if we do something, we don’t need any, what to say, we don’t need to owe that someone we help will keep us. So we don’t need to help, what is it, we don’t need to expect something for return. And the other one will give you something unique. That’s a very great story. Thank you for group ten. We go for group nine, “The Nightingale and the Devils”. OK. Dimas, Nisa and Apri
- Ss : Assalamu’alaikum Warahmatullahi Wabarakatuh. (Peace be upon you)
- Ss : Wa’alaikumsalam Warahmatullahi Wabarakatuh. (Peace be upon you)
- S : So, we want you to tell a story about nine angels and the devils. One hundred seventy one.
- S : OK. Let’s listen. If I find difficulty, just help me.
- S : The Nightingale and the Red Rose. *Dia hanya seorang murid yang malang. Sementara dia adalah anak perempuan yang cantik dan menarik dari seorang professor matematika. Bagaimana mereka bisa bersatu. Banyak murid-murid yang mempunyai orang tua yang kaya berharap untuk menikahinya. Tapi dia tidak dapat berhenti mencintai dia.*
(The Nightingale and the red rose. He was only a poor student and she was the beautiful, charming daughter of his mathematics professor. How could they become one? Many students whose parents were wealthy hoped to marry her. But, he could not stop loving her.)
- S : *Minggu depan akan ada pesta dansa di universitasnya dan dia diundang. Dia meminta perempuan itu untuk menemaninya ke pesta dansa. Gadis itu berkata, “Baiklah. Saya akan menemanimu ke pesta dansa dengan satu syarat: kamu harus membawakanku bunga mawar merah yang indah sebagai hiasan di gaun linen putihku. Bisakah kamu memenuhinya?”. Hal ini mengejutkan si laki-laki. Bagaimana mungkin? Tak ada mawar merah di musim ini. Yang ada hanya mawar putih atau kuning. Dia merasa sedih,” Baiklah. Aku akan mencoba menemukannya.”*
(There would be a ball at his university next week, to which he was invited. He wanted to ask the girl to accompany him to the party. “All right,” the girl said. “I’ll come with you to the ball with one condition: you must bring me a beautiful red rose as an ornament on my white linen dress. Can you?” This shocked the student. How come? There were not any red rose that season. There were only yellow or white ones. The student was very sad, “All right. I’ll try to find one.”)
- S : *Di atas atap kamar si mahasiswa, ada seekor burung bulbul yang mempunyai suara yang sangat indah. Setiap pagi, ia menyanyikan*

sebuah lagu untuk si mahasiswa. Dia mencintainya tapi mahasiswa itu tidak tahu. Dia dapat merasakannya ketika mahasiswa itu sedang sedih dan dia merasa gembira dan bernyanyi dengan riang ketika orang yang dicintainya tersenyum. Hari ini, si mahasiswa merasa sangat sedih. Dia merasa kasihan padanya. Cinta selalu membutuhkan pengorbanan.

(On the roof top of the student's room, there was a nightingale, which had a beautiful voice. Every morning, she sang a song for the student. She loved him but he did not know that. She could feel when he was sad and she felt glad and sang cheerfully if her lover smiled. Today, he was so sad. She took pity on him. Love always demands a sacrifice.)

- S : *Dia terbang ke sebuah pulau untuk mencari mawar merah, tapi dia tidak menemukannya. Dia bertanya pada mawar kuning di mana dia dapat menemukan mawar merah. Si mawar kuning memberitahunya bahwa di depan kamar si mahasiswa ada mawar merah yang sangat cantik. "Semuanya bisa berubah menjadi merah jika ada seekor burung yang mau mengorbankan hidupnya dengan menancapkan duri mawar ke hatinya sambil menyanyikan lagu cinta yang indah sampai si burung mati."*

(She flew away to an island to find the red roses, but she failed. She asked the yellow roses where she could find a red one. The yellow roses told her that in front of the student's room there was a beautiful red rose. "It could turn into red if there was a bird which was willing to sacrifice her life by stabbing the rose's thorn into its heart while singing a beautiful love song until the bird died.")

- S : *Pada malam hari di bawah sinar bulan yang terang, burung bulbul melakukan apa yang dikatakan mawar kuning. Paginya, si mahasiswa terkejut melihat mawar merah yang indah. Dia juga menemukan mayat burung di dekatnya. "Hey, aneh sekali. Mawar ini berwarna putih kemarin, tapi pagi ini berubah menjadi merah. Bagaimana bisa? Dan...oh, burung yang mati, apa ini? Betapa menjijikan!" Dia membuang burung yang mati ke tempat sampah.*

(On that night under the bright moonlight, she did as the yellow roses told. It was a painful death. The next morning, the student was surprised to see a beautiful red rose. He also found a dead bird near it. "Hey, strange enough. This rose was white yesterday but this morning it turned red. How come? And... oh, a dead bird, what is it? How disgusting!" He threw the dead bird into the dustbin.)

- S : *Sekarang, aku punya mawar yang langka, mawar merah yang langka. Dia pasti sangat terkejut dan senang. Ini sepadan dengan kecantikannya."Dia sangat senang dan buru-buru pergi ke rumah si gadis. Sayang! Si gadis menolak mawar merah itu. "Maaf kamu telat. Tadi malam, seorang bangsawan muda mengajakku ke pesta dansa dan dia memberiku hadiah dan perhiasan. Aku rasa perhiasan lebih pantas untukku dan gaunku dibanding mawar merah," sang gadis menjelaskan.*

(“Now, I have a rare rose, a rare red rose. She must be very surprised and glad too. This is worthy of her beauty.” He was happy and hurried to the girl’s house. Alas! The girl refused the red rose. “Sorry, you are late. Last night, a young noble offered to take me to the ball and he sent me a lot of presents and jewels. I think jewels are more appropriate for me and my dress than just a red rose,” the girl explained.)

S : *Si mahasiswa merasa kesal tapi tidak dapat berkata apa-apa. Dia pergi dengan sedih. Dia membuang mawar merah ke jalan. Tiba-tiba, ada kereta yang melaju dengan cepat di belakangnya dan menggilas mawar merah itu ke jalan. Semuanya berantakan. Si mahasiswa yang miskin itu tidak menghiraukan pengorbanan burung bulbul. Dia pulang ke rumah dan menenggelamkan kepalanya di bawah bantal tapi kali ini tidak ada burung yang menenangkannya.*

(The student was upset but could say nothing. He walked away sadly. He threw the rose away on the street. Suddenly, a cart was running quickly behind him and it passed him, treading the red rose into the street. It was a mess. The poor student ignored the nightingale’s sacrifice. He went back home and buried himself in his pillow but this time there was no bird to comfort him.)

S : Thank you for your attention. *Assalamu’alaikum Warahmatullahi Wabarakatuh.* (Peace be upon you.)

Ss : *Wa’alaikumsalam Warahmatullahi Wabarakatuh.* (Peace be upon you.)

T : Love always demands sacrifice. The theme is about love always demands sacrifice. *Cinta selalu meminta pengorbanan.* Who sacrifices? *Pengorbanan siapa?*

S : Pengorbanan the nightingale. (The Nightingale’s sacrifice.)

S : It’s about life.

T : The nightingale. Yes. Life becomes the theme also.

T : OK. Good. Next, group eight: The Death of Bisma.

S : Hello, we are from group eight. We’ll tell story about the death of Bisma.

S : *Medan perang Kurusetra penuh dengan prajurit yang mati, baik dari pihak Kurawa maupun Pandawa. Bisma hanya bisa mendesah. Perang selalu menuntut pengorbanan, membawa sakit dan kesengsaraan. Siapa yang akan mendapatkan keuntungan dari peperangan ini? Dia tidak bisa menjawab pertanyaan tersebut. Keduanya adalah cucu besarnya.*

(The battlefield of Kurusetra is full of dead soldiers, both from Kurawa’s and from Pandawa’s side. Bisma can only take a long sigh. War always demands sacrifice and brings pain and misery. Who will benefit from this dispute? He can’t answer the question. Both are his great grandchildren.)

T : *Cicitnya.* (His great grandchildren.)

S : *Hari ini, dia akan duel memanah dengan Srikandi, istri dari Arjuna. Wanita yang tangguh!*

(Today, he will duel in archery with Srikandi, the wife of Arjuna. What a woman!)

T : What woman? *Siapakah seorang wanita menantang Bisma?*
(What kind of woman who challenges Bisma?)

- S : Srikandi.
- S : *Menantang Bisma, prajurit yang kuat, anak laki-laki Gangga. Bukan, ini bukan tentang duel. Ini tentang destiny.*
(Challenging Bisma, the mighty warrior, the Son of Gangga. No, it's not about the duel. It's about a destiny)
- T : Destiny about? Destiny?
- S : *Perjalanan.* (Excursion)
- T : Destination itu *tujuan*. *Nasib.* (Destination means goal. Destiny.)
- S : *Ini tentang tujuan hidupnya yang telah ditentukan oleh dewa-dewa di surga.*
(It's about destiny that has been ordained by the gods in Heaven.)
- S : *Ayahnya, Prabu Sentanu bertemu dengan ibu tirinya, Dewi Sayojana di sebuah hutan dan jatuh cinta padanya. Dia memiliki putri...*
(His father Prabu Sentanu met his stepmother Dewi Sayojana in a forest and fell in love with her. She had a daughter.)
- T : *Dia adalah putri dari...*
(She was the daughter of)
- S : *Dia adalah putri dari Bagawan Palasara. Prabu Sentanu memintanya untuk menikah dengannya. Dia menerima lamarannya dengan satu syarat: penerusnya harus menjadi penerus kerajaan Hatinapura.*
(She was the daughter of Bagawan Palasara. Prabu Sentanu asked her to marry him. She accepted the proposal with one condition: her descendants would be the successors of Hastinapura Kingdom.)
- S : *"Tapi itu mustahil. Saya punya putra mahkota dari istri pertama saya, Dewi Ganggadan saya sudah berjanji bahwa dia akan menjadi penerus saya," kata Prabu Sentanu.*
(“But it was impossible. I have a crown prince from my first wife, Dewi Gangga and I have promised that he will be my successor,” Prabu Sentanu said.)
- S : *Dewi Sayojana tidak menjawab. Ini membuat Prabu Sentanu sedih. Dalam perjalanan ke istana dia tidak mau makan, minum atau menikmati music atau tarian. Putranya Dewabrata tahu apa masalah ayahnya. Dia pergi menemui Dewi Sayojana. “Dewi, aku belum, eh, aku belum....saya janji kamu...”*
(Dewi Sayojana didn't answer. This made Prabu Sentanu sad. On his way to the palace, he wouldn't eat, drink, or be comforted by music or dancers. His son, Dewabrata knew that his father's problem was. He went to meet Dewi Sayojana. “Dewi, I haven't, eh, I haven't, I promise you...”)
- T : *Saya berjanji kepadamu.*
(I promised you.)
- S : *Saya berjanji kepadamu bahwa saya tidak akan menikah agar saya tidak punya keturunan. Aku bersumpah pada dewa-dewa dan padamu, Dewi,” kata Dewabrata. Semua dewa di surga menyaksikan dan merekam sumpah Dewabrata. Dewa memberinya nama baru, “Bisma”, yang artinya “yang dipercaya”.*

(“Dewi, I haven’ got a wife. I promise you that I will never marry in order that I don’t have any descendants. I swear to the gods and to you, Dewi,” said Dewabrata. All the gods in heaven witnessed and recorded the oath of Dewabrata. The gods gave him a new name, “Bisma”, which means “believable”.)

T : *Dapat dipercaya.* (Believable)

S : *Dapat dipercaya. Prabu Sentanu dan Dewi Sayojana menikah dan mempunyai dua anak laki-laki. Tidak lama Prabu Sentanu mati.*

(Prabu Sentanu and Dewi Sayojana married and had two sons. Soon after, Prabu Sentanu died.)

T : *Meninggal.* (Died)

S : *Meninggal.* (Died)

S : *Putra, eh, putrane meninggal juga. Sekarang tidak ada putra mahkota yang bisa menjadi raja Hastinapura. “Tetapi saya mendengar bahwa kamu mempunyai anak dari suami pertamamu, Dewi. Di mana dia sekarang? Kita dapat membuatnya menjadai pangeran,” kata Bisma dengan serius. “Ya, nama dia adalah Abiyasa. Wajahnya jelek tapi dia lelaki yang baik.” “Dewi, raja dari tetangga mempunyai tiga putri yang cantik. Raja mengadakan kompetisi pertarungan dan pemenangnya dapat menikahi anak perempuan raja.*

(The two sons also died young. Now, there was no crown prince who could be king of Hastinapura. “But I heard that you have a son from your first husband, Dewi? Where is he now? We can make him a prince,” said Bisma seriously. “Yes, his name is Abiyasa. His face is ugly but he is a good man.” “Dewi, the king of our neighbouring kingdom has three daughters who are very beautiful. The king holds a fighting competition and the winner can marry the king’s daughters.)

T : *Putri cantik anak raja.* (The king’s beautiful daughters.)

S : *Putri cantik anak raja. Doakan aku Dewi. Saya akan mengikuti kompetisi. Saya janji...anak perempuan raja.*

(The king’s beautiful daughters. “Bless me, Dewi. I’ll join the competition. I promise you the king’s daughters.”)

T : *Saya menjanjikan.* (I promise you.)

S : *Saya menjanjikan.* (I promise you.)

T : *Putri raja itu untuk?* (The king’s daughter for?)

S : *Untuk Abiyasa.* (For Abiyasa.)

T : *Bisma memenangkan hadiah itu. dua dari gadis tadi setuju untuk membuat Abiyasa menjadi suami mereka tetapi Dewi Amba yang paling besar atau yang sulung menuntut karena dia berpikir bahwa pemenangnya adalah Bisma bukan Abiyasa. Dia ingin menjadi istri dari Bisma. Bisma menjelaskan tetapi Amba tetapi Amba tidak dapat menerima penjelasannya. Dia hanya ingin menikahinya. Bisma mengarahkan semua anak panah kepada Dewi Amba untuk menghentikannya dari mengejarnya. Sayangnya anak panah itu mengarah tepat pada dada Dewi Amba dan membunuhnya. “Bismaku sayang, aku akan menunggumu di pintu surga. Pada perang*

Baratayudha, perang di antara keturunanmu, aku akan menjemputmu dan kita akan bahagia bersama di surga,” kata Amba sebelum dia meninggal. Pada saat itu, ia bukan Srikandi, ia adalah pejuang tangguh Pandawa. Ia adalah wanita yang hebat pada memanah dan sekali saja dia sudah mengalahkan Arjuna pada kompetisi memanah. Tetapi Srikandi ini kenyataannya adalah Dewi Amba. Srikandi mulai mengambil satu persatu panahnya dan mengarahkannya pada Bisma. Hanya dengan satu panah, anak panah itu bisa berubah menjadi seribu di udara. “Amba... Ini aku pencintamu, Bisma. Aku siap pergi denganmu. Aku telah memenuhi janjiku di Mayapadha. Sekarang waktunya bagiku untuk pulang bersamamu.” Kemudian ribuan anak panah mengarah kepadanya dan dia meninggal dengan damai.

(Bisma won the prize. Two of the girls agreed to make Abiyasa their husband, but Dewi Amba, the eldest refused because she thought the winner was Bisma, not Abiyasa. She wanted to become the wife of Bisma. Bisma explained but Amba wouldn't accept the explanation. She loved Bisma only and wanted to marry him. Bisma aimed an arrow at Amba so as to stop her from chasing after him. Unfortunately, the arrow hit Amba in the chest and killed her. “My beloved Bisma, I will wait for you at the door of heaven. In the great war of Bharatayuda, the war among your descendants, I'll pick you up and we can be happy together in heaven,” said Amba before she died. Now, this is the day. She is not Srikandi, the woman warrior of Pandawa. Yet, she is good at archery. She once beat Arjuna in an archery competition. But this Srikandi is in fact Dewi Amba. Srikandi began taking the arrows and aimed it at Bisma. Just one arrow but it turned into a thousand arrows in the air. “Amba... this is me, your lover, Bisma. I'm ready to go with you. I have fulfilled my destiny in Mayapada. Now, it's time for me to go home with you.” Then, thousands of arrows hit him and he died peacefully.)

T : The time is over. So, for the next group seven: Jody's father was a garbage man.

T : Dimas, can you get the attention of the class? Attention please.

S : Attention, please. Let's pray.

the students and the teacher were praying

S : Amen.

Ss : Amen.

S : One, two, three.

Ss : Morning spirit, ma'am.

T : Morning spirit. Thank you. See you next week.

Ss : See you.

PERNYATAAN TRIANGULASI

Yang bertanda tangan di bawah ini, saya:

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Pekerjaan : Mahasiswi S1 Pendidikan Bahasa Inggris Universitas
Negeri Yogyakarta

menyatakan telah melakukan triangulasi data sehubungan dengan analisis data yang dilakukan oleh mahasiswa yang bersangkutan dalam penelitian yang berjudul "A Pragmatic Analysis of Classroom Speech Acts in the English Teaching and Learning Process at SMA N 1 Purworejo (A Case Study)".

Demikian surat keterangan ini dibuat untuk dapat digunakan sesuai dengan keperluan.

Yogyakarta, 15 Mei 2015

Yang membuat pernyataan



Erlinna Dewi Sanjani

PERNYATAAN TRIANGULASI

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menyatakan telah melakukan triangulasi data sehubungan dengan analisis data yang dilakukan oleh mahasiswa yang bersangkutan dalam penelitian yang berjudul "A Pragmatic Analysis of Classroom Speech Acts in the English Teaching and Learning Process at SMA N 1 Purworejo (A Case Study)".

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Yogyakarta, 15 Mei 2015

Yang membuat pernyataan



Fitriana Sulistiyaningrum



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SURAT KETERANGAN

Nomor : 423.4 / 678 / 2015

Dasar : Kepala KPPT (Kantor Penanaman Modal Perizinan Terpadu) Kabupaten Purworejo nomor 072/331/ 2014, tertanggal 03 November 2014.

Kepala SMA Negeri 1 Purworejo menerangkan bahwa mahasiswa dibawah ini :

Nama : Nurhidayah Permata Nurani
NIM : 10202241066
Jurusan : Pendidikan Bahasa Inggris
Universitas : Universitas Negeri Yogyakarta
Judul Penelitian : **A PRAGMATIC ANALYSIS OF CLASSROOM SPEECH ACTS IN THE ENGLISH TEACHING AND LEARNING PROCESS AT SMA N 1 PURWOREJO (A CASE STUDY)**

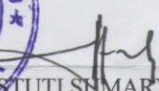
Telah melaksanakan penelitian mulai tanggal 04 November 2014 s.d 31 Januari 2015 dengan baik di SMA Negeri 1 Purworejo.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan seperlunya.

Ditetapkan di : Purworejo
Pada tanggal : 23 Mei 2015

KEPALA SMA NEGERI 1 PURWOREJO




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Tembusan :

1. Komite Sekolah
2. Arsip